
From Quality Assurance to Quality Enhancement in Irish Higher Ed.

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The Context

- Massification-Character change
- Increasing Regulation
- Shift away from state funding-entrepreneurial universities
- Teaching emphasis declining in the prestige hierarchy of what is done in HEI's
- Automation of knowledge transfer
- Emergence of private sector players – Apollo Group-170 campuses, 1.8bn USD

Full Time Enrolments

	1965/ 66	1975/ 76	1985/ 86	1995/ 96	2003/04	2013/ 14
HEA Institutions	15,441	21,372	32,388	55,580	77,491	93,023
Institute of Technology/ Killybegs HTC	1,251	7,208	18,953	38,130	53,586	66,583
Other: Mater Dei; Teacher Training; Home Ec; PE/Vocational	1,435	2,386	2,132	1,119	2,810	6,975
Total	18,127	30,966	53,473	95,099	133,887	166,581

What Doesn't Change-First Principles

*The things we have to learn before we do them
we learn by doing them
(Aristotle)*

The University in the World

- The prospect of dominating the nation's scholars by Federal employment project allocations and the power of money is ever present-Eisenhower
 - Power to subordinate the proper end of every human activity to the ancillary end of money making-Aristotle
 - Democracy requires a citizen-responsible for something other than his own well feathered little corner-Giroux
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Ethical Considerations in Higher Education

- Academic Freedom - thought, expression and association
 - Absence of self censorship or sanction
 - To pursue truth, improve human welfare and advance democracy
 - University a public good in a civil society context
 - To restrict academic freedom is 'to imperil the future of the nation'
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The Aesthetic of HE

- Joy of learning and discovery
 - Formation of the intellect-and the person
 - Making the familiar strange
 - Encounter with beauty-sacred and profane
 - Accountants not good for aesthetics
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World Bank Perspective

- Increasing importance of knowledge as an economic driver
 - Role/impact in the information-communication revolution
 - 1% of global output is spent on higher education
 - Education has become a 'competitive global industry'
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Docherty – Unremitting Bleakness of contemporary trends

- Entrepreneurial University
 - Corporate University
 - Quality regimes
 - Managerialism
 - Commodification
 - Performativity
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The accountability Challenge

- Security of tenure and institutional autonomy can be abused
 - Reliance on State funding implies congruence with state objectives
 - Asymmetrical power relationships between staff and students
 - Secrecy is dangerous
 - Reductionist , indexation approach out of sympathy with the nature of the project
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What is Quality-WHO

- Effective
 - Efficient
 - Accessible
 - Acceptable
 - Equitable
 - Safe
 - Patient safety –rather than getting better-dominant vision
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A quality HEI-Compelling vision

- Democratic
 - Engaged
 - Inclusive
 - Ecological
 - Creative
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Gardner's Five Minds of the Future

- ❑ The Disciplined Mind
 - ❑ The Synthesizing Mind
 - ❑ The Creative Mind
 - ❑ The Respectful Mind
 - ❑ The Ethical Mind
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Democracy and Academic Freedom

Speaking truth to power - straitjacket on intellectual leaders
would imperil future of nation

Pursuit of Truth

Advance human welfare with new knowledge

Enable critique and interrogation without fear of sanction

Challenge commodification and commercialisation

Casualisation leads to self censorship

Dewey-Democracy and 'the one ultimate ideal of humanity' are
to my mind synonymous

Dewey on Democracy and Humanism

- School is a site of Social Reform
 - Child is not simply an immature being who needs to be deepened
 - Humanism-where 'nature and the science of nature are made the willing servants of human good'
 - Democracy and the one ultimate ethical ideal of humanity 'are to my mind synonymous'
 - Freedom –both absence of external constraints and the power to be an individualised self.
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Engagement-Perspectives on Community

- The Community as Unimportant
 - The Community as Laboratory
 - The Community as Beneficiary
 - The Community as Client
 - The Community as Resource
 - The Community as Partner
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Education as self creation-

Montessori

- Observed children at liberty to act freely in a conducive environment
- Role of the Educator-remove obstacles to natural development.
- Provide opportunities for the child to proceed to flourish and develop
- Spontaneous Discipline-children will evolve order
- First educate the senses-then the intellect

Creative-John Dewey(1859-1952)

- Purpose of Education-realisation of one's full potential
 - Preparation for future life-'give him command of himself'
 - Prepare for future challenges by dealing with current ones
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Ecological –The Natural Step

- Reduce use of Materials sourced near to the Earth's core
 - Reduce use of synthetic materials which nature finds hard to break down
 - Clean air , water and soil
 - Meet human needs
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Educational Inequality

Leaving Cert outcomes-a proxy for social class:
90% from professional backgrounds complete
leaving cert, 2/3 from unskilled manual
backgrounds

58% from higher professionals get 4 honours in
leaving cert, 16% from manual backgrounds
100% participation by higher professionals, 33%
manual and 20% routine non-manual

The university is above all 'for' inequality-
Docherty

From the Many to the Few

- Highest rates of non completion are in technology based disciplines
 - Attrition patterns exacerbate the “severe inequalities of access(based on)socio economic background”
 - Vulnerability of students from lower socioeconomic backgrounds
 - Student grants have a positive impact on Progression
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Systems Theory- Five Disciplines- Senge

- Systems Thinking
 - Personal Mastery
 - Mental Models
 - Building Shared Vision
 - Team Learning
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Reflectiveness

**Level One: Everyday reflection-
fleeting**

**Level Two: Deliberate reflection -
committed**

**Level Three: Deliberate and
systematic reflection -
programmatic**

<http://lsn.curtin.edu.au/tlf/tlf1997/hall1.html>

The critical part of reflective practice is that it requires a commitment to learning from experience and from evidence, rather than to learning certain 'recipes' for action. Even if you start with recipes, they need to be explored and analysed for their underlying assumptions and effects as you gain in confidence. This process of critical enquiry should be reflexive, that is responsive to your own needs and the context in which you work, but also critical of the existing educational provision and ideology (including your own). The analysis involves not just your own practice, but also the social, moral and political context for that practice.

(Ashcroft & Foreman-Peck, 1994, p. 3)

From Accountability to Improvement

- Compliance-developmental
 - Reaction-Reflection
 - Inspection-Introspection
 - Externally driven-Internalised
 - Backward looking-Forward looking
 - Correct mistakes-learn from mistakes
 - Process Driven-Vision Driven
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