

Survey responses for Ireland

OECD database of governance of public research policy

This document contains detailed responses for Ireland to the survey on governance of public research policy across the OECD. It provides additional background information to the OECD database of governance of public research policy as described in Borowiecki, M. and C. Paunov (2018), "How is research policy across the OECD organised? Insights from a new policy database", *OECD Science, Technology and Industry Policy Papers*, No. 55, OECD Publishing, Paris, <https://doi.org/10.1787/235c9806-en>. The data was compiled by the OECD Working Party on Innovation and Technology Policy (TIP). Data quality was validated by delegates to OECD TIP Working Party the in the period between March 2017 and May 2018. Additional references that were used to fill out the questionnaire are indicated.

The data is made freely available online for download at <https://stip.oecd.org/resgov>.

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Abbreviations and acronyms

HEA	Higher Education Authority
HEIs	Higher Education Institutions
IDC	Inter-Departmental Committee
PRIs	Public Research Institutes
QQI	Quality and Qualifications Ireland
SFI	Science Foundation Ireland
SMEs	Small and medium-sized enterprises
SSTI	Strategy for Science, Technology & Innovation

Survey of public research policy

Topic 1: Institutions in charge of priority setting, funding and evaluations

Table 1. Questions on institutions in charge of priority setting, funding and evaluations of universities and PRIs

Question	Response
<p>Q.1.1. Who mainly decides on the scientific, sectoral and/or thematic priorities of budget allocations for a) HEIs and b) PRIs?</p> <p>c) Which are the main mechanisms in place to decide on scientific, sectoral and/or thematic priorities of national importance, e.g. digital transition, sustainability? Please describe who is involved and who decides on the priorities (e.g., government, research and innovation councils, sector-specific platforms including industry and science, etc.).</p> <p><i>(This question does not refer to who sets overall science, technology and industry priorities. This is usually done by parliaments and government. The question refers to decisions taken after budgets to different ministries/agencies have been approved. Scientific priorities refer to scientific disciplines, e.g. biotechnology; sectoral priorities refer to industries, e.g. pharmaceuticals; and thematic priorities refer to broader social themes, e.g. digital transition, sustainability, etc.)</i></p> <p>d) From 2005-16, were any significant changes introduced as to how decisions on scientific, sectoral and/or thematic orientation of major programmes are taken (e.g. establishment of agencies that decide on content of programmes)?</p>	<p>a and b) In Ireland, the Department of Education and Skills decides on scientific, sectoral and or thematic priorities of budgets allocations to HEIs and PRIs.</p> <p>c and d) HEIs in Ireland operate within the context of the Higher Education System Performance Framework in which system-level objectives are set, e.g. improving equity of access, and against which each institution frames its particular activities and ambitions (http://hea.ie/funding-governance-performance/managing-performance/system-performance-framework/).</p> <p>A new Framework for the 2018-2020 period will be launched shortly by the Minister for Education and Skills. This Framework has been developed through feedback on the first Framework cycle (2014-2016) and stakeholder consultation, including the institutions themselves, research partners (primarily industry) and other Government Departments.</p> <p>Commercially-oriented research carried out by the institutions, as well as naturally stemming from industry demand, is influenced by the 14 Priorities set out in the National Research Prioritisation Exercise. Research funding for wider policy objectives, e.g. health, environment, is guided by Ministry sectoral priorities at national level and EU policy directions as manifested in the shape of Horizon2020 work programmes.</p>
<p>Q.1.2. Who allocates institutional block funding to a) HEIs and b) PRIs?</p> <p><i>(Institutional block funds (or to general university funds) support institutions and are usually transferred directly from the government budget.)</i></p> <p>c) Who allocates project-based funding of research and/or innovation for HEIs and PRIs?</p> <p><i>(Project-based funding provides support for research and innovation activities on the basis of competitive bids.)</i></p> <p>d) Is there a transnational body that provides funding to HEIs and PRIs (e.g. the European Research Council)?</p> <p>e) What is the importance of such funding relative to national funding support?</p> <p>f) From 2005-16, were any changes made to way programmes are developed and funding is allocated to HEIs and PRIs (e.g. merger of agencies, devolution of programme management from ministries to agencies)?</p>	<p>a) The overall amount of institutional block funding is decided by the Department of Education and Skills. This is then allocated to the institutions by the HEA through the Recurrent Grant Allocation Model: http://hea.ie/funding-governance-performance/funding/how-we-fund/. This model has recently been comprehensively reviewed and a revised model will be announced shortly (see response 1.3).</p> <p>b) The Department of Education and Skills provides block grants to PRIs.</p> <p>c) Science Foundation Ireland (SFI) and Enterprise Ireland provide grants to research and innovation activities in Ireland.</p> <p>d) HEIs and PRIs can apply for funding from the European Research Council and the European Commission.</p> <p>e) Missing answer.</p> <p>f) HEA implemented the Higher Education System Performance Framework 2014-2016 (2013)</p>
<p>References: OECD STI Policy Survey 2016 for Ireland. Response C4.</p>	

