

ifut '98

Annual Conference, Dublin, 6 June 1998

IRISH FEDERATION OF UNIVERSITY TEACHERS

(Main extracts of report and proceedings.)

Annual Report 1997/98

Address by President at 1998 ADC

Address by Minister for Education & Science at 1998 ADC

Policy Resolutions of 1998 ADC

CÓNAIDHM ÉIREANNACH NA MÚINTEOIRÍ OLLSCOILE

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I. EDUCATION & RESEARCH

1. Follow-through to Universities Act 1997

The General Secretary reported to Council on 11 October 1997 that he had had a conversation with the Minister for Education and that it had been confirmed, firstly, that there was certainly no intention to repeal the Universities Act in the light of amendments secured in the Oireachtas and, secondly, there would be no further amendments to it either. At present, a Private Bill is still proceeding through the Oireachtas in respect of Trinity College Dublin and dealing, in particular, with the governing authority there. This is at a much later stage of development than anticipated last year, mainly owing to a challenge by a staff member which took place concerning the handling of the matter by the College. Elsewhere, Commissions were set up under the Act to establish the new governing authorities. Details in this regard were given in the last edition of *IFUT News* (vol. xxiv). Another follow-through to the Act was the setting up of new Academic Councils about which regular reports were given to IFUT Council.

IFUT has been keeping in close contact with Branches and university authorities in order to monitor and assess any proposed changes under headings such as contracts. A Working Group of IFUT on this (see Appendix C) under the Convenorship of the General Secretary has been nominated, but there have been no substantive developments which have led it to meet thus far.

A Working Group on Quality Assurance under the Convenorship of Joe Brady of UCD has also been nominated (see Appendix C) and, likewise, a close eye is being kept on policies and actions, both pursuant to the Act and otherwise. However, apart from the attention given to this matter by Executive and Council, the Group did not feel it necessary to meet during the year, although relevant documentation was circulated to it by the Convenor. However, a useful meeting did take place with the Higher Education Authority on the subject. As reported in *IFUT News*, it appears that an attempt is being made at all levels to avoid the negative experiences of our British colleagues. At the same time, what appears to be some recent unilateral action in UCD has been raised with the College there by the ASA.

The Universities Act will be a major feature of the next *IFUT-AUT Conference* which is due to take place on an all-Ireland basis on 19/20 June 1998. An opportunity will then also be given to get an update on similar developments in Northern Ireland and Britain.

2. UNESCO & Higher Education

IFUT lobbied the Department of Education in connection with the UNESCO Conference in Paris in 1997, which was to deal with the draft Recommendation on H E Personnel. This was pursuant to work which had been done within the framework of and ICUTO and EI. As a result, while the Irish Government did not actually vote in favour of the Recommendation, because of some concerns about aspects dealing with contracts, upon the urging of IFUT neither did it oppose or seek to amend the item. It was then duly adopted and will be published in the next edition of *IFUT News* before the Summer recess. On 10 December 1997, the EI circulated a document following on from the Recommendation entitled *Higher Education Staff Development: A Continuing Mission*. This will also be published shortly.

3. National Council for Curriculum & Assessment

IFUT involvement in the NCCA continued through the year as follows:

Council:

Eugene Wall, MICL.

Primary Course Committees:

Arts Education - Colum Ó Cléirigh, SPD & Noel Kelly, MICL.

English - Frank Flanagan, MICL & Pat Burke, SPD.

Irish - Pat Wall, TCD.

Mathematics - Wyn Bryan, MICL & Olivia Bree, SPD

Physical Education - Des Broderick, SPD.

Social, Personal, and Health Education - Des Broderick, SPD.

Social, Environmental & Scientific Studies - Siobhán Hurley, MICL & Jim Hourihane, SPD.

Primary Curriculum Co-ordinating Committee:

Eugene Wall, MICL

Steering Committee for Special Education:

Brendan Spelman, UCD.

Steering Committee for Information & Communication Technologies:

Maureen Killeavy, Education, UCD.

Syllabuses which were looked at during the year at the request of the NCCA included Construction Studies, Engineering, Technical Drawing, Technology, Art and Geography.

4. Teachers' Council

The President, Maureen Killeavy, Education, UCD, was nominated to the Technical Working Group in connection with the project to set up a Teachers' Council. There have been a number of meetings of this body during the year. This is an instance of IFUT giving of its expertise in

relation to an area concerning other levels of education.

5. NCEA National Conference on Higher Education

The General Secretary represented IFUT at the official function on 8 and 9 December 1997 concerning this and the documentation was obtained under the headings Can the Academy Learn? - Why Quality Assessment, What is the Future in Higher Education? and Quality Assurance in Higher Education: the Next 25 Years – a Global Perspective.

6. North-South Conference on Higher Education

The Standing Conference for North-South Co-operation in Further & Higher Education organised a Conference on 11 and 12 March 1998. Vice President Hugh Gibbons of TCD represented IFUT at it. The theme was *Access to Higher Education in Northern Ireland and the Republic of Ireland – Promoting Co-operation, Pluralism and Student Mobility*. The agenda was as follows: An Overview of Past and Future Participation Rates in Northern Ireland and the Republic of Ireland; The Impact of Policies on Participation; Opportunities for and Obstacles to Access; Electronic Communication and Course Development; The Student Perspective, North and South; Providing a Pluralist Environment: The Challenge to the Third Level Institutions; The Political Agenda for Change; Understanding and Accommodating Cultural Difference: The Hidden Curriculum of Third Level Institutions; Developing Economic Co-operation between the North and the South - Lessons for the Higher Education Sector; Recognition of Qualifications, North and South; and Barriers to International Student Integration and Mobility in the North and the South.

7. CRE/CEPES European Regional Conference on Higher Education

The initials are from the French titles for the Committee of European Rectors and Centre for Higher Education Research (under the auspices of the U N). The Conference was entitled *European Agenda for Change for H E in the XX1st Century*. IFUT managed to obtain invitations to it and was represented by the President and General Secretary. The agenda was as follows: Europe in a Period of Mutation and Change – the Role of Higher Education; Teaching and Learning; Preparation for the World of Work; Advancement of Knowledge via Research; Transmitting European Cultural Values in a Global Context; The Future Development of Higher Education in Europe; and The University – A Focus for Europe.

