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Policy Document on N.I.H.E. Dublin

Society of College Lecturers, C.D.V.E.C.

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SOCIETY OF COLLEGE LECTURERS.

CITY OF DUBLIN VOCATIONAL EDUCATION COLLEGES.

POLICY DOCUMENT

ON

N.I.H.E. DUBLIN

9th JULY, 1975.
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ABSTRACT

This document has been prepared by the Executive Committee of the Society of College Lecturers, City of Dublin Vocational Education Colleges for submission to the members of the Governing Body of the N.I.H.E. Dublin.

Its specific recommendations are as follows:-

Section 1:
The Society rejects the option for the N.I. H.E. Dublin of the status of a recognised college of one of the Dublin Universities. It strongly recommends that the N.I.H.E. Dublin should be an autonomous degree and sub-degree awarding institution. If for non-academic reasons, such an arrangement is not possible then the Society recommends as a second option that the N.I.H.E. Dublin should become a fully independent constituent college of the University of Dublin enjoying equality with Trinity College, Dublin. It should be based on the existing third level courses and staff in the Dublin V.E.C. Colleges and should provide a wide range of courses at many levels in the applied Arts and Sciences. It should have close links with the N.I.H.E. Limerick, with the Regional Technical Colleges and with the reconstituted National Council for Educational Awards. Its relationship with the Universities, to which its work is complementary, should be formalised through membership of the proposed Conference of Irish Universities.

Section 2:
The role of the Governing Body of the N.I.H.E. Dublin should be a supervisory and policy making one. The composition of its membership should reflect the interests served by N.I.H.E. Dublin and must include representation of teaching staff and students.
Section 3:
The academic and management structure of the N.I.H.E. Dublin should be flexible, efficient and democratic. It should be based on a Grid or Matrix organisational structure incorporating Faculties, Departments and Courses with overall management of the Institute being effected by a Director through the Academic/Management Board.

Section 4:
All executive appointments to the N.I.H.E. Dublin should initially be for fixed periods with the possibility of re-appointment for further fixed periods. Senior executive staff should be recruited using the services of a professional agency in consultation with panels of external assessors. Existing third level staff in the Dublin V.E.C. Colleges should be transferred to corresponding grades in the N.I.H.E. Dublin.

Section 5:
Third level courses (in the Applied Arts and Sciences) of many types and levels, both day and evening, full-time and part-time modular and traditional, single and inter-disciplinary should be provided over a four term year in the N.I.H.E. Dublin.

Section 6:
Research, Development and Consultancy should form an integral part of the educational activities of the N.I.H.E. Dublin.

Section 7:
The N.I.H.E. Dublin should initially be based on the existing Dublin V.E.C. College buildings but should move as soon as practicable to a centrally situated single campus with provision being made for expansion at a number of centres.
3.

Section 8:

The Society recommends that consultation with and participation by representatives of the academic staff of the Dublin V.E.C. Colleges in the process of the setting up of the N.I.H.E. Dublin should take place through the establishment of formal communication links with the Governing Body.

1.2. The N.I.H.E. Dublin should provide a service to the community that is essentially different from that provided by the Universities. Its primary contribution to Irish society should be in the fields of applied knowledge and in meeting the educational requirements of a developing industrial society.

1.3. The Dublin V.E.C. Colleges, from which the N.I.H.E. Dublin will evolve, have over the years made a significant contribution to advanced vocational education in this country. The Society sees the setting up of the N.I.H.E. Dublin as providing the opportunity of strengthening and developing this unique educational contribution in a coherent independent manner within the framework of new organizational structures.

College of Technology, Dalton Street, Dublin 1.
College of Technology, Kevin Street, Dublin 8.
College of Catering, Camal Brugha Street, Dublin 1.
College of Commerce, Rathmines, Dublin 6.
School of Commerce & Retail Distribution, Marlboro Street, Dublin 1.
College of Music, Chatham Street, Dublin.
1. THE CONCEPT OF THE N.I.H.E. DUBLIN.