<p>Q.1.3. Do performance contracts determine funding of a) HEIs? <i>Institutional block funds can be partly or wholly distributed based on performance. (Performance contracts define goals agreed between ministry/agency and HEIs/PRIIs and link it to future block funding of HEIs and PRIIs.)</i></p> <p>b) What is the share of HEI budget subject to performance contract?</p> <p>c) Do performance contracts include quantitative indicators for monitoring and evaluation?</p> <p>d) What are the main indicators used in performance contracts? Which, if any, performance aside from research and education is set out in performance contracts?</p> <p>e) Do HEIs participate in the formulation of main priorities and criteria used in performance contracts?</p> <p>f) Do the same priorities and criteria set in performance contracts apply to all HEIs?</p> <p>g) Are any other mechanisms in place to allocate funding to HEIs and PRIIs?</p> <p>h) From 2005-16, were any changes made to funding of HEIs and PRIIs?</p> <p><i>(In case performance contracts are in place that bind funding of PRIIs, please provide information about them.)</i></p>	<p>a) In 2014 with the introduction of the Higher Education System Performance Framework, HEIs were invited to prepare and submit Mission-Based Performance Compacts to the Higher Education Authority (HEA).</p> <p>b) The performance funding component allows for the withholding of up to 10% of the allocated block grant (including free fees) based on verified performance against agreed targets for the preceding year.</p> <p>c and d) Performance indicators include the number of collaborations with the enterprise sector, the amount of third party research funding and the number of paper-citations in international scientific literature. Additional institutional indicators are in place across the seven system-level objectives, namely (no order of preference):</p> <ol style="list-style-type: none"> 1. To meet Ireland's human capital needs across the spectrum of skills by engaged institutions through a diverse mix of provision across the system and through both core funding and specifically targeted initiatives; 2. To promote access for disadvantaged groups and to put in place coherent pathways from second level education, from further education and other non-traditional entry routes; 3. To promote excellence in teaching and learning to underpin a high quality student experience; 4. To maintain an open and excellent public research system focused on the Government's priority areas and the achievement of other societal objectives and to maximise research collaborations and knowledge exchange between and among public and private sector research actors; 5. To ensure that Ireland's higher education institutions will be globally competitive and internationally oriented, and Ireland will be a world-class centre of international education; 6. To reform practices and restructure the system for quality and diversity; 7. To increase accountability of autonomous institutions for public funding and against national priorities. <p>e) Yes, HEIs participate in consultations with the Ministry and the HEA as part of the Higher Education System Performance Framework.</p> <p>f) Missing answer.</p> <p>g) In addition to the HEA's allocation of core funding, public funding is competitively awarded to HEIs through a number of public agencies, including enterprise agencies for commercially oriented research, e.g. Enterprise Ireland, and sectoral agencies for sectoral research, e.g. the Health Research Board.</p> <p>Regarding RPIs, institutional block funding is allocated on the basis of annual negotiations between these institutions and the different ministries.</p> <p>h) Performance contracts (Mission-Based Performance Compacts) were introduced in 2014.</p>
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Q.1.4. Who decides on the following key **evaluation** criteria of HEIs and PRIs?

Who is responsible for setting criteria to use when evaluating performance of a) HEIs? Who is responsible for b) evaluating and c) monitoring HEIs' performance?

Who is responsible for setting criteria to use when evaluating performance of d) PRIs? Who is responsible for e) evaluating and f) monitoring PRIs' performance?

h) From 2005-16, was any institution created for evaluating HEIs and PRIs or were any changes made to criteria applied for evaluations of HEIs and PRIs?

a to c) The agency Quality and Qualifications Ireland (QQI) oversees quality assurance while the Higher Education Authority HEA is the agency in charge of system governance and institutional block funding for HEIs. Both the HEA and QQI conduct quality and strategic evaluations of HEIs and PRIs based on criteria set by the State.

