

Institutional Research in UK and
Ireland, organisation, action and
beyond.

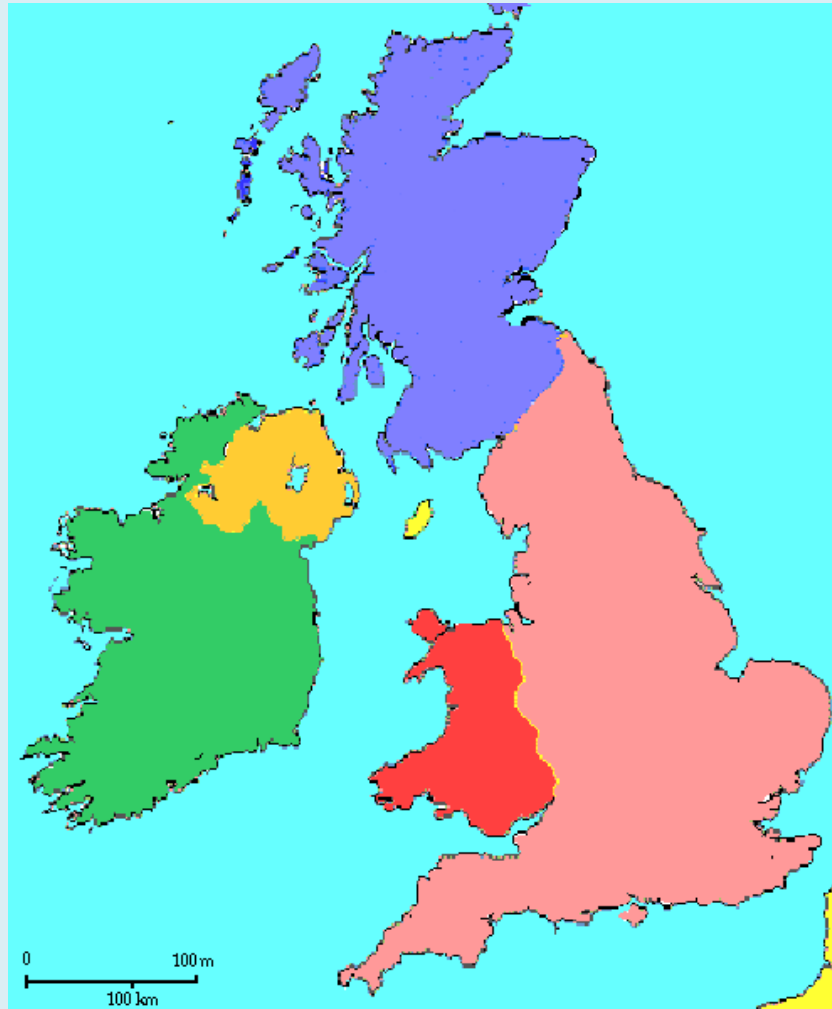
Based on work by

Honda Hirosuke - University of Maine at
Augusta

Steven Woodfield - Kingston University

Ian Scott – Oxford Brookes University

UK and Ireland we are similar but different



An outline

Some definitions and positions

How we are organised

The things that we do and contextual pressures

Going forward

Institutional Research UK and Ireland?



**I do
institutional
research**



What's that

A range of definitions

“Research that is undertaken within an institution or higher education system to provide information to support an evidence-informed approach to policy and practice” (Jackson 2003)

“The application of social and enterprise research methods to improve institutional effectiveness by transforming institutional and other data into valid, reliable and useable information’, (IUQB, 2008, p.13).

HEIR definition

“The use of research and enquiry to provide evidence to inform policy, practice and management at all levels within higher education. This includes management information to inform policy and strategy, evaluation and pedagogic research to inform learning and teaching, and using data gathered for different purposes to better understand and manage activities within institutions, including the student experience” [HEIR website].