1.1. The Society of College Lecturers (hereinafter referred to as the Society) believes that the role of the N.I.H.E. Dublin should be to respond to and anticipate the higher educational needs of Irish society by providing a wide range of courses at many levels, and by engaging in research and consultancy, in the fields of the applied Arts and Sciences.

1.2. The N.I.H.E. Dublin should provide a service to the community that is essentially different from that provided by the Universities. Its primary contribution to Irish society should be in the fields of applied knowledge and in meeting the educational requirements of a developing industrial society.

1.3. The Dublin V.E.C. Colleges * from which the N.I.H.E. Dublin will evolve have over the years made a significant contribution to advanced vocational education in this country. The Society sees the setting up of the N.I.H.E. Dublin as providing the opportunity of strengthening and developing this unique educational contribution in a coherent independent manner within the framework of new organisational structures.

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  College of Music, Chatham Street, Dublin.
1.4. The academic institutions with which the N.I.H.E. Dublin will have closest relations will be the Regional Technical Colleges (RTC's), N.I.H.E. Limerick and the Universities.

1.5. Formal links with the RTC's are essential in order to ensure that student mobility and rationalisation of courses throughout the country will be facilitated. The co-ordination of policies and activities with the RTC's will be effected through N.I.H.E. Dublin membership of the reformed National Council for Educational Awards (N.C.E.A.) and through R.T.C. representation on the Governing Body of the N.I.H.E. Dublin.

1.6. Close links between N.I.H.E. Dublin and the RTCs automatically implies close links with its sister institution, the N.I.H.E. Limerick, which together with the N.I.H.E. Dublin will be, in the words of the Minister for Education in his inaugural address to their Governing Bodies, "crowning institutions in their area of education". Such links will be essential to ensure a rational and unified overall system of Technological Education in the country.

1.7. The formal links between N.I.H.E. Dublin and the Universities will take place within the broad guidelines laid down in the Government Statement of 16th December, 1974, in relation to Higher Education. This stated "that the N.I.H.E. Dublin shall be a recognised college of either of the Dublin Universities, with the capacity to evolve into a constituent College of one or other of the Dublin Universities or to become an autonomous degree awarding institution. The Minister for Education was later reported as describing the latter option as being a fail safe mechanism in the event of failure to reach agreement on recognised or constituent status within either of the two designated Universities in Dublin.

1.8. The Society categorically rejects the proposal that the N.I.H.E. Dublin should have the status of a recognised college of a Dublin University. It does so for two main reasons. Firstly, on the grounds of the general principle that what is broadly known as Technological Education should be given, as it is in other countries, the freedom to develop in its own right along its own particular path of development, not in any sense in
1.8. Contd...

competition with the University system but rather complementary to it, since fundamentally its aims and objectives are different. Secondly, while it is possible to envisage circumstances in which an area of education, because of lack of status, or tradition or public acceptability, might require that its courses and qualifications be validated by a formal association with a University, this is most assuredly not the case in Dublin.

1.9. The third level courses and staff in the Dublin V.E.C. Colleges represent by any quantitative or qualitative standards a very considerable educational dimension. There are in excess of 5,000 third level students including over 2,000 full-time students, being taught by some 250 full-time and 500 part-time academic staff, on about 70 third level courses ranging from Architecture to Medical Laboratory Technology. These courses and the qualifications awarded to those who successfully complete then enjoy widespread acceptance in the community.

1.10. These courses and qualifications do not in any sense require the seal of approval of a University to give them a currency they already enjoy. It is for this reason that the Society is concerned that the achievements and unity of an educational system spread over six colleges and some thirty years should have been endangered, how ever well meaning the intention, or apparently historically justifiable the decision, by negotiations to acquire the dubious advantages of temporary University validation for two of these courses in disciplines acceptable to the Universities.