HEIs' performance is monitored, at system level, through the System Performance Framework noted above that was introduced in 2014. This is conducted by way of the Strategic Dialogue process between the (existing agency) HEA and the institutions: <http://hea.ie/funding-governance-performance/managing-performance/strategic-dialogue/>.

d to f) Ministries to which RPIs are attached set evaluation criteria for PRIs while institutions themselves monitor their performance.

h) The Higher Education System Performance Framework was introduced in 2014

References:

Higher Education Authority (2013). Towards a Performance Evaluation framework: Profiling Irish Higher Education. Retrieved from http://www.hea.ie/sites/default/files/evaluation_framework_long.pdf (Accessed on 10.10.2016).

OECD STI Policy Survey 2016 for Ireland. Response C4.

Q.1.5. Which **recent reforms** to institutions that are in charge of priority setting, budget allocations, and evaluations of HEIs and PRIs were particularly important?

The National Strategy for Higher Education to 2030 (<https://www.education.ie/en/Publications/Policy-Reports/National-Strategy-for-Higher-Education-2030.pdf>) provides the strategic direction for the Irish higher education sector during this period. On foot of it, the Performance Framework and Strategic Dialogue process have been put in train.

Topic 2: Policy co-ordination mechanisms

Table 2. Questions on research and innovation councils

Question	Response
<p>Q.2.1. a) Is there a Research and Innovation Council, i.e. non-temporary public body that takes decisions concerning HEI and PRI policy, and that has explicit mandates by law or in its statutes to either?</p> <ul style="list-style-type: none"> – provide policy advice (i.e. produce reports); – and/or oversee policy evaluation; – and/or coordinate policy areas relevant to public research (e.g. across ministries and agencies); – and/or set policy priorities (i.e. strategy development, policy guidelines); – and/or joint policy planning (e.g. joint cross-ministry preparation of budgetary allocations)? <p>b) What is the name of the main research and/or innovation Council/Committee? Are there any other research Councils/Committees?</p> <p>c) Are there any other research Councils/Committees?</p>	<p>a and b) There is no research and innovation council in place.</p> <p>c) Missing answer.</p>
<p>Q.2.2. With reference to Q.2.1, does the Council's mandate explicitly include a) policy coordination; b) preparation of strategic priorities; c) decision-making on budgetary allocations; d) evaluation of policies' implementation (including their enforcement); e) and provision of policy advice?</p>	<p>a to e) There is no research and innovation council in place.</p>
<p>Q.2.3. With reference to Q.2.1, who formally participates in the Council? a) Head of State, b) ministers, c) government officials (civil servants and other representatives of ministries, agencies and implementing bodies), d) funding agency representatives, e) local and regional government representatives, f) HEI representatives, g) PRI representatives, h) private sector, i) civil society, and/or j) foreign experts</p>	<p>a to j) There is no research and innovation council in place.</p>
<p>Q.2.4. With reference to Q.2.1.b., does the Council have its own a) staff and/or its own b) budget? If so, please indicate the number of staff and the amount of annual budget available.</p> <p>c) From 2005-16, were any reforms made to the mandate of the Council, its functions, the composition of the Council, the budget and/or the Council's secretariat? Was the Council created during the time period?</p>	<p>a and b) There is no research and innovation council in place.</p> <p>c) Missing answer.</p>

Table 3. Questions on national STI strategies

Question	Response
<p>Q.2.5. a) Is there a national non-sectoral STI strategy or plan?</p> <p>b) What is the name of the main national STI strategy or plan?</p>	<p>a and b) The document “Innovation 2020: Excellence Talent Impact (2015-2020)” is the main STI strategy in Ireland</p> <p>Innovation 2020: Excellence Talent Impact sets out the strategies to be implemented in order for Ireland to become Global Innovation Leader. To this end, it emphasizes in the need to foster and strengthen policies leading to a sustainable economy and a better society by implementing programmes in research, development, science and technology (EC/OECD STI Policy Survey 2016, response B1).</p> <p>Additionally, in 2009, the Minister for Education and Science appointed a Strategy Group to develop a new national HEI strategy. Through a consultation process with HEIs the National Strategy for Higher Education to 2030 was formulated (so-called “Hunt report”). The Strategy identified a number of objectives (no order of preference): i) Reform of the Institutes of Technology sector through mergers; ii) consolidation and absorption of smaller institutions into the university sector; and iii) the establishment of regional clusters of collaborating institutions within geographical areas.</p> <p>It provides a roadmap for the most fundamental reform of Irish HEIs, including mergers to create efficiencies and increase mission diversity, greater oversight of HEIs through a strategic dialogue process and related performance contracts (see response 1.3).</p>
<p><i>References:</i> EC/OECD STI Policy Survey 2016 for Ireland. Response B1.</p>	