A brief document since received, and entitled *Results of European Regional Forum as a Contribution to the UNESCO World Conference on H E*, will be reported on in the next edition of *IFUT News*.

8. Fine Gael & Education

Further to a request of on 17 September 1997 from the Fine Gael Spokesperson on Education, Richard Bruton TD, an IFUT delegation met him to explain the union's policy on various matters. There was a particular emphasis on quality assessment, and appropriate documentation was duly supplied to him afterwards. It should be noted that Mr Bruton has kindly assisted IFUT in trying to have certain matters raised in the Dáil when some difficulties under other headings in this report have been experienced, i.e. in regard to processing matters in connection with the Department of Education and the LRC.

On 24 April 1998 Mr. Bruton forwarded a document to IFUT entitled *The Pursuit of Excellence: The Agenda for the New Millenium*. This is being examined by Executive and Council.

9. ETUCE Seminar on Research in Europe

Seán Tobin of NUI,G represented IFUT at this on 2 and 3 March 1998. The agenda was as follows: Financing of Research; National Tendencies Concerning the Professional Evolution of Researchers; Right to Intellectual Property; ETUCE Policy Concerning the 5th Framework Programme; and Research Policies at National and Institutional Level.

10. Seanad Electoral Bills

Two such Bills have been received produced by the Labour Party and Fine Gael respectively. Consideration is currently being given to setting up a Working Group in order to examine them. They have been circulated to Executive and Council otherwise.

11. ETUCE & Teacher Education

A letter of 30 July 1997 concerning Teacher Education and asking for reactions and comments to a number of questions was examined by the Executive and passed on to Pat Burke of St Patrick's College, Drumcondra, who had earlier represented IFUT on the ETUCE Working Group on Teacher Education.

12. Education Show Ireland 1998

Information about this with which IFUT was associated with was circulated to members during the year.

13. Points System

A Working Group was set up during the year consisting of Maureen Killeavy, Education, UCD; Breandán Ó Cochláin, Chemistry, NUI,G; Anne Clune [Retired], English, TCD; Val Rice, Education, TCD; Hugh Gibbons, Computer Science, TCD; and under the Convenorship of Paddy O'Flynn, Engineering, UCD. It prepared a submission, which was completed towards the end of May 1998, for the Commission on the Points System. This will be published in the next edition of *IFUT News*.

14. Irish Language & Third-Level Education

This Working Group met during the year under the Convenorship of Ciarán Ó Coigligh, Gaeilge, St. Patrick's College, Drumcondra, and otherwise consisted of: Breandán Ó Cochláin, Chemistry, NUI,G; Seán Tobin [Retired], Mathematics, NUI,G; Mícheál MacGréil [Retired], Sociology, NUI,M; and Peadar Ó Ceannabháin, Gaeilge, St. Catherine's College.

They produced the following Preasráiteas which was approved by Council:

"Cuireann Cónaidhm Éireannach na Múinteoirí Ollscoile fáilte roimh an ráiteas a rinne an tAire Oideachais agus Eolaíochta Mícheál Ó Máirtín TD le deireanas in Ollscoil na Gaillimhe maidir leis an nGaeilge ar an Tríú Leibhéal.

"Is mór ag an gCónaidhm an tsuim airgid le cois a thabharfar don Údarás um Ardoideachas le haghaidh tionscnaimh agus scéimeanna éagsúla ar mhaithe leis an nGaeilge a mhaoiniú. Tá súil ag an gCónaidhm gur rud leanúnach é seo agus go gcuirfear sciar airgid in áirithe gach uile bhliain i mbuiséad an Údaráis um Ardoideachas lena íoc as cothú agus neartú na Gaeilge ar an tríú leibhéal.

"Is mór ag an gCónaidhm an cúnamh atá geallta d'institiúidí a bhfuil freastal á dhéanamh acu ar mhúineadh trí Ghaeilge cheana féin. Is dóigh leis an gCónaidhm nach miste cúnamh níos flaitiúla fós a thabhairt do na hinstiúidí eile ar mian leo treise a chur leis an nGaeilge agus le múineadh trí Ghaeilge go háirithe.

"Is gnó práinneach dar leis an gCónaidhm maoiniú ranna agus dáimheanna ollscoile a chinnteos go mbeidh céimithe oilte leis an teanga a mhúineadh go paiteanta agus le múineadh trí Ghaeilge i réimse uilig na n-ábhar curaclaim ar leibhéal na bunscoile, na hiar-bhunscoile agus ar an tríú leibhéal.

"Chuige sin, molann muid go ndéileálfaí go báuil le hiarratais ó na coláistí oideachais agus ó na ranna oideachais atá freagrach as múinteoirí bunscoile agus iar-bhunscoile a oiliúint.

"Molann an Chónaidhm ceapadh ball foirne le sainfhreagracht maidir le cothú na Gaeilge sna Coláistí Tríú Leibhéil uilig."

Council has also agreed in principle to organise a symposium on the subject and the Working Group is drawing up detailed proposals for same at the moment.

15. Education & Technology

A Report of the High-Level Group to Advise on the Technological Sector, presented to the Minister for Education in 1997, was received. The General secretary represented IFUT at the launch of the *Education Technology Investment Fund* by An Taoiseach on 6 November 1997.

II. REMUNERATION

1. General Wage Rounds

Partnership 2000 (P2000) provided for two general increases during the year: 2.5% on the first £10,436 of basic pay w.e.f. 1 July 1997 and then the application of the 2.5% to remaining salary w.e.f. 30 March 1998. The next general increase is due on 1 July 1998 at the rate of 2.25%.

2. Special 1% & Exam Payments

This refers to the 1% special increase w.e.f. 1 April 1994. This was generally cleared up during the year outside of UCC and NUI,G. However, it has taken some time administratively to check back through itemised payments, where they obtained, and to pay the retrospection on same. In regard to the retrospection, again for administrative reasons, and because the amounts were relatively small, they were made to individuals rather than into conference funds as would normally have been the situation in some instances. The issue in UCC and NUI,G is still outstanding, but is being pressed with the LRC. However, here as in some other areas, IFUT unfortunately has to report that it has been having unusual difficulties at the level of the LRC itself in getting matters attended to. Nonetheless, it is hoped, following the drawing of this to the attention of the Chief Executive of the LRC, that things will improve in the future and some recent correspondence seems to indicate that this is the case.