1.11. Furthermore, a University cannot, without compromising its own integrity and standards, validate the awards of another institution, in areas in which it does not have the necessary competence and experience. Besides, in those areas in which it may have the competence, the danger exists that it will apply its own standards of excellence to the courses and qualifications it is validating, standards that may be at best inappropriate or at worst damaging.
1.12. Accordingly, the Society strongly believes that formal association of the N.I.H.E. Dublin in the capacity of a recognised college with one of the Dublin Universities would create problems arising from fundamental differences in philosophy, structure and areas of interest. It would, the Society believes, be detrimental to Technological Education, the development of which was one of the explicit objectives of the Government proposals in relation to Higher Education.

1.13. The Society strongly recommends that the N.I.H.E. Dublin should be an autonomous institution with full degree and sub-degree awarding powers from the outset. Formal links with University institutions, which the Society considers are a necessary component of a comprehensive system of Higher Education, can be achieved through the proposed Conference of Irish Universities. Dual validation, involving both the N.I.H.E. Dublin and the N.C.E.A., of sub-degree awards should also be a feature of the N.I.H.E. Dublin.

1.14. If for any non-academic reasons, full institutional autonomy in the sense referred to above, cannot be achieved, then the Society would favour that the N.I.H.E. Dublin should become a fully independent constituent College of a Dublin University provided that it would enjoy full independence and equality of status with any other constituent College of that University and also that it would have full and equal representation on all decision making bodies at University level. In these circumstances, the Society would recommend for the N.I.H.E. Dublin the status of a constituent college of the present University of Dublin, becoming in all respects an equal partner with the present Trinity College Dublin. Finally the Society wishes to emphasise as strongly as it can that at best it regards constituent college status even within the conditions outlined above, as a second best solution for the N.I.H.E. Dublin and for the development of Technological Education in this country over the next decades.
2. GOVERNMENT.

2.1. The N.I.H.E. Dublin should have considerable influence over its own activities although it will operate within areas of constraint defined by other bodies. It is in the Governing Body of the Institute that this influence, authority and responsibility is vested.

2.2. The objectives of the Governing Body will vary over time. Its immediate objective will be to arrange for the transfer of courses and staff from the Dublin V.E.C. Colleges to the N.I.H.E. Dublin. Its principal tasks will then be, firstly, in consultation with other interests, to define explicitly, the short, medium and long term objectives of the N.I.H.E. Dublin and secondly, to monitor and appraise the implementation of these goals and to redraft them at regular intervals.

2.3. The role of the Governing Body should be essentially a supervisory and policy making one. It should not concern itself with implementation or management or with specialised matters. These functions it should delegate to an executive board, the Academic/Management Board (see 3.20 page 13) the performance of which should be supervised by the Governing Body.

2.4. The composition of the Governing Body should reflect the interests of those served by the N.I.H.E. Dublin. The Society believes that the Governing Body should contain representatives from the following interests and organisations: Commerce, Industry and Agriculture; Research and Semi-State organisations; Departments of State including Departments of Labour, Public Services and Education; the Professions; the Universities; the R.T.C's; Trade Unions; N.I.H.E. Dublin Graduates, Academic Staff, Students.

2.5. All appointments other than those of Academic staff and students should be for a period of five years. Academic staff should be appointed for three years and students for two years. All appointments should be renewable on the expiry of the term of office of the holder. There should be democratic selection of representatives where possible and certainly in the case of academic staff and student members. Provision should also be made for the replacement of inactive members.
3. **ACADEMIC AND MANAGEMENT STRUCTURE**

3.1. The success of the N.I.H.E.D. as an educational institution will be directly related to the nature and quality of both its academic leadership and management competence. This will be determined in turn, by the status accorded to these functions and the structures devised for their implementation.