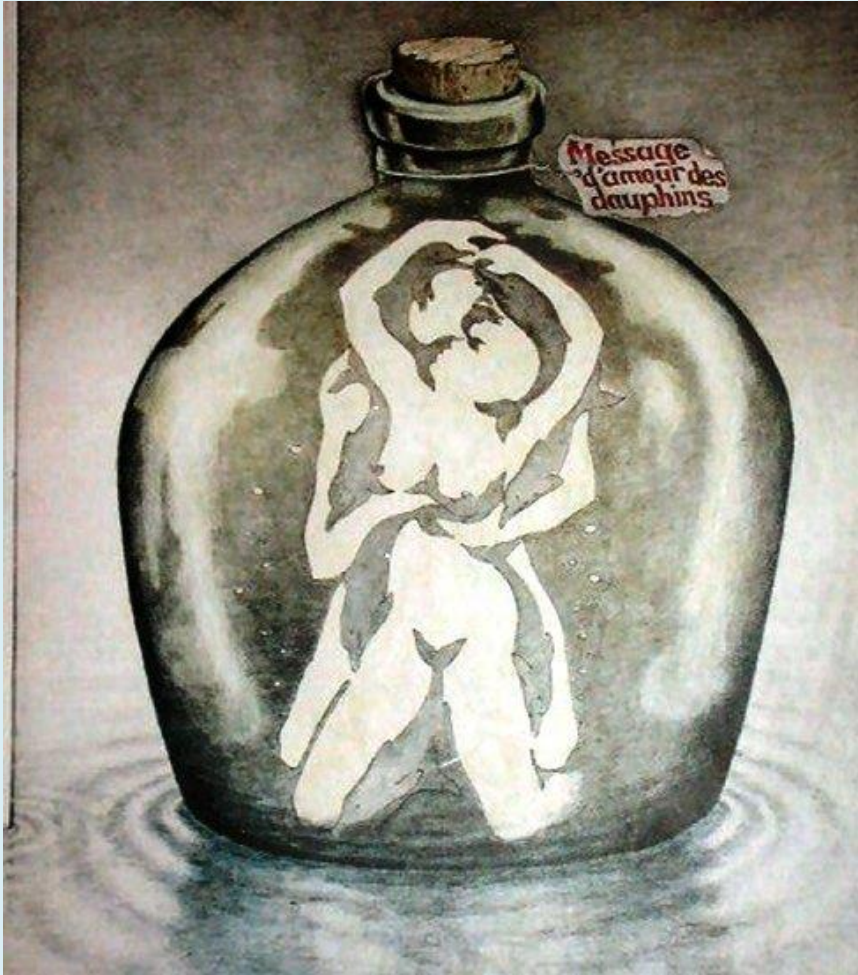
What we are not



More like this



Plus



How is IR organised in UK and Ireland



Organised and Defined



National Initiative
Enhancement Projects
Statutory Reporting
Pedagogic research

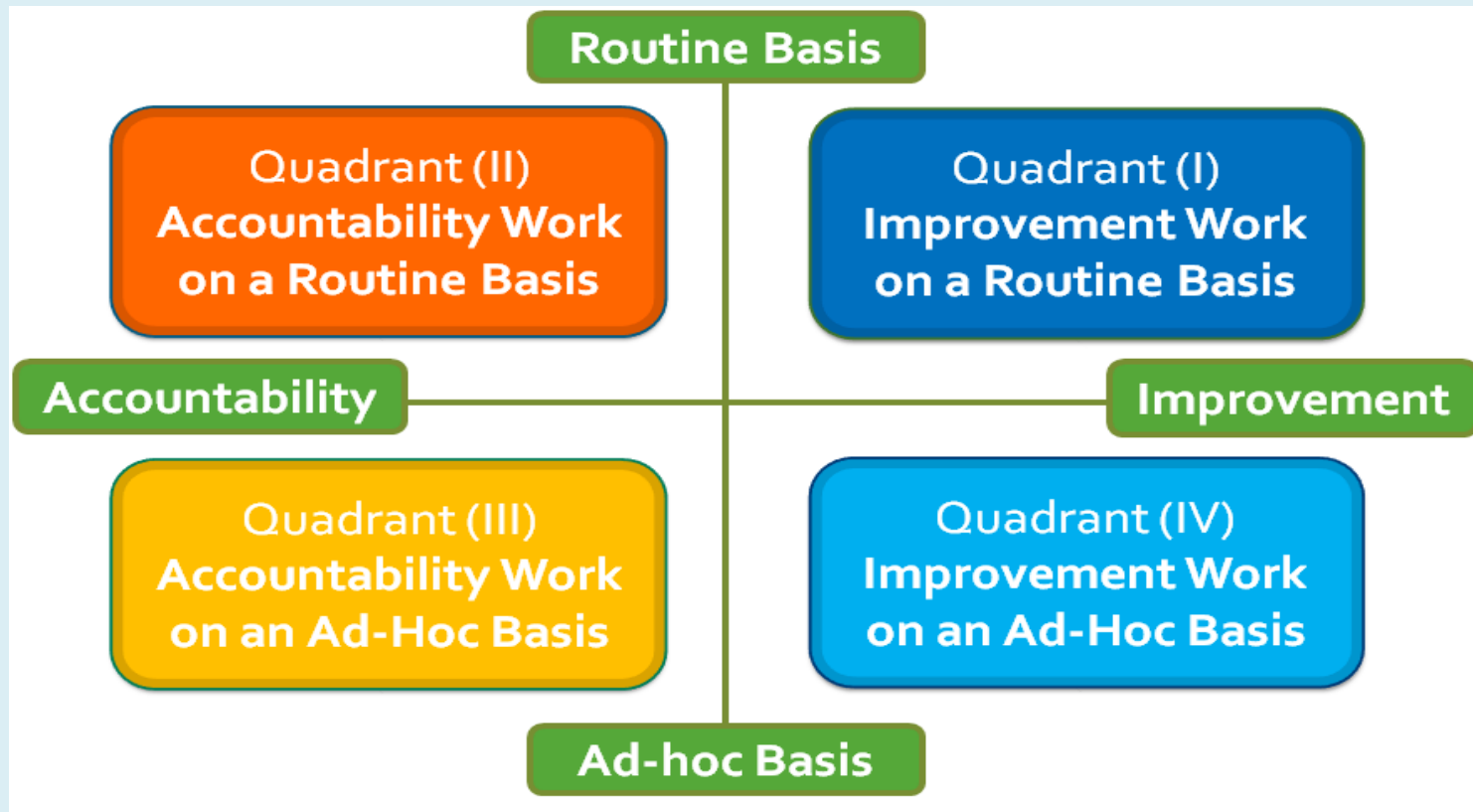


A bit messy



Pedagogic research
and Development
Enhancement Projects
Statutory reporting

But similar activities



Personnel

IE Director
IR Associate Director
Assessment Coordinator

Org Context

Public Master's
Institution
Report to Provost
New President

Routine Basis

- IPEDS Reporting
- Accreditation Reporting
- State Reporting
- HEOA Reporting

- Student Retention Analysis
- Student Graduation Analysis
- Peer Comparisons
- Key Performance Indicators