3. P2000 & Exam Payments

Pursuant to the first general increase under P2000, IFUT sought the application of 2.5% to exam payments w.e.f. 1 July 1997. This has been conceded in UCD and NUI,M but is the subject of dispute and reference to the LRC regarding TCD, UCC, and NUI,G.

4. EO/HEO Relativity

In June 1995, an agreement was drawn up concerning a special pay award for Executive Officers and Higher Executive Officers (EO/HEO) in the Civil Service. This required what was termed 'flexibility' or 'restructuring' and involved a variety of percentage increases including two

which were Long Service Increments (LSIs). Following the ratification of this agreement, IFUT put in a holding claim on 19/10/95 and drew up an Explanatory Memorandum for circulation to all members concerned. Subsequently, meetings took place with those groups of members requesting same, for the purpose of explanation and clarification. The discussion was to see how members reacted to the nature of the Civil Service deal and how it might be extended into the university area, as it could not be transplanted exactly, given structural differences.

In the meanwhile, IFUT secured the 1% special increase on account with effect from 1/4/94 which then seemed to leave just an outstanding 2% in the salary bill to be awarded in some fashion.

Eventually, and after extensive deliberation and consultation, it was decided to seek the implementation of the outstanding element on a flat-rate basis with increases of 0.75% on 1/6/95, 0.75% on 1/6/96 and 0.5% on 1/6/97, as allowed for in the PCW, and this position was submitted to the institutions in question on 14/1/97.

Following correspondence with these institutions, which did not lead to concession of the claim, the matter was referred to the LRC on 24/4/97. As, by the middle of 1997, developments were taking place in connection with the AP/PO relativity (see below), the Colleges indicated that they wished to see the outcome of these and then consider an offer for all the academics and related grades concerned in the two relativity ranges. At the same time, IFUT ascertained that a further movement had occurred in the Civil Service whereby a 2.5% 'drift' increase was being allowed for above and beyond the outstanding 2% that had already been claimed, and this was then claimed in its own right as well. IFUT also signalled that it was prepared to wait for a reasonable period to see the outcome of the AP/PO award and the possible overall effect upon the cohort of members concerned. Time was being taken up anyway in both areas by consideration of the flexibility measures that would be required pursuant to the PCW in order to justify an award. This aspect is dealt with below.

However, by 12 November 1997, there had been no substantive developments and, therefore, the AP/PO issue was referred to the LRC and the EO/HEO one reactivated there. On 26th of that month, however, it was indicated to IFUT that the amounts claimed would be paid in respect of EO/HEO grades, but the manner in which this was to be done was not detailed. Thus, the issue was pressed further with the LRC on 5/12/97. In the subsequent week, it was then indicated to IFUT that the three-phase claim that it had submitted would be conceded and the 2.5% also, with the latter being offered on the basis of 1% on 1/6/98 and 1.5% on 1/6/99. After due consultation, IFUT put forward the position on 19/12/97 that, if the dates in respect of '98 and '99 were changed to 1 January in each year, this would settle the money aspect of the EO/HEO claim.

In the New Year, it was then indicated that if IFUT accepted the amounts in the five phases and the first three dates, along with the flexibility measures, the last two dates could be revised in the light of that. The delay since then in putting this matter to a ballot was first of all caused by trying to finalise the position of the AP/PO relativity to which we turn below. However, an additional delay is reported on at the end of the next Section.

5. AP/PO Relativity

In May 1997, agreement was reached in the Civil Service on a special pay increase for the Assistant Principal and Principal Officer (AP/PO) grades connected to a flexibility deal. As in the case of the EO/HEO grades, IFUT put in a holding claim (on 29/5/97) for the extension of this award to the appropriate grades in the universities and related institutions. The ensuing months were taken up by the institutions investigating how the award might be translated into the university area and what necessary flexibility measures would be appropriate to it. A number of contacts took place between IFUT and the College authorities to these ends. Again the

contacts took place between IFUT and the college authorities to those ends. Again, the outcome concerning flexibility is dealt with below. On 6 November 1997, the institutions were informed that the 2.5% 'drift' increase would also have to be incorporated into the AP/PO award.

As noted above, by 12/11/97, despite all the correspondence and meetings, as there had been no substantive developments, the matter was referred to the LRC. On 26/11/97, it was also indicated to IFUT that a total outstanding increase of 4.5% would be available to AP/PO grades as well during the lifetime of the PCW and into the first two years of P2000. But, again, there was a lack of specificity about payment of this amount. Therefore, on 5/12/97, IFUT wrote again to the LRC seeking that the issue be processed in that arena. By 12/12/97, it had been indicated to IFUT that the same five-phase flat-rate increase as had been offered in the EO/HEO area would be made available to the AP/PO grades. This was instead of the kind of percentage increases and LSIs in the Civil Service. (The latter allowed in toto for just over 6% - on top of the 1% w.e.f. 1/4/94 - for those on max for six years, but increases down scale of just over 1%.) In subsequent months, formal offers were made to this effect and further discussions sought about the related flexibility measures.

On 12/12/97, IFUT said, on a without prejudice basis, that any such offer would have to have earlier dates in '98 and '99, as in the case of the EO/HEO offer. On 23/1/98, IFUT stated to the institutions that it had considered the eight headings for flexibility that had by then been put to it and was prepared to submit these, along with the five-phase flat-rate increase offer, subject to the improvement in dates mentioned, to its members by way of ballot. Therefore, they would decide whether to proceed down this route or to reject it and implicitly adhere to the original holding claim concerning different percentage increases and LSIs. However, in February 1998, the official side wrote saying that the HEA required a further fleshing-out of the eight headings concerning flexibility. IFUT reacted angrily to this position, saying that it seemed to constitute a renegeing on a position previously adopted. But when a further seven sub-headings were put forward and discussed with the other side, Council decided that these could be submitted to the members as well.

There was then an exchange of correspondence with a view to getting the improvements in the '98 and '99 dates, still on a without prejudice basis. As in the case of the EO/HEO grades, the reaction was that the official side was only prepared to consider an improvement in dates in light of the acceptance of the flexibility measures (see Addendum, page 27) and the other three phases concerned. Also, as in the case of EO/HEO grades, Council decided to proceed to a conditional ballot of all IFUT members concerned in the two relativity ranges, i.e. to consider accepting the offer subject to an actual improvement in the dates mentioned. Unfortunately, however, the ballot has been held up by the failure of UCC to make the offer in question which, in turn, is linked to the unresolved matter of the College Lecturer max there on which we report on separately below. It is hoped that this will be tackled shortly.