3.2. The satisfactory achievement of the educational objectives of the N.I.H.E.D. requires that academic, management and course structures that are flexible, responsive, democratic, efficient and dynamic be devised for the new Institute. Furthermore, those appointed to exercise responsibility within the structures so devised must be both academically and managerially competent, since they will be called upon to discharge a dual role in their positions.

3.3. An academic institution may be organised using the following broad structure patterns.

(a) Departmental Structure.
(b) Course Structure.
(c) Grid or Matrix Structure.

3.4. The Departmental Structure is the traditional method of academic organisation with discipline based vertical academic responsibility devolved from Faculty to School to Department. The Department is the unit carrying operational responsibility for courses within the discipline area and for the servicing of courses in other discipline areas.

3.5. Executive appointments in a traditional departmental structure are usually permanent, although this need not necessarily be a characteristic of the structure. The Departmental structure has been criticised on the grounds that it tends to compartmentalise knowledge, leads to interdepartmental rivalry, overlapping and duplication. More importantly, it does not provide a mechanism for the speedy initiation of courses which do not fall within the ambit of traditional departments based on subject disciplines.
3.6. It is because of these objections that the Society feels that an unmodified Departmental structure based on the existing one in the Dublin V.E.C. Colleges is not the most appropriate academic structure for the N.I.H.E. Dublin.

3.7. A Course based organisational structure is broadly similar in management terms to a Departmental structure but differs in that academic and executive responsibility is related to courses rather than disciplines and is exercised through Course and Subject Leaders. The system in practice may be more democratic than the Departmental structure in that it allows for academic consensus and elective and non-permanent appointments to course and subject leadership although this need not be an inherent feature of the structure. Its principal attraction is that it explicitly recognises the interdisciplinary nature of applied knowledge and removes the disciplinary constraints on the initiation of new courses. However, the line nature of the system may reproduce some of the features considered undesirable in the traditional Departmental structure, particularly that of duplication of resources.

3.8. The form of academic structure for the N.I.H.E. Dublin favoured by the Society of College lecturers, since it satisfies the objectives listed in 3.2., is the Grid or Matrix structure. This may take many forms but essentially it consists of Departments, based on subject disciplines or broad groupings of subject disciplines, under the control of Heads of Departments, interacting with courses, mainly interdisciplinary in character, directed by Course Chairmen. The dynamic element in the system is the Course, which would draw upon and combine the skills and resources of the Institute in providing the education most appropriate to the needs of the community.

3.9. The attractive feature of the Grid structure is that it retains the advantages of both the Departmental and Course structures while at the same time eliminating their defects. In particular it provides a mechanism that is quickly responsive to the technological needs of Irish Society and allows for the quick creation of interdisciplinary educational programmes to meet these needs.
3.10. Moreover, the system is fundamentally democratic in character and allows for academic participation and consensus in the exercise of academic responsibility. The position of Course Chairman provides a counterweight to that of Department Head and ensures that courses in the Institute will not suffer unduly from the excesses of overambitious and autocratic Heads of Department, or from the inadequacies of weak and inefficient ones, while at the same time it provides the conditions for beneficial co-operation between Course Chairmen and Heads of Department. Each academic staff member has a dual responsibility, firstly to the Department of which he is a member, and to whose Head he is responsible for the quality of the content of his academic work and secondly to his Course Chairman to whom he is responsible for the quality of his contribution to the Course.

3.11. The specific proposals by the Society of College Lecturers for the academic management of the N.I.H.E. Dublin within the framework of a Grid structure, are as follows:-

3.12. There should be six grades of staff in the N.I.H.E. Dublin.

(i) Director
(ii) Assistant Director
(iii) Principal Lecturer
(iv) Senior Lecturer
(v) Lecturer
(vi) Assistant Lecturer

3.13. The Chief Executive of the N.I.H.E. Dublin should be the Director who would carry overall responsibility for the implementation of the broad policy laid down by the Governing Body. He should be assisted in this task by a Deputy Director, 11 Assistant Directors and an Academic/Management Board - (see accompanying organisational chart)

3.14. There should be Faculties organised on the basis of broad discipline areas containing cognate Departments which should be under the control of an Assistant Director who should be responsible for the overall administration and broad academic leadership of the Departments within the Faculty.
3.15. Initially, we visualise N.I.H.E. Dublin containing faculties such as:

(i) Applied Science
(ii) Engineering
(iii) Business and Management Studies
(iv) Land Use Studies
(v) Catering
(vi) Art and Design
(vii) Social Studies
(viii) Languages and Humanities.