Q.2.6. Does the national STI strategy or plan address any of the following priorities?

a) Specific themes and/or **societal challenges** (e.g. Industry 4.0; “green innovation”; health; environment; demographic change and wellbeing; efficient energy; climate action) - Which of the following themes and/or societal challenges are addressed?

- Demographic change (i.e. ageing populations, etc.)
- Digital economy (e.g. big data, digitalisation, industry 4.0)
- Green economy (e.g. natural reReferences, energy, environment, climate change)
- Health (e.g. Bioeconomy, life science)
- Mobility (e.g. transport, smart integrated transport systems, e-mobility)
- Smart cities (e.g. sustainable urban systems urban development)

b) Specific **scientific disciplines and technologies** (e.g. ICT; nanotechnologies; biotechnology) - Which of the following scientific research, technologies and economic fields are addressed?

- Agriculture and agricultural technologies
- Energy and energy technologies (e.g. energy storage, environmental technologies)
- Health and life sciences (e.g. biotechnology, medical technologies)
- ICT (e.g. artificial intelligence, digital platforms, data privacy)
- Nanotechnology and advanced manufacturing (e.g. robotics, autonomous systems)

c) Specific **regions** (e.g. smart specialisation strategies)

d) **Supranational** or transnational objectives set by transnational institutions (for instance related to European Horizon 2020)

e) **Quantitative targets** for monitoring and evaluation (e.g. setting as targets a certain level of R&D spending for public research etc.)

f) From 2005-16, was any STI strategy introduced or were any changes made existing STI strategies?

a) The strategy “Innovation 2020: Excellence, Talent, Impact”, together with programmes aimed at developing 14 priority areas previously set out by the Research Prioritization Steering Group, define priority areas for public funding. These priority areas are as well aligned with the policies set out in Horizon 2020, European Framework for Research and Innovation (OECD STI Policy Survey 2016, **response B1**).

Regarding societal challenges. The program aims to foster research projects related with health issues, social protection and environmental care. In particular there is a concern about the growing demand for energy and food security, health services, education, protection of the environment, poverty and social exclusion.

b) Regarding the promotion of scientific research, technologies and economic fields. Innovation 2020 Implementation Group aims to establish industrial leadership to support ground-breaking technologies. The linkages with the industry look as well to create market opportunities. In terms of scientific research projects, Innovation 2020 establishes as a priority: Digital Platforms, Content and Applications, Future Networks and Communications, Data Analytics, Management, Security and Privacy.

c) Regarding programmes aiming to address the needs of specific regions. Innovation 2020 aims to develop Smart Grids and Smart Cities by implementing new technologies as a software, sensor hardware and control and interface systems and design solutions to more effectively and efficiently manage complex infrastructure systems, enable greater resource efficiency and help move to a low carbon society.

d) Regarding programmes aiming to build linkages with the European Union Framework for research and innovation activities, Horizon 2020. Irish Innovation 2020 project aims to gain more international research funding, for example, those granted by the European Research Council. *Innovation 2020: Excellence Talent Impact* project also aims to foster interdisciplinary research to address European society challenges in particular the objective is therefore to provide funding for projects related to the fields listed below, which in fact constitute transnational areas of interest,

- Food security, sustainable agriculture and forestry, marine and maritime and inland water, research and the bio-economy.
- Secure, clean and efficient energy.
- Smart, green and integrated transport.
- Climate action, environment, resource efficiency and raw materials.
- Europe in a changing world – inclusive, innovative and reflective societies.
- Secure societies – protecting freedom and security of Europe and its citizens.

e) The strategy “Innovation 2020: Excellence, Talent, Impact” sets the following specific quantitative targets for monitoring:

- Increase the total investment in R&D in Ireland, led by the private sector, to 2.5% of GNP;
- The number of research personnel in enterprise will be increased by 60% to 40,000;

- Research masters and PhD enrolments will be increased by 30% to 2,250;
- Private investment of R&D performed in the public research system will be doubled;
- 40% increase in the share of PhD researchers transferring from SFI research teams to industry;
- €1.25bn funding under the EU Framework Programme Horizon 2020 will be drawn down.