Relativity ranges in the universities and other relevant institutions may be discerned through consulting pages 2 to 6 of the last edition of *IFUT News* (extra copies available, if need be.)

6. A S Relativity

There was fortunately a development here during the year concerning the Review Body on Higher Remuneration in the Public Sector. As a result, a claim has been put in for a 6% increase for the relevant professorial grades w.e.f. 1 April 1997. This is being processed at the moment. The grades concerned specifically are all Professors, and Associate Professors as well in the case of NUI,G.

7. UCC College Lecturer Max

This continues to be almost £1,200 behind the equivalent max in all the university colleges. During the year IFUT was in regular contact with UCC and had meetings with the College

During the year, the CP was in regular contact with UCC and had meetings with the College authorities in order to address the issue. When it became clear that no substantive movement was taking place on it, members concerned were balloted in the College and agreed to take sanctions against it as follows:

"Non attendance by ASA members at all Faculty meetings, and withdrawal from all Faculty committees.

"Non-co-operation by ASA members in the development, introduction and implementation of any procedures relating to Quality Assessment and Quality Improvement.

"Non-participation by ASA members in Open-days, and non-participation in the marketing of College courses through Schools Liaison programme.

"Non-participation by ASA members in voluntary tutorial-schemes and advisory-schemes for students (from October 1998)."

It is deemed that these actions of course do not involve any breach of contract, and neither do they constitute industrial action, because they entail withdrawing forms of co-operation which are 'above and beyond the call of duty'. Nonetheless, they are by no means without effect.

As a result, a crisis meeting was held between UCC and the HEA on 20 May 1998 and the College gave an undertaking to try to put together proposals which would positively deal with the grievance. As noted above, this is linked into the delay on the EO/HEO and AP/PO fronts, because the College wants to deal with the two issues simultaneously.

8. New Academic Scales in TCD

The issue of the unilaterally introduced, new Lecturer I and II and Senior Lecturer and Associate Professor scales alongside the old ones (reported on last year) was raised again in the context of negotiations about EO/HEO and AP/PO relativities. The matter was put to one side for a period and until the outcome of offers under these relativities was clear. The position now is that the union is seeking a Conciliation Conference at the LRC (again serious delays have been experienced there). The indications are that these new scales may be dropped in the context of wrapping up the relativities concerned.

9. Vets in UCD

Negotiations continued throughout the year here. The current position is as reflected in a letter from the Secretary of UCD of 6 April 1998 as follows:

"I refer to our meeting on 25 March, and previous correspondence regarding proposals for additional payment to some academic staff in the Faculty of Veterinary Medicine. The College undertook to put forward revised proposals by 6 April 1998.

"At our meeting of 25 March 1998 progress was made in clarifying the outstanding issues. There was recognition by all that the situation regarding the level of clinical commitment required had improved in some areas. The College position would be that there is a genuine commitment to achieving the situation whereby only 50% of any staff member's time in total would involve clinical activities but there is recognition that this is not yet the reality in some areas.

"Prior to outlining the details of the proposals I think it is important to reiterate that the rationale for the proposals is that the College does recognise that the clinical commitment in the Veterinary College places some demands on the academic staff.

However, it should also be noted that clinical work is an implicit part of the duties of any academic staff within a clinical department.

"With regard to the split of clinical activities, research and academic administration the College position is as outlined in my letter of 11 March 1998. Particular note should be taken of the assurance given regarding the fact that every effort will be made to ensure that teaching commitments will not be loaded into the half of the year which is free of clinical activities. It would appear from our recent discussions that an appropriate form of words could be found to reflect both positions on this issue.

"Further to our discussions on 25 March 1998 and taking into consideration the proposals set out in your letter of 10 November 1997, the College puts forward the following proposal for consideration by your members:

"1. *On Call Allowance* That an amount of £28 be paid for each twelve hour period on call outside "core hours". This would be paid to staff required by their Heads of Department to be on the "on-call-roster" in accordance with agreed criteria.

"2. *Call-out Fee* A call-out fee of £28 would be paid. If the staff member is required to perform a procedure for which a fee is payable then the staff member concerned would be paid 60% of the fee (less direct costs) less £28 call-out fee.

"Example Call-out Fee £28;

if procedure required:

fee payable £220, direct costs £50;

thus available £170;

to staff member $£170 \times 60\%$ less £28 = £74

"The fee would relate to the procedure carried out and the fee payable.

"3. To whom would payment be made

Staff on the Roster in Medicine, Surgery and Anaesthesia at Assistant/College Lecturer would receive the on-call allowance and, where appropriate, the call-out fee.

"4. *Mechanism for payment* The roster would be signed off by each Head of Department and would be forwarded to Personnel on a monthly basis together with each claim signed by the claimant and countersigned by the Head of Department. The payments would be paid through the payroll and would be subject to the normal deductions.

"These proposals, if agreed, will require the approval of the Finance Committee and Governing Authority. The next meeting of the Finance Committee is scheduled for 29 April 1998.

"If you require clarification on these proposals then perhaps you might contact my office and if necessary a meeting can be arranged."

In consultation with the members, a response to this letter, which is viewed as unsatisfactory in a number of respects, is being formulated at present. However, it is welcome to note that in

a number of respects, is being formulated at present. However, it is welcome to note that, in other respects, there has been some meaningful progress here during the year.

10. SEO Members in TCD

The following letter was received from the College Staff Secretary on 17 October 1997:

"With reference to our last discussion on the above matter in response to a claim for a restructuring of the grade of Senior Experimental Officer the College is prepared to make an offer as set out below. In so doing the College is making this offer in the context of the following conditions:

"(a) It is within the terms of the public sector pay guidelines set down by the Department of Finance in regard to Clause 2(iii) of the PCW.

"(b) The terms of this offer have not been approved by the HEA. In regard to all other negotiations under Clause 2(iii) we have cleared offers in advance. However, given the size of the group I believe we will be in a position to progress negotiations more effectively if in due course we are in a position to present the HEA with an 'agreed position'.