Accountability

50%

20%

20%

10%

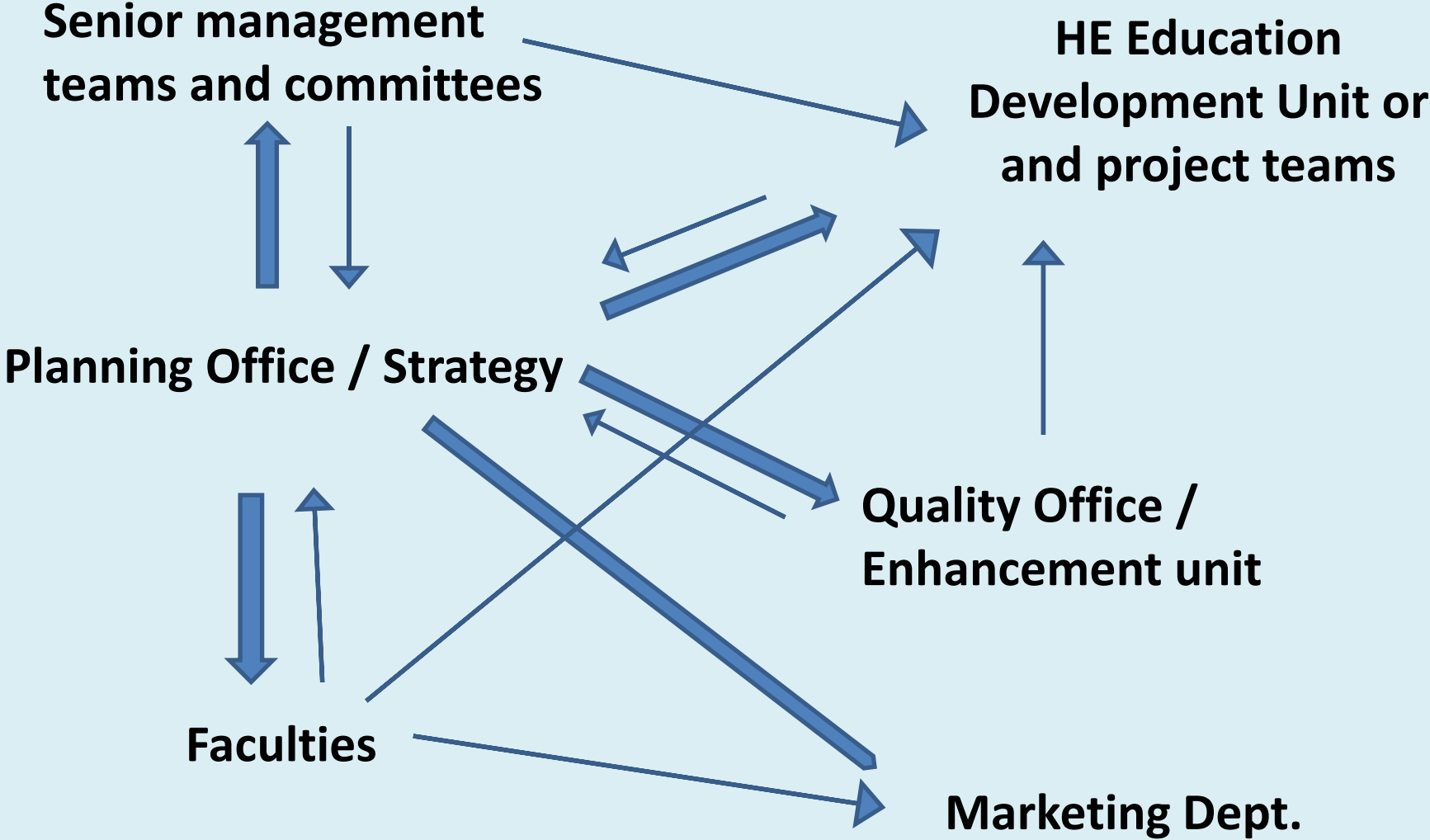
Improvement

- Grant Reporting