3.16. There should also be Assistant Directors with responsibility for the following functions:

(i) Administration including Personnel and Finance
(ii) Library and Information Services
(iii) Research and Development, Industrial Consultancy and Liaison
(iv) Corporate Planning.

3.17. The Deputy Director should be appointed from among the Assistant Directors for an initial period of 5 years and re-appointed for periods of three years.

3.18. Departments should be directed by Heads of Departments of Principal Lecturer rank. They would be responsible for academic leadership in their discipline area. The position should be filled from those who apply on the recommendation of the Director and appropriate Assistant Directors. Appointments should be made for an initial term of five years renewable thereafter for periods of three years. In the event of a Head of Department not being re-appointed or not wishing to be re-appointed he would revert to the rank of Principal Lecturer.

3.19. Courses shall be directed by Course Chairmen who shall be elected for renewable terms of three years by Course Committee members who themselves are appointed for renewable terms of 5 years by the Academic/Management Board.
3.20. The Academic/Management Board should be the body responsible for advising the Director, who would be its Chairman, on matters relating to the day to day running of the N.I.H.E. Dublin. It would have the important function of determining both the financial requirements of the Institute and the disposition of its financial allocation. It should also be responsible for the determination of short, medium and long term strategies for the achievement of the objectives defined for the N.I.H.E. Dublin by its Governing Body. The Board should delegate responsibility for specific functions such as examinations, publications etc. to sub-committees which might contain co-opted members.

3.21. The Society suggest that the membership of the Academic/Management Board should number 25 and should consist of the following 13 permanent and 12 elected members. Elected members should serve for a period of 3 years. (Students for 2 years).

The Director: Chairman

The Deputy Director

11 Assistant Directors

3 Heads of Department to be elected by Department Heads

4 Course Chairmen to be elected by Course Chairmen

3 Staff members of Lecturer on Assistant Lecturer grade to be elected by those on that grade.

2 Student members to be elected by the Student Body.
4. STAFFING AND TRANSFER ARRANGEMENTS.

4.1. The recommendations of the Society with regard to the appointment of academic staff to the N.I.H.E. Dublin are as follows:

(i) All academic appointments must be approved by the Governing Body.
(ii) The Director should be recruited using the services of an independent agency and in consultation with a panel of four national and international assessors of appropriate qualifications and experience who would recommend an appointment to the Governing Body.
(iii) Following the appointment of the Director, an Assistant Director (Administration) experienced in personnel matters should be recruited by the Director using the services of an independent agency and in consultation with a panel consisting of three external assessors.
(iv) The remaining Assistant Directors should be appointed by the Director using the services of an independent agency in consultation with a panel consisting of three external assessors and the Assistant Director (Administration)
(v) Principal Lecturers should be appointed by a panel consisting of the Director, the Assistant Director of the appropriate Faculty, the Assistant Director (Administration) and two external assessors.
(vi) Appointments below the rank of Principal Lecturer should be made by a panel consisting of the appropriate Assistant Director and Head of Department, the Assistant Director (Administration), and one external assessor.
(vii) Internal promotions from Assistant Lecturer to Lecturer and Senior Lecturer should be made on the recommendation of a sub-committee of the Academic/Management Board.