"(c) As I pointed out at our last meeting any offer which is made pre-supposes final agreement between the parties on changes in work practices, methods and procedures which will lead to an improvement in effectiveness and efficiency on the part of the group. In this regard I am setting out a number of areas in which the College will be putting firm proposals in due course. Some of these matters may impact changes affecting other groups who interrelate with the Senior Experimental Officers and therefore it may be necessary to delay final agreement pending the outcome of negotiations with these other groups.

"For the purposes of the offer proposals set out below there are 13 staff on the Senior Experimental Officer grade. Of the thirteen (13) twelve (12) are at the top point of the scale and one at the 3rd point of the scale. This latter staff member will be progressing to the 7th (top point) of the scale as a matter of course. For the purpose of this offer therefore I will assume all 13 staff are at the top of the scale.

"1. 1% payable on 1 April 1994 (this has already been paid)

"2. (i) A further 0.67% paid with effect from 1 June 1995

(ii) A further 0.67% paid with effect from 1 June 1996

(iii) A further 0.66% paid with effect from 1 June 1997.

"3. The application of two additional increments to the top of the Senior Experimental Officer scale which are equivalent to the current (prior to any changes which might arise from negotiations with administrative grades) 3rd and 4th points of the Administrative Grade 1 scale i.e. £30,170 and £32,398. Access to these new points will be open to three Senior Experimental Officers who will be able to progress to what will become the 8th and 9th points of the Senior Experimental Office scale. The mechanism for selection to access these new scales points be subject to further discussion between the parties.

"4. Any other matters of a non-cost increasing nature already raised by Senior Experimental Officers may be dealt with in future discussions between the parties.

"In return for the above the College will seek full co-operation with the following measures [see 7 sub-headings in Addendum, p 27]." ...

After various meetings and consultation the following memo was sent to the College on 13 February from the Group concerned:

"The SEO group met on 13 January 1998 and voted unanimously to reject the offer made by letter (17 October 1997). The offer fails to address any of the concerns of the group in an adequate manner and it is little more than a standard negotiating position under the PCW which would have been adopted even if there had been no review of the SEO grade. The attendant conditions on 'flexible working arrangements' (and so on) are absurd and insulting given the extraordinarily flexible approach to our work, already amply demonstrated over many years. We are a group of professionals carrying out a professional role in College and we should be treated as such.

"We have waited since May 1994 for a response to our formal request for re-grading and individual submissions for re-grading date back to the 1980s. We are dismayed and angry that the SEO review seems to have produced so little after such a long time. On three separate occasions we were asked for individual submissions by the review committee. We have attended numerous meetings and complied with every request for information from the Staff Secretary and review committee. All for what? It is contemptible that, as a group who requested our position to be reviewed in the first place, we are now to be denied any knowledge of the final report. We can only conclude that the report of the review committee has been ignored or that it was unfavourable towards re-grading of SEOs. Hence we request that the report be made available to us to clarify the situation.

The SEO problem can only be solved by a proper re-grading which would give SEOs a status and salary which accords with their qualifications and role in the College. Since we have been unable to elicit a reasonable offer from College by direct negotiation, we must therefore seek a solution through the Labour Relations Commission."

On the same date, the issue was referred to the LRC. Yet again, we have to note that although the College confirmed in writing its agreement to a Conciliation Conference on 3 March 1998, three letters have been written to the LRC since then and no Conciliation Conference has taken place. The matter is being referred to the Chief Executive thereof.

11. MLS Relativity

This relativity (Medical Laboratory Scientists) covers both Senior Experimental Officers and Chief Technicians in TCD. It amounts to increases of 5.5% at the min of the scales and 10.5% at the max w.e.f. 1 April 1997 and a claim was put in to that end on 14 October 1997. However, arrangements have still not been made to pay the Medical Laboratory Scientists themselves in the Colleges, although a conclusion nonetheless should be forthcoming shortly. Following same, it is hoped that the claim can be put into imminent effect.

In the case of the SEOs, it is possible that the matters referred to in the preceding Section would overtake this claim.

12. Salaries in RIA

This matter was referred to the LRC during the year, but the Academy has proved obstructive in trying to process the matter. As a result full documentation was prepared and sent to all

trying to process the matter. As a result, full documentation was prepared and sent to all members of the Council of the RIA. As a consequence, the Academy has requested that a Negotiation Agreement be drawn up with IFUT and this is being done at the moment. As soon as it is concluded, it is hoped that the substantive issues can be dealt with here.

13. Assistant Librarians

In the case of UCC, work was done through the year in drawing up a draft Job Evaluation Scheme. This was completed recently and is going to the College for its reactions. The main issue to be opened up here remains progress beyond the current max of the AL I scale.

In TCD, the issues of the Zero-Based Review of the Library and working conditions generally continued to be dealt with. These were tied in with an offer of Long-Service Increments in place of the general flat-rate phased increase under established relativities. However, the members are still assessing the situation in the light of the latter generally. There have been a number of meetings in particular to discuss the Zero-Based Review.

14. AMC Relativity

Pursuant to developments arising from the Review Body on Higher Remuneration in the Public Sector, a claim was put in on 27 March 1998 for a 3% increase for Dental Consultants w.e.f. 1 April 1997. This is being processed at the moment.

15. Head of Department Allowances

This issue was raised during the year and up-to-date information was gathered concerning it. After deliberations by Council and communications with Branches, it was decided that the matter would be pursued at Branch level, as thought appropriate, along with the assistance of Head Office.

III. CONDITIONS OF EMPLOYMENT

1. Health & Safety

Michael McKillen of TCD continued to represent IFUT on the ICTU Health & Safety Committee.

The following conferences and documents featured during the year: Health & Safety Review Conference – Defending the Defensible; ICTU Safety Representative Training Programme; SHE '98 Conference, Safety, Health and Environment – Challenge for the Future; Health & Safety in Industry, Forbairt; Second European Week of Safety – Theme Assessment, Health & Safety Authority; Workplace Accidents in Ireland, Health & Safety Authority.

2. Promotion

In NUI,G, a second tranche of 10 promotional statutory lectureships was secured during the session.