- Financial Aid Reporting
- College Ranking

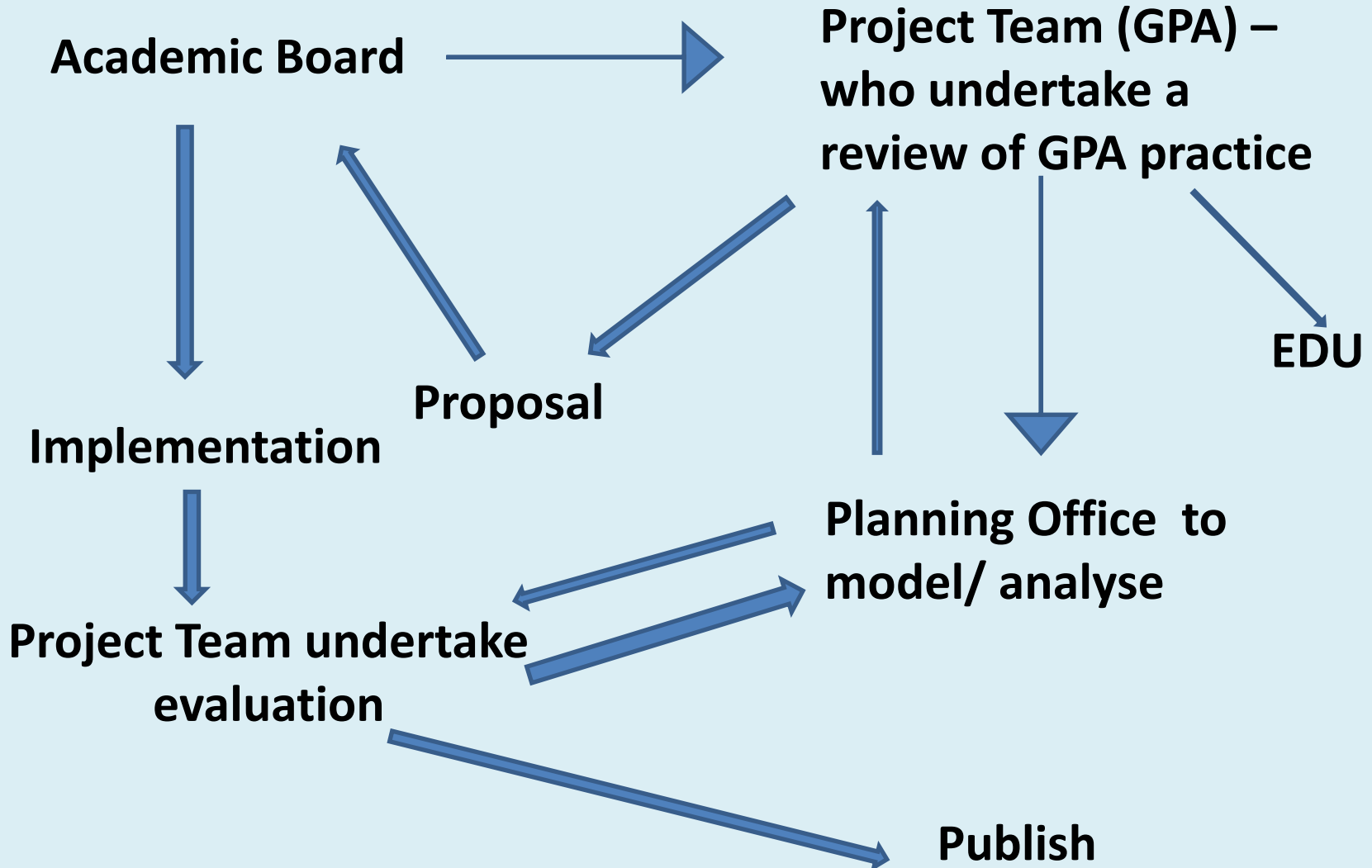
- Strategic Planning
- Learning Outcomes Assessment