4.2. The Society firmly believes in the principle that an Institution must contain a mechanism other than death or retirement that will allow for the process of renewal to take place. Consequently, it does not favour the concept of permanent executive appointments. Hence, its recommendations with regard to the positions of Head of Department, Course Chairman and elected members of the academic Board, and membership of the Governing
4.2. Contd...

Body, all of which incorporate provision for the possibility of change, if necessary, after a three or five year period in office. Likewise, it feels that this principle should also apply in the case of the Director and Assistant Directors. This will of course involve the creation of an appropriate mechanism to ensure that no hardships, financial or personal, will result from the application of the principle of non-permanent appointments. Hence, the Society recommends that the appointment of Director should be for an initial period of seven years renewable for two further periods of five years. The Society suggests that one possible method of compensating for the loss of permanence would be that the position should carry in addition to pension rights an annual allowance of two thirds (say) of salary, to be adjusted in line with salary changes, payable to the holder of the post of Director, on relinquishing office. This may appear to some as a gross waste of public funds, however, when viewed in relation to the amount of capital which will be invested in the N.I.H.E. Dublin and in relation to the size of its current annual budget and having regard to the national importance of the efficiency of the educational service being provided for society by N.I.H.E. Dublin then the amount of the proposed retirement allowance is seen in perspective. In the case of the Assistant Directors, the period of initial appointment would be similar, but a third five year period of office would be permitted. The financial allowance payable on termination of appointment would be similar (two thirds of Annual Salary) to that which would apply in the case of the Director.

4.3. The Society believes that the critical factor in determining appointment to the positions of Assistant Director (Faculties) and Head of Department should be that of demonstrated capacity for academic leadership. At the same time, it emphasises that management capability must be given important consideration when making appointments at these levels.

4.4. The Society believes that N.I.H.E. Dublin should have a flexible contract system which would allow in addition to full time appointments, appointments of part-time staff on a permanent basis where appropriate. This
4.4. Contd

would ensure the reliable servicing of courses with a highly specialised vocational content when the extent to which this skill is required is not sufficient to justify a full time appointment.

4.5. The Society believes that the N.I.H.E. Dublin should be based on and develop from third level courses and staff already in existence in the Dublin V.E.C. Colleges. This implies that all such courses and staff should be transferred en bloc to form the nucleus of the N.I.H.E. Dublin.

4.6. The Society recommends that a correspondence be established between existing and new grades and the transfer of staff should be a horizontal one made on this basis. This does not imply nor is it meant to that holders of executive positions will automatically transfer to similar positions in the N.I.H.E. Dublin. The Society realises that in some cases some staff might not be transferred to similar positions. It must be accepted as a matter of policy that no hardships will result from the transfer of staff from the existing Dublin V.E.C. Colleges to N.I.H.E. Dublin. It is important that provision is also made to safeguard superannuation benefits.
5. COURSE STRUCTURE.

5.1. In order to fulfil its primary objective of providing third level technological education to meet the present and future needs of Irish society, the N.I.H.E. Dublin must provide a broad spectrum of course types viz.

(i) Whole-time
(ii) Sandwich
(iii) Part-time day and evening
(iv) Block Release
(v) Short Courses
(vi) Permanent Education

5.2. Full or part-time courses leading to a specific qualification should be provided at the following levels.

(i) Post Graduate Degree
(ii) Degree or Professional
(iii) Diploma
(iv) Certificate

5.3. Courses offered could also be defined in terms of being enter single discipline on interdisciplinary or alternatively in terms of being either traditional or modular or on the basis of the method of assessment.

5.4. Thus courses could be categorised as follows:-

| Whole-time | Post-Graduate Degree | Traditional | Single Discipline |
| Sandwich   | Degree               | Modular     | Inter Disciplinary |
| Part-time Day & Evening | Diploma       | Hybrid      |                   |
| Block Release | Certificate     |             |                   |
| Short Course       | Other.             |             |                   |

And a course at the N.I.H.E. Dublin could be described in terms of any number of permutations selected from the above.
5.5. The Society of College Lecturers regards it as important that the traditional role of part-time day and evening courses in the V.E.C. Colleges be maintained and developed in the N.I.H.E.Dublin. It also regards as important the provision of short courses to meet particular needs even though they may not easily be classified with respect to level or content.