In the case of ex-Carysfort members in UCD, the opening up of statutory lectureships there to them enabled a number of promotions to in fact be made. On the aspect of the pension position of such members, either being absorbed at College Lecturer level or promoted above that, the Ombudsman has agreed to consider investigating the failure of the Department of Education to clarify this matter.

3. Second Fixed Term Contracts

This concerns the practice in Trinity College Dublin of not giving a person a second fixed-term contract in order to avoid the effects of the Unfair Dismissals (Amendment) Act 1993. Following reference of this matter to the LRC during the previous session, the College undertook to review its policy. However, as nothing further was heard of this towards the end of July 1997, the union once again requested the LRC to pursue the holding of a Conciliation Conference. In fact, the College has since reaffirmed the policy. This was yet another instance where difficulty was experienced with the LRC. A second letter issued on 9 September 1997, and then others on 10 October 1997, 24 October 1997, and 20 November 1997; next one was sent to the Registrar of the LRC with follow-ups on 19 January 1998, 16 February, 28 March 1998, 24 April 1998; and then another one was despatched on 25 May 1998 with a copy to the Chief Executive of the Commission. Finally, on 26 May 1998 a reply was received saying that the work had been definitely allocated to a particular Industrial Relations Officer. Hopefully, we can now move substantively on this matter in the coming session.

4. IFUT Equality Committee

The IFUT representatives on the National Women's Council Panels for the year were: *Health* - Cliona Buckley, RCSI; *Social Affairs* - Anne Clune [Retired], TCD; *Education* - Maureen Killeavy, UCD; *Work* - Jane Conroy, NUI,G.

The President, Maureen Killeavy, UCD, and Anne Clune [Retired], TCD, represented IFUT at the National Women's Council of Ireland Annual General Meeting on 25 and 26 October 1997.

The President, Maureen Killeavy, represented IFUT on the ETUCE Equality Committee and attended a meeting of it on 13 & 14 October 1997. The agendas included the following: Study and Results of the General Assembly; Setting Up of the Action Programme adopted by the General Assembly; Activities for the Period 1998-99; Evaluation; and Equal Opportunities Committee Structure.

Maureen Killeavy also represented IFUT on the new EIE Equality Committee and attended a meeting of it on 27 and 28 April 1998. The agenda included the following: Terms of Reference of the Committee; Ageism; Ageing of the Profession; Parental Leave; and Part-time Work.

Anne Clune [Retired], TCD, represented IFUT at the USI Women's Conference on Women in Trade Unions.

Anne Clune [Retired], TCD, represented IFUT at a reception held by the Minister of State at the Department of Enterprise, Trade & Employment on 21 November 1997 on the occasion of the announcement of the 1997 Irish Laureate Woman of Europe Award.

Joan Byrne, HRB, and Michael McGinley, UCD, represented IFUT on the ICTU Women's Committee during 1997/98. They also attended the ICTU Women's Conference on 20 and 21 March 1998 in Belfast. The agenda included the following: Women in Trade Unions: Keynote Speaker - Ms Bernadette Hillen, Chairperson, TUC Women's Committee; Motions on Women in Trade Unions; Keynote Speaker - Dr. Frances Ruane, Economist, TCD, Motions on Women at Work.

Documentation and notices were received for the following: Employment Equality Agency Conference 20 October 1997; Review of the Implementation of the Third Equality Programme - Mainstreaming Equality 1993-1998, ICTU; International Women's Day, Education International; Women's Introductory Course, ICTU; Women and the Economy, Education International; Participation in Local government: The Setting up of Strategic Policy Committees (SPCs); and Trade Union Women's Talent Bank, ICTU.

5. Student Fees & Charges

During the year, progress was made in seeking alleviation for staff members in respect of charges for children who were students in their colleges in UCC, TCD and UCD. Some progress was also recorded as regards post-graduate fees in UCD and TCD. Details are being clarified and will be published in the next edition of *ifut news*.

6. Grievance Procedures in UCC

This issue was the subject of considerable deliberation during the year and appropriate documentation has been drawn up by the local Branch for consideration by the College. It is hoped that some agreement may be reached, as the College itself wishes, in the coming session.

7. ETUCE & Professional Development

A seminar was held under this auspices on Professional Development in Higher Education was attended by Maureen Killeavy, UCD; Eugene Wall, MICL; Colum Ó Cléirigh, St. Patrick's College, Drumcondra; and Donal Fitzsimons, UCD. The agenda included: Responding to the Changing H E Environment; National Experiences of Professional Development in Higher Education; Educational Research – Its Impact on and Application to Higher Education Teaching and Learning; The Need for Updating in New Teaching and Learning Methods; The Applications of Technology and Institutional Methods in Facilitating Updating; Experience of the Engineering Profession in Developing European Qualifications; New Forms of Accreditation of Learning; Experience and the Promotion of Pedagogical Skills; Trade Union Responses to New Technology in Education including Changes to Working Practices; The Role and Status of Teachers; Ensuring Equality of Opportunity; Workloads; Resources; and Peer Regulation.

8. Work Permits

During the year, the procedure was reactivated whereby the union was consulted about the allocation of work permits to appropriate categories of foreigners coming to work in institutions where IFUT organised.

9. ICTU & Minimum Wage

Michael McGinley, UCD, attended an ICTU *Forum on Minimum Wage* on 29 October 1997.

Documents received in relation to this were: *Submission to National Minimum Wage Commission*, ICTU; and *Report of the National Minimum Wage Commission*, ICTU.

10. Personal Cases

Five cases were finalised during the year in the areas of regrading, possible non-renewal of fixed-term contract, proposed closure of laboratory, regrading-date and scale placement, and disability insurance, Twenty-four cases are ongoing in the areas of salary scale, professional added years, upgrading, attendance at meetings with Head of Department, shared commitment, grade and scale placement, proposed job description, operation of technical services, reporting, pensions, promotion, alleged harassment, Head of Department appointment, contract, and commencing salary.

IV. GENERAL CONTACTS

1. General ICTU Committees

Listed below are the general Congress committees not reported on elsewhere and

representatives on same.

Public Services Committee - Daltún Ó Ceallaigh, General Secretary.

Third World - Séamus Ó Síocháin, Anthropology, NUI, Maynooth.

2. Trades Councils Representatives

These were as follows for 1997/98:

Cork – Alf O'Brien.

Dublin - none.

Galway – William Carroll.