- Departmental self-study
- NSSE

Ad-hoc Basis

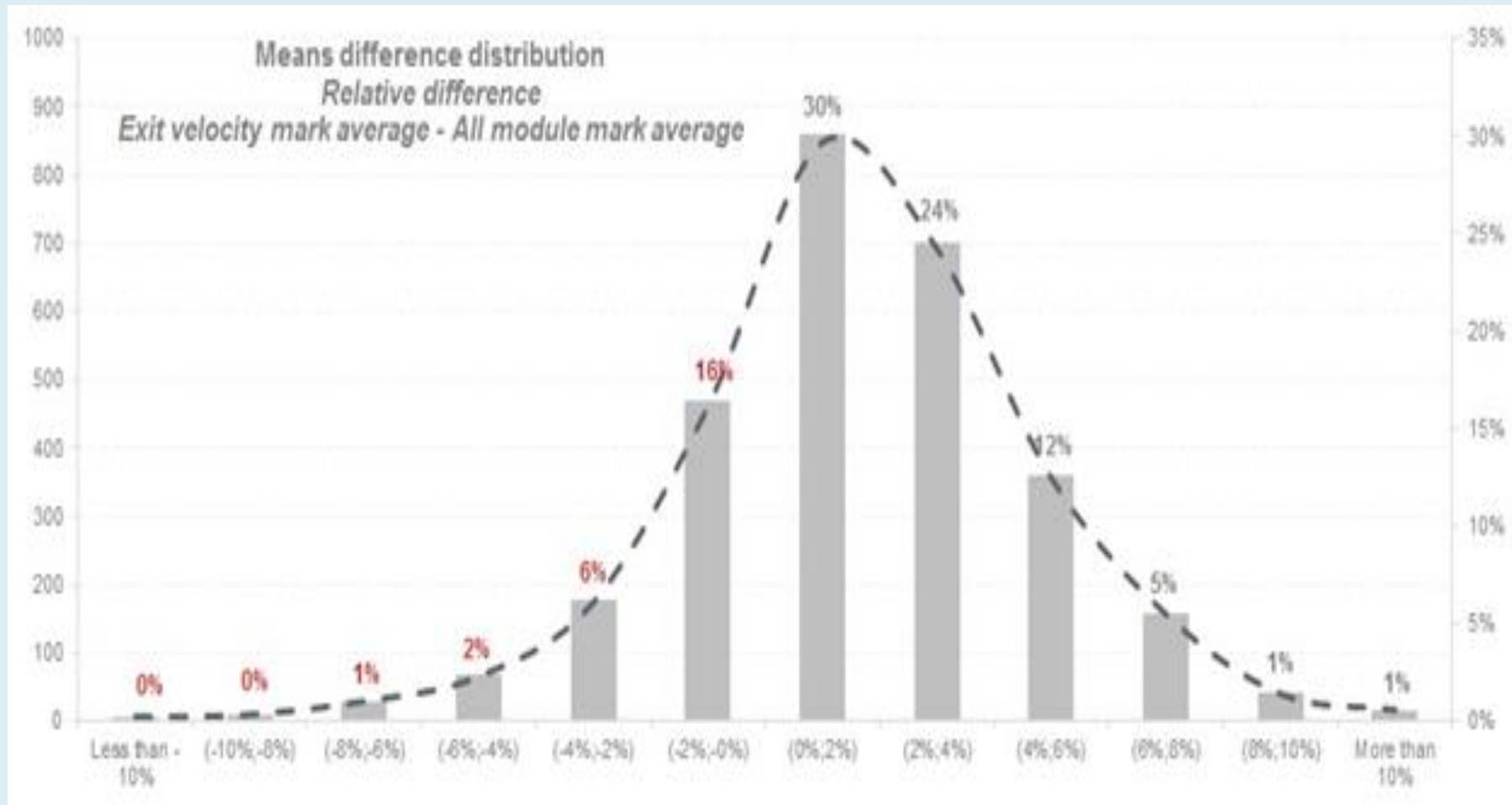
UK- typical?