5.6. The Education of the type of professional manpower demanded by a complex urban industrial society is becoming more difficult to provide within traditional subject disciplines and increasingly spans a number of subject areas in inter or multi disciplinary courses. The grid or matrix structure proposed in 3.8. would facilitate the setting up of interdisciplinay courses and the Society recommends that the N.I.H.E. Dublin should specialise in the development of such courses.

5.7. The Society considers that the N.I.H.E. Dublin should operate a course structure that would provide the student with the opportunity to study self contained units of subject material or modules vertically linked and designated as either core (basic) or elective (optional) on a continuous basis over a four quarter year. Qualifications would be awarded to those who had achieved the stipulated credit rating from the total number of modules required, over whatever time period most suited the intellectual capacity and convenience of the student. It is recommended that the N.I.H.E. Dublin where appropriate should also provide Modular and Non-Modular courses that are assessed on a traditional end of year basis.
6. RESEARCH DEVELOPMENT AND CONSULTANCY

6.1. We believe that N.I.H.E. Dublin has an obligation to promote and to undertake Research, Development, and Consultancy activities. This obligation derives from:

(a) The necessity of providing third level under-graduate and post-graduate students with project work which reflects the industrial, social and technological needs of the community. If the staff is not actively engaged in R.D. and C. it is unlikely that relevant projects on these topics will be available. We are adament that project work of this nature is a necessary part of the experience of third level technological education.

(b) The duty to promote optimum utilisation of the large amount of plant, equipment and skill such an institution is likely to possess. A return other than a purely educational one may reasonably be expected from such resources. Indeed the educational return is likely to be less than satisfactory unless the students participate in realistic projects utilizing these resources.

(c) The need for staff development. N.I.H.E. Dublin will have a large number of highly skilled professional staff. Their expertise, and that of the institution as a whole, will become redundant unless it is nourished and developed. Participation in R.D. and C. work on a regular basis would ensure growth. It should form part of a complete staff development plan, which would also include sabbatical leave.

6.2. R.D. and C. should be budgeted for as a separate item within the N.I.H.E. Dublin. This budget should be allocated on a contract basis by the N.I.H.E. Dublin to groups or individual members of staff who propose to carry out specific projects. No monies for R.D. and C. should be allocated through the normal departmental structures, or course committee structure. Monies for R.D. and C. may also be obtained in the form of grants from state and semi-state bodies (e.g. National Science Council) or from industrial concerns who wish to investigate a particular problem. R.D and C. should be the day-to-day responsibility of an Assistant Director. In deciding how to allocate monies to groups of staff making application
6.2. Contd..

the Assistant Director should be advised by a committee which reflects the needs of the community and is competent to judge the work in hand. Such a committee should have a large element of representation from outside the N.I.H.E. itself and should not have an excessively academic bias. The criteria by which an application for support is judged should not only include the quality of the proposed work and the capacity of the group to do it, but should also take account of (a) whether or not the proposed work is of a problem oriented interdisciplinary character and (b) whether or not support of the work is likely to lead to a build up of a relatively stable centre of expertise on which the community will subsequently be able to draw ("centres of excellence"). A Research Supervisor should be appointed to each significant size group of staff engaged in R.D. and C. The Research Supervisor would report to the Assistant Director of the N.I.H.E. with responsibility for R.D. and C. The appointment should be not a permanent one and the maximum period for which office is held without reappointment should be five years.

6.3. Members of the staff should be allowed to engage in R.D. and C. on an individual basis, provided such work does not in any way interfere with the formal commitment to the N.I.H.E.