Kildare - Mícheál MacGréil, NUI, Maynooth.

Limerick - Seosamh MacÉinrí.

3. Inter-Union Committees

These exist formally in a number of colleges and institutions, but the regularity of meetings tends to vary. In other instances, there is a less formal set up with occasional liaison taking place among unions as need be.

4. ICTU Biennial Delegate Conference

The General Secretary and Vice President, Anne Clune [Retired], TCD, attended this conference from 1 to 4 July 1997. The agenda included the following: Peace in Northern Ireland; Women; Trade Union Education and Training; Youth; Union Organisation; The Economy; Individual Policies; Individual Sectors; The Workplace; Tackling Low Pay; Improving Rights of Atypical Workers; Social Inclusion; Improving Rights of People with Disabilities; Social Welfare; Health; and International.

5. Teacher Union & Other Congresses

IFUT was represented at these in 1998 as follows: Eugene Wall, MICTL at ASTI; Anne Clune [Retired], TCD at INTO; Mícheál MacGréil [Retired], NUI, M at TUI; Maeve Martin, NUI, Maynooth at Ulster Teachers' Union; Donal Fitzsimons, UCD, at ESAI; and Dymrna Devine, UCD, at Formal Closing Session of the *National Forum for Early Childhood Education*.

6. Other ETUCE Conferences

Seán Tobin [Retired], NUI, G, attended a *Colloquium against Racism & Xenophobia* on 29 and 30 September 1997. The agenda was as follows: Trade Unionism in Education and the Struggle against Racism and Xenophobia; Interculturalism as an Educational Attitude at Political, European, National and Local Levels.

Anne Clune [Retired], TCD, attended a *Training Seminar for Trade Unionists in Europe* on 11 - 13 March 1998. The agenda was as follows: Economic, Social and Employment Policies; ETUC and Employment; ETUC and the Enlargement Policy; Education and Training: Latest Developments in Community Policy; Group Work related to Community Policy in the Field of Education and Training; The Obstacles to Transnational Mobility; Europe of Communication and Free Movement of People; and Evaluation of Training.

7. HERSC

The Higher Education Research Standing Committee (HERSC) of the European Trade Union for Education met on 20 and 21 October 1997 with Paddy O'Flynn, UCD, and Hugh Gibbons, TCD in attendance. The agenda included the following: Working Methods and Collaboration by ETUCE, EIE and WCT; Action Programme - Higher Education; Contacts with Other Organisations - University Rectors and UNESCO Regional Higher Education Conference; and Action Programme: Research. Eugene Wall of MICL attended a meeting of the reconstitution of this body on 23 and 24 March 1998. The agenda then was as follows: Work Organisation and Methods for the Future and Funding of Activities; Action Programme; Recent Developments in the Field of Higher Education and Research; Higher Education Action Programme: Data Base related to Pay and Working Conditions; Regional Seminars on Professional Development; Survey on Funding; Casualisation; Mobility and Mutual Recognition of Qualifications; Socrates, Leonardo and Tempus; Diversification of Higher Education; Relations with University Rectors and Students' Organisations; Research Action Programme: 5th Framework - 3rd Seminar on Research; and Establishment of a Research Policy.

8. British & Irish Group of Teacher Unions

The General Secretary and President, Maureen Killeavy, attended a meeting of this Group (BIGTU) on 24 and 25 November 1997 and the General Secretary and Vice President, Hugh Gibbons, attended a further meeting on 27 April 1998. The agendas included the following: ETUCE-WCT Discussions; ETUCE-EIE Action Programme 1997-9; Preparations for the 2nd World Congress of EI; UNESCO Draft Recommendation on Higher Education Personnel; EI Development Co-operation Work; World Teachers' Day; Child Labour; General Teaching Council; Representation at International Meetings; EI Policy on Equal Opportunities; Trade Union and Human Rights, Co-operation and Development; European Developments; Violence in Schools; Pre-school Provision, GTC Developments; British Presidency of European Union; EI Education Partnerships; Kosova Situation; Eurydice and European Education. It was decided during the year to establish a Secretariat on a part-time basis to service BIGTU.

9. IFUT-AUT Co-operation

Anne Clune [Retired], TCD, attended the AUT Presidency Dinner on 18 September 1997. Documentation was obtained from the AUT Summer Council which took place from 13 to 16 May 1998.. An IFUT-AUT Cross Border Conference is scheduled to take place on 19 and 20 June 1998.

10. ICUTO

The General Secretary and President, Maureen Killeavy, UCD, attended a meeting of this group from 2 to 5 February 1998. The agenda was as follows: Co-option, Privatisation, Domination: The Corporate Relation to the Universities; The Challenges of Privatisation: Union Recruitment and Retention Strategies; Reviewing Higher Education: the New Zealand Experience, The UK Experience; Academic Freedom and Faculty Participation in uniVersity Governance; Distance Education, New Technology – Changing Higher Education Provision; Mainstreaming Higher Education – Building Links with the Community, Making Higher Education a Potent Political Issue; Ethics and Research; The Rights and Responsibilities of University Staff – the Argument for Codification; the UNESCO Recommendation on the status of Higher Education Teaching Personnel; Representing Higher Education Staff – Challenges for Unions; Global Markets for Higher Education Provision and Building International Research Linkages; Intellectual Property in the Global Market Place – Interface between National/International Law; Global Funding Patterns – The Role of the World Bank; International Co-operation between Education Unions – Strategies for Action; Equity And Access to Higher Education - where do they fit in a global

marketplace; The Transformation of Higher Education in South Africa.

11. Education International

During the year, Eugene Wall, MICL, continued to represent IFUT on the EI's Sectoral Committee for Higher Education. He also participated in liaison between ICUTO and EI with a view to eliminating overlap.

During the year, the Education International reviewed its Standing Committee Structure, including that for higher education, and decided to introduce more flexible arrangements in respect of dealing with such matters.

12. Employment Appeals Tribunal

In response to a letter from the ICTU during the year concerning nominations for the Employment Appeals Tribunal (EAT), it was decided to put forward the name Anne Clune of TCD for same and this was accepted.