The implementation of the National Strategy for Higher Education 2030 aims to (no order of preference): (1) meet Ireland's human capital needs; (2) promote access for disadvantaged groups and improving pathways into higher education; (3) excellence of teaching and learning to underpin the student experience; (4) an open and excellent research system that delivers on government objectives and fosters collaborations; (5) ensure that Ireland's Higher Education Institutions will be globally competitive and internationally oriented, and Ireland will be a world-class centre of international education; (6) undertake any necessary reforms to support quality and diversity; and (7) increase accountability of autonomous institutions against national priorities (OECD STI Policy Survey 2016, **response C4**).

f) "Innovation 2020: Excellence Talent Impact (2015-2020)" was released in 2015.

References:

EC/OECD STI Policy Survey 2016 for Ireland. Responses B1, B4, C4.

Department of Jobs, Enterprise and Innovation (2016). Innovation 2020. Retrieved from <https://www.djei.ie/en/Publications/Publication-files/Innovation-2020.pdf> (Accessed on 15.10.2016).

Research Prioritisation Steering Group (2011). Report of the Research Prioritisation Steering Group. Page 9, 13-15. Retrieved from <https://www.djei.ie/en/Publications/Publication-files/Research-Prioritisation.pdf> (Accessed on 10.10.16).

Q.2.7. What **reforms** to policy co-ordination regarding STI strategies and plans have had particular impact on public research policy? No major reforms made.

Table 4. Questions on inter-agency programming and role of agencies

Question	Response
<p>Q.2.8. Does inter-agency joint programming contribute to the co-ordination of HEI and PRI policy?</p> <p><i>(Inter-agency joint programming refers to formal arrangements that result in joint action by implementing agencies, such as e.g. sectoral funding programmes or other joint policy instrument initiatives between funding agencies.)</i></p>	Inter-agency programming is not in place.
<p>Q.2.9. a) Is co-ordination within the mandate of agencies?</p> <p>b) From 2005-16, were any changes made to the mandates of agencies tasked with regards to inter-agency programming? Were new agencies created with the task to coordinate programming during the time period?</p>	<p>a) Co-ordination is not within the mandate of agencies.</p> <p>b) No major changes made.</p>
<p>Q.2.10. What reforms of the institutional context have had impacts on public research policy?</p>	No major reforms made.