6.4. The N.I.H.E. should also develop an R.D. and C. service under supervision of The Assistant Director. Such a service should charge fees appropriate to the work undertaken. The income from the work should be appropriately divided between the N.I.H.E. and the staff who undertake the work.
7. **LOCATION:**

7.1. The role of the N.I.H.E. Dublin as an institution providing higher education in the Applied Arts and Sciences requires that it be integrated as far as possible with the commercial and industrial life of the city in which it is situated. This factor together with its commitment to the continuation and development of part-time and evening courses already firmly established in the Dublin V.E.C. Colleges, requires that its location be accessible to those who use its services. Since the city centre offers maximum geographic accessibility to the community at large, the Society recommends that the N.I.H.E. Dublin should be located, in so far as is physically and economically possible, in the city centre area.

7.2. Initially, and it would appear, inevitably, the N.I.H.E. Dublin will be based on the existing buildings of the Dublin V.E.C. Colleges. Indeed, a multi centre location for the N.I.H.E. Dublin has much to commend it. However to ensure the most efficient utilisation of expensive capital infrastructure, such as Libraries, Laboratories, Computers etc. and to avoid the unnecessary duplication of staff, it is important that the N.I.H.E. Dublin should have a central core located on a single campus. At the same time the Society is conscious of the sociological and educational consequences of very large single campuses. It recommends therefore that policy with regard to location should be sufficiently flexible to ultimately allow for a number of centres in the N.I.H.E. Dublin in accordance with the growth and development of the city and its population.
8. **CONCLUSION:**

8.1. This document represents a consensus of the views of the Executive Committee of the Society of College Lecturers. It is a development of the ideas presented in the Society's submission to the H.E.A. in December 1972. The Society does not in any sense consider it a final view but rather as part of a continuing contribution to the development of a coherent philosophy and system of Technological Education in this country.

8.2. The document is also evidence that some members of the staff of the Dublin V.E.C. Colleges who will probably be the first members of the staff of the N.I.H.E. Dublin have thought deeply about and have a contribution to make to the creation and development of the N.I.H.E. Dublin. Consequently, they wish to participate and to be consulted in the process of the creation of the N.I.H.E. Dublin. The Society believes that the Governing Body should at an early stage in its deliberations devise an appropriate channel to draw on the expertise and experience of the academic staff of the Dublin V.E.C. Colleges.
17th January, 1975.

SOCIETY OF COLLEGE LECTURERS

CITY OF DUBLIN VOCATIONAL EDUCATION COLLEGES

Preliminary statement on Proposals of the Government in relation to Higher Education

In the first instance, the Society welcomes the fact that the Government has finally made decisions in regard to Higher Education. It welcomes the proposed formation of a National Institute of Higher Education in Dublin but feels that a considerable expansion and clarification of the proposals and a timetable for their implementation is required.

On the basis of the Government's proposals as stated, the Society is strongly of the opinion:

(1) That the N.I.H.E. Dublin be based on the existing third level courses, staff and Colleges of the City of Dublin Vocational Education Committee thus giving formal recognition to the tradition, achievements, capacity and public acceptance of the Colleges and their courses.

(11) That the N.I.H.E. Dublin be empowered to award and validate its own degree and non-degree qualifications from the outset.

(111) That the contribution and legitimate interest of the City of Dublin V.E.C. be formally recognised by granting this body a significant degree of participation in the development of the new Institute, particularly in membership of its Governing Body.

(IV) That academic freedom in the N.I.H.E. Dublin would be endangered by:
(a) The proposed nomination by the Government of a majority of members to its Governing Body.
(b) The proposed composition of the Council for Technological Education and its designated functions particularly with regard to the planning of courses.

(V) That in order to avoid further delay in the development of technological education in Dublin, the City of Dublin V.E.C. should be empowered to appoint a Planning and Co-ordinating Committee to prepare for the setting up of the N.I.H.E. Dublin. This committee should have substantial staff representation (including members of this Society) and student representation.