13. USI-IFUT Meeting

A meeting took place between USI and IFUT on 2 March 1998 at which the General Secretary and Vice President Paddy O'Flynn, UCD, attended. The delegation from the Union of Students in Ireland was: Malcolm Byrne, President; Majella O'Doherty, Press & Research Officer, Darin McCallig, President, Students' Union, NUI,G; and Liam Doherty, Students' Union, UCD. The agenda included the following: £250 Capitation Charge; Lecturing Standards; Promoting Access; Women's Participation; Anonymous Marking; and Quality Assurance.

14. AIUT Anniversary

A lecture and dinner to mark the centenary of the Association of Intermediate and University Teachers (AIUT) which took place on 12 December 1997 was arranged by ASTI and IFUT. The keynote speaker at this event was Professor John Coolahan, Education NUI,M.

15. Australian Dispute

In relation to an e-mail message of 30 April 1998 from the National Tertiary Education Industry Union (NTEU), seeking support for the Maritime Union of Australia in relation to the dispute of the Australian Waterfront Workers, the Executive decided to send a message of support.

16. General

Joan Byrne [Retired], HRB, and Secretary to the IFUT Equality Committee attended an ICTU 20 weeks Computer Training Course.

The following notices and documents were received during the year: Biennial Meeting of Retired Workers, ICTU; Breaking the Bonds – Racism, ICTU; Conference on 'The Information Society – A New World of Work', ICTU; Trade Union Priorities for 1997-99, ICTU; European Adult Education, People's College; New Social Welfare Meanstest for Spouses/Partners Earnings, ICTU; Reconstruction of Congress Youth Committee, Youthstart Project, ICTU; Tutor Training & Development Course, ICTU.

V. ORGANISATION & COMMUNICATIONS

1. Membership

The total membership of IFUT is 1,397 compared to 1,342 in 1997. The breakdown of this is as

follows ('97 figures in brackets): 1221 (1,183) on higher rate of subscription, 44 (42) on lower, 14 (14) on leave of absence and 118 (103) retired. Two persons in Froebel College of Education (Sion Hill) joined during the year.

2. Executive and Trustees

The Council (see Appendix B) elected the following Vice Presidents for 1997/98: Joe Brady, UCD; Paddy O'Flynn, UCD; Hugh Gibbons, TCD, Anne Clune, TCD; Patrick Bourke, UCC; and Colum Ó Cléirigh, St Patrick's College, Drumcondra. Joe Brady was elected by the Executive as Vice President-Finance. The Executive met 8 times during the session.

Council appointed the Trustees for 1997/98 as follows: Mícheál MacGréil [Retired], NUI, Maynooth; Seán Tobin [Retired], NUI,G; and Val Rice, TCD.

3. Council

Council met six times during the year. Mícheál MacGréil, NUIM, Seán Tobin of NUI,G, and Seán O'Sullivan of the HRB, were co-opted at the first meeting on 12 July 1997. At meeting 3 on 29 November 1997 it was decided to deem Anne Clune, TCD, co-opted to Council as she was now in the retired category, thus giving TCD Branch the possibility of nominating another representative member.

4. Communications

Apart from non-IFUT items referred to above, communications to all members included the following: *IFUT 1997*; and the Winter 1997 edition of *IFUT News*.

5. APSCE

This Committee met once during the year and the following document was produced:

"1. A meeting of the above was held on 8 November 1997 with a representative from each of Drumcondra, Limerick and Rathmines present. A full attendance would have involved an extra representative from each of the first two Colleges.

"2. It was confirmed that the name 'APSCE Standing Committee' should be used. This was so even though the Association has ceased to exist in a formal sense and two of the Colleges are now virtually Colleges of Education and Humanities. Nonetheless, it was felt that the retention of the acronym in the title would be useful, not only for identification, but historical purposes.

"3. In reviewing procedures and taking account of the fact that the agenda had no items of substantive business upon it, it was decided to recommend that meetings of the Committee should not be scheduled in advance, but rather should take place as called for by a Branch covered by it, a member of the Committee, the Executive/Council or the President. In making any such request, there should also be a specified agenda.

"4. As for Chair and Secretary, it was agreed that the first should be chosen at each meeting and the second likewise, with the task of the latter being solely to compose minutes. It was confirmed that Head Office would circulate minutes and agendas for meetings."

6. Dublin Institute of Technology

During the year, as a result of approaches from some persons, it was decided to designate the

DIT to allow staff there to become Associates of IFUT. This allows for the receipt of IFUT communications and so forth; Full Membership is not possible because the union is not in the position to represent people in negotiations. In fact, the designation was not followed through by any application.

7. History of IFUT

During the year, the Executive decided to have a preliminary outline history of IFUT written and the project is due for completion in the coming session.

8. Seanad Election

In connection with the General Election and the entitlement of IFUT to make a nomination for the Seanad Election, none such was made.

9. Congratulations

Congratulations were sent to Dr Garret FitzGerald, a member of IFUT, on his election as Chancellor of the National University of Ireland, and also to Professor Mary McAleese, a former member while she was teaching in TCD, upon her election as President of Ireland. Dr Don Thornhill, former Secretary-General of the Department of Education, was also congratulated upon becoming Chairman of the Higher Education Authority.

Daltún Ó Ceallaigh,

General Secretary.

6 June 1998

IFUT Initials

APSCE Association Of Professional Staffs In Colleges of Education

CB Central Branch

CICE Church of Ireland College of Education, Rathmines

DDH Dublin Dental Hospital

DIAS Dublin Institute for Advanced Studies

FCE Froebel College of Education

HRB Health Research Board

ISE Irish School of Ecumenics

MDIE Mater Dei Institute of Education

MICL Mary Immaculate College, Limerick

MITP Milltown Institute of Theology and Philosophy

..... Institute of Technology and Philosophy,

NUI,C National University of Ireland, Cork

NUI,D National University of Ireland, Dublin

NUI,G National University of Ireland, Galway

NUI,M National University of Ireland, Maynooth

RCSI Royal College of Surgeons in Ireland

RIA Royal Irish Academy

SPD (See ST P.D)

ST C St Catherine's College of Home Economics, Sion Hill

ST P.D St Patrick's College, Drumcondra

ST P.M St Patrick's College, Maynooth (NUI,M)

TCD Trinity College Dublin

UCC University College Cork (NUI,C)

UCD University College Dublin (NUI,D)

UCG University College Galway (NUI,G)

Appendix

IFUT COMMITTEES AND WORKING