Topic 3: Stakeholders consultation and institutional autonomy

Table 5. Questions on stakeholder consultation

Question	Response
<p>Q.3.1. a) Do the following stakeholders participate as formal members in Research and Innovation Councils? (i.e. Formal membership as provided by statutes of Council)</p> <ul style="list-style-type: none"> – Private Sector – Civil society (citizens/ NGOs/ foundations) – HEIs/PRI and/or their associations <p>b) Do stakeholders participate as formal members in council/governing boards of HEIs? (i.e. Formal membership as provided by statutes of Council)</p> <ul style="list-style-type: none"> – Private Sector – Civil society (citizens/ NGOs/ foundations) <p><i>References:</i> Department of Jobs, Enterprise and Innovation (2016). <i>Innovation 2020</i>. Retrieved from https://www.djei.ie/en/Publications/Publication-files/Innovation-2020.pdf (Accessed on 15.10.2016). EC/OECD STI policy Survey 2016 for Ireland. Responses B4. Research Prioritisation Steering Group (2011). <i>Report of the Research Prioritisation Steering Group</i>. Page 9, 13-15. Retrieved from https://www.djei.ie/en/Publications/Publication-files/Research-Prioritisation.pdf (Accessed on 10.10.16).</p>	<p>a) There is no research and innovation council in Ireland.</p> <p>b) Yes, external stakeholders participate in HEI Governing Authorities. These may come from enterprise (be it small or large), civic interests as well as public representatives. Membership of governing authorities is generally set out in legislation e.g. http://www.irishstatutebook.ie/eli/1997/act/24/section/16/enacted/en/html#sec16 The National Strategy for Higher Education recommends a reduction in the average size of institutional Governing Authorities and this is in train.</p>
<p>Q.3.2. a) Are there online consultation platforms in place to request inputs regarding HEI and PRI policy? b) Which aspects do these online platforms address (e.g. e.g. open data, open science)?</p> <p>c) From 2005-16, were any reforms made to widen inclusion of stakeholders and/or to improve consultations, including online platforms?</p>	<p>a and b) Online consultation is regularly used in the development of higher education strategies, e.g. in the formulation of the forthcoming HEA 2018-2022 Strategic Plan: http://hea.ie/2017/05/11/higher-education-authority-stakeholder-consultation-on-new-strategic-plan/.</p> <p>c) The Cabinet Committee on Economic Recovery & Jobs was established in 2011 and has responsibility for overseeing development and implementation of cross Government STI policy. Resulting from its decision, the existing Inter-Departmental Committee (IDC) on STI, the Research Prioritisation Action Group and the High Level Group overseeing implementation of Ireland's strategy to engage with the EU Framework Programme for RDI - Horizon 2020 – have all been merged and replaced by one coherent group – the Innovation 2020 Implementation Group – and this group is now dealing with all of the agenda items previously dealt with by those three groups. In 2016, the establishment of the Innovation 2020 Implementation Group allowed broadening stakeholders' consultation to include representatives from HEIs and Institutes of Technologies (EC/OECD STI policy Survey 2016, response B4). In 2016, informal reporting mechanisms between the Innovation 2020 Implementation Group and other relevant groups to ensure coherence in development and delivery of policy across all relevant Government departments were initiated. A number of meetings with stakeholders, including industry and academia, to discuss the ongoing work of the Innovation 2020 Implementation Group have been undertaken and further such meetings are planned (Interdepartmental Committee on Science, Technology and Innovation, 2016).</p>
<p>Q.3.3. Which reforms to consultation processes have proven particularly important?</p>	<p>No major reforms made.</p>

Table 6. Questions on autonomy of universities and PRIs

Question	Response
<p>Q.3.4. Who decides about allocations of institutional block funding for teaching, research and innovation activities at a) HEIs and b) PRIs? <i>(National/regional level: If HEIs face national constraints on using block funds, i.e. funds cannot be moved between categories such as teaching, research, infrastructure, operational costs, etc. This option also applies if the ministry pre-allocates budgets for universities to cost items, and HEIs are unable to distribute their funds between these.</i> <i>Institutions themselves: If HEIs are entirely free to use their block grants.)</i></p>	<p>a and b) HEIs and PRIs are free to use their block grants.</p> <p>The overall amount of institutional block funding is decided by the Department of Education and Skills. This is then allocated to the institutions by the Higher Education Authority (HEA) through the Recurrent Grant Allocation Model: http://hea.ie/funding-governance-performance/funding/how-we-fund/. This model has recently been comprehensively reviewed and a revised model will be announced shortly. HEIs have a high level of autonomy regarding the use of their institutional block funding. Some minor restriction apply, in particular, a percentage of this block grant is earmarked for specific tasks, such as widening access for disadvantaged socio-economic groups. However, this does not constraint HEIs in freely allocating most of their funds for research and teaching activities.</p>
<p>References: Data on institutional autonomy is based on a survey conducted by the European University Association between 2010 and 2011 across 26 European countries. The answers were provided by Secretaries General of national rectors' conferences and can be found in the report by the European University Association (Estermann et al., 2015). Estermann, T., Nokkala, T., and Steinel, M. (2015). <i>University Autonomy in Europe II The Scorecard</i>. Brussels: European University Association. p. 39. Retrieved from http://www.eua.be/Libraries/publications/University_Autonomy_in_Europe_II_-_The_Scorecard.pdf?sfvrsn=2, accessed 19.09.2016. European University Association (2016). <i>University Autonomy in Europe (Webpage)</i>. Retrieved from http://www.university-autonomy.eu/, accessed 19.09.2016.</p>	
<p>Q.3.5. Who decides about recruitment of academic staff at a) HEIs and b) PRIs? <i>(National/regional level: If recruitment needs to be confirmed by an external national/regional authority; if the number of posts is regulated by an external authority; or if candidates require prior accreditation. This option also applies if there are national/regional laws or guidelines regarding the selection procedure or basic qualifications for senior academic staff.</i> <i>Institutions themselves: If HEIs are free to hire academic staff. This option also applies to cases where laws or guidelines require the institutions to publish open positions or the composition of the selection committees which are not a constraint on the hiring decision itself.)</i></p> <p>Who decides about salaries of academic staff at c) HEIs and d) PRIs? <i>(National/regional level: If salary bands are negotiated with other parties, if national civil servant or public sector status/law applies; or if external authority sets salary bands.</i> <i>Institutions themselves: If HEIs are free to set salaries, except minimum wage.)</i></p> <p>Who decides about reassignments and promotions of academic staff at e) HEIs and f) PRIs? <i>(National/regional level: If promotions are only possible in case of an open post at a higher level; if a promotion committee whose composition is regulated by law has to approve the promotion; if there are requirements on minimum years of service in academia; if automatic promotions apply after certain years in office, or if there are promotion quotas.</i> <i>Institutions themselves: If HEIs can promote and reassign staff freely.)</i></p>	<p>a and b) Staffing and pay decisions fall within the remit of the institutions and are subject to wider national pay and public recruitment policies.</p> <p>c and d) In Ireland, certain practices affect HEIs' flexibility. Salary bands are prescribed for all or some academic staff. With regard to the senior administrative staff, salary bands are fixed by an external authority. HEIs can promote staff freely.</p> <p>e and f) Promotions fall within the remit of the institutions and are subject to wider national pay and public recruitment policies.</p>