GPA - example

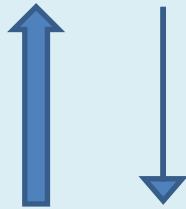


Why include first year marks?



Ireland

Senior Management team



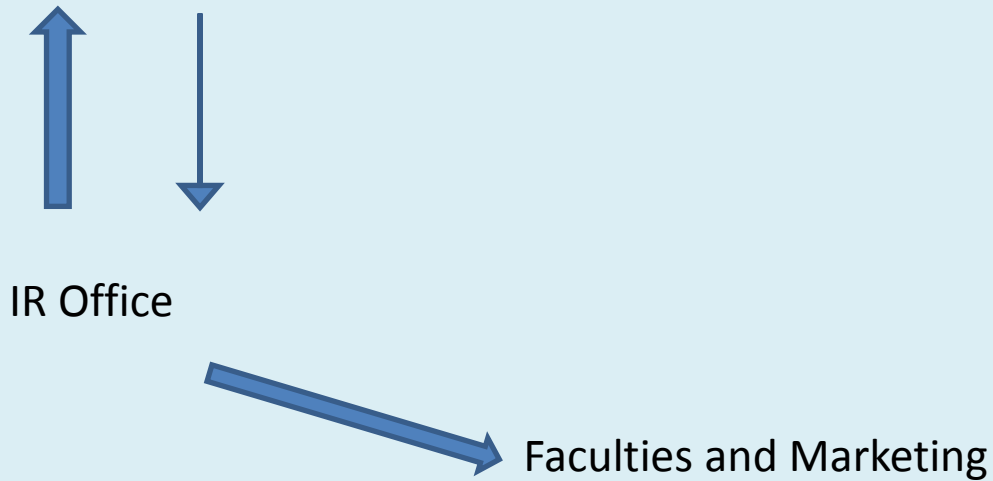
IR office (often with quality office)



Faculties

Marketing and Recruitment example

SMT desire to know more about geography of recruitment at a fine scale.



IR at HEIR – Analysis of conference presentations

Evaluation of an enhancement at Institutional level

Enhancing student learning through the interactive learning space initiative

Evaluation of an enhancement at local level

A discussion of the efficacy of Student led seminars for encouraging critical thinking ...

Descriptive

Is there a relationship between staffing profile and students' ratings of their programme

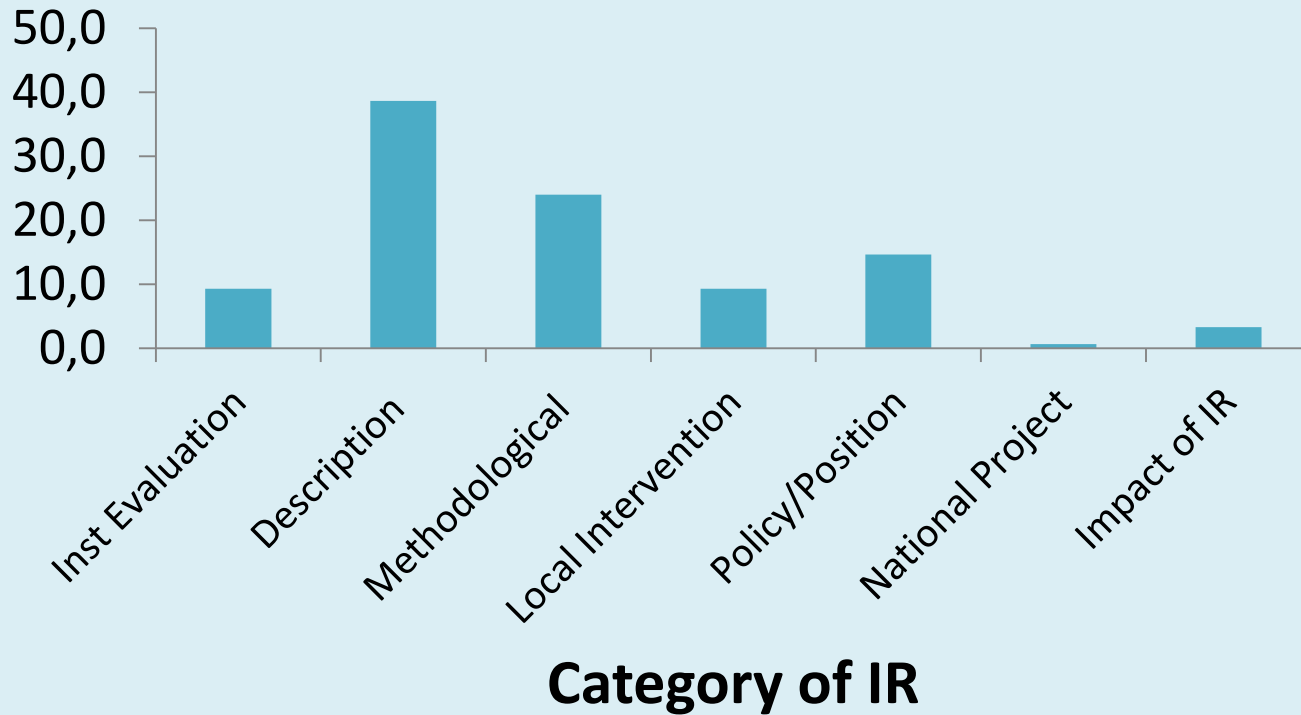
Methods and or methodological

What is wrong with certainty based marking

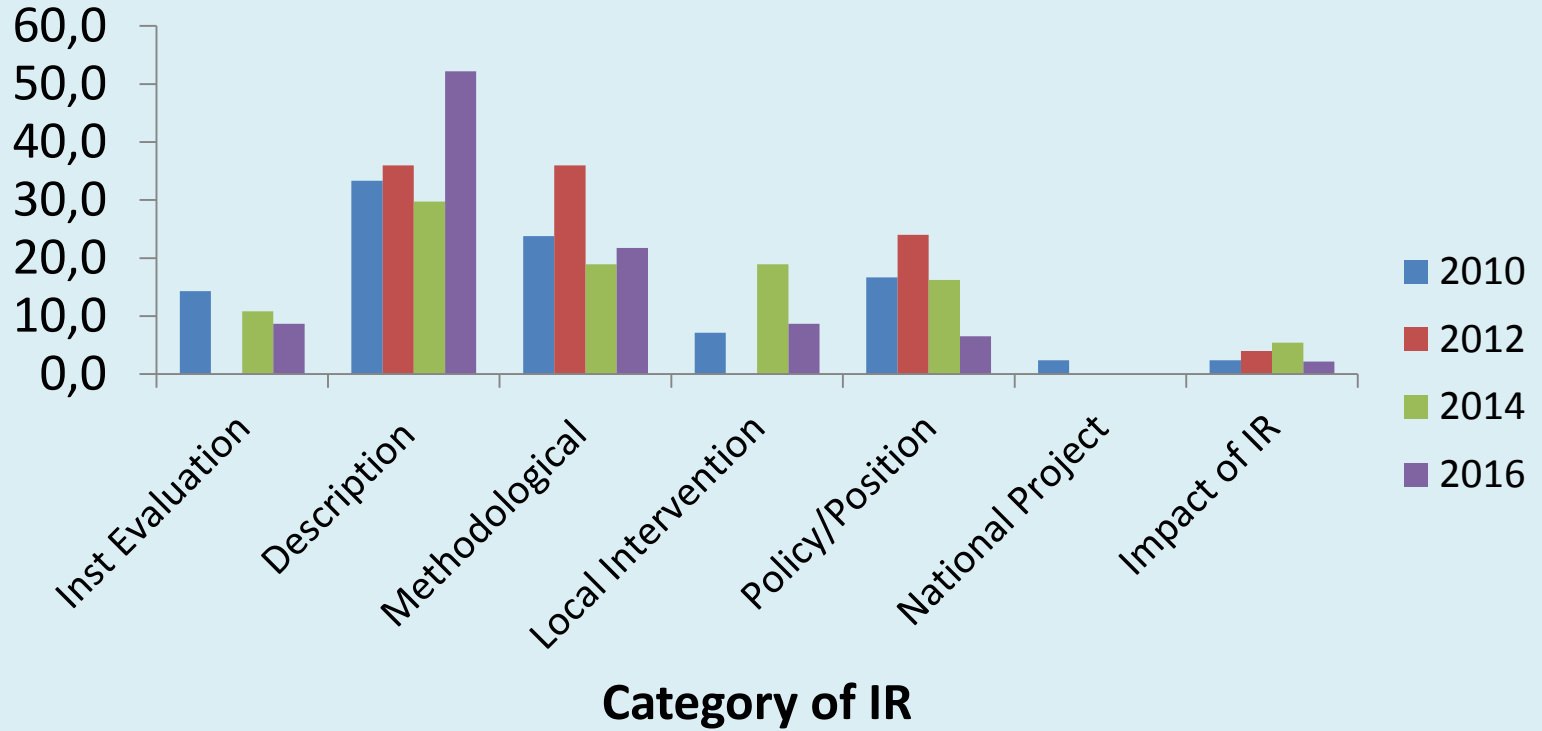
Policy/ Position papers

IR, Planning and Quality Assurance in the World Around Us

The Numbers



Still the Numbers



Who are we?

- Broadly 70% have pedagogic research focus
30% planning office.
- 20% of work presented is Qualitative.
- 15% - 20% of delegates from beyond UK and Ireland.

Scale

Subject 25%

Institution 52%

National 23%

Interviews

IR data is often messy and incomplete , not collected according to normal research rules.

IRs adopted the cultural language and practices of academic research, in order to gain ‘power’ for their findings amongst the academic community.

IR projects are “hands on” and “functional

Interviews

Handling lots of data from different sources (silos) can be a barrier

Low level of understanding of the of social survey techniques

Messages can be lost through the power of the 'anecdote' and staff 'experience'

Staff may need to consider that an issue deserves addressing before they lend credence to the data

Interviews

Effectiveness would be improved through better presentation and communication of the findings, Communicate a message.

Senior Management buy-in to the findings

Matching client expectations

Respecting Academic Values

Trends

Data for enhancement not compliance

The curse of the KPI

Data Automation

Learner/ Learning Analytics

Bigger more centralised IR teams

Three questions

How is it that we dedicate relatively proportion of our effort to Evaluations ?

What can we do to develop our propensity to research ourselves?

How can we 'market the products of our work better?

<https://www.routledge.com/Institutional-Research-and-Planning-in-Higher-Education-Global-Contexts/Webber-Calderon/p/book/9781138021433>

Any Questions ?