<p>Q.3.6. Who decides about the creation of academic departments (such as research centres in specific fields) and functional units (e.g. technology transfer offices) at a) HEIs and b) PRIs?</p> <p><i>(National/regional level: If there are national guidelines or laws on the competencies, names, or governing bodies of internal structures, such as departments or if prior accreditation is required for the opening, closure, restructuring of departments, faculties, technology offices, etc.</i></p> <p><i>Institutions themselves: If HEIs are free to determine internal structures, including the opening, closure, restructuring of departments, faculties, technology offices, etc.)</i></p>	<p>a and b) HEIs and PRIs can decide about their internal academic structures.</p> <p>c and d) HEIs and PRIs can also freely decide about creation of legal entities (spin-offs) and joint R&D partnerships with industry.</p>
<p>Who decides about the creation of legal entities (e.g. spin-offs) and industry partnerships at c) HEIs and d) PRIs?</p> <p><i>(National/regional level: If there are restrictions on legal entities, including opening, closure, and restructuring thereof; if restrictions apply on profit and scope of activity of non-profit organisations, for-profit spin-offs, joint R&D, etc.</i></p> <p><i>Institutions themselves: If HEIs are free to create non-profit organisations, for-profit spin-offs, joint R&D, etc.)</i></p>	
<p>Q.3.7. Who earns what share of revenues stemming from IP (patents, trademarks, design rights, etc.) created from publicly funded research at a) HEIs and b) PRIs?</p> <ul style="list-style-type: none"> - HEI - Research unit / laboratory within HEI - Researchers <p>c) From 2005-16, were any reforms introduced that affected the institutional autonomy of HEIs and PRIs?</p>	<p>a and b) HEIs and PRIs set revenue schemes themselves.</p> <p>All HEIs in Ireland operate within the framework of the National IP Protocol 2016: http://www.knowledgetransferireland.com/About_KTI/Reports-Publications/The-National-IP-Protocol-2016.pdf. In 2017, the HEA and Knowledge Transfer Ireland launched a review of IP policies and their implementation in the HEIs.</p> <p>c) See response to question 3.8</p>
<p><i>References:</i></p>	
<p>Q.3.8. Which reforms to institutional autonomy have been important to enhance the impacts of public research?</p>	<p>Institutional reforms are grounded in the National Strategy for Higher Education to 2020. An important element of this is the establishment of Technological Universities in Ireland, with mergers of Institutes of Technology as a starting point for this. Inter-institutional collaboration is also being encouraged through regional clusters.</p> <p>New Codes of governance were introduced for universities and IOTs in 2012 based on the State Code for public bodies. In 2016, a revised Code of Practice for the Governance of State Bodies was introduced. Work is ongoing and approaching completion to update the higher education sector's codes of governance to meet the requirements of the revised State Code.</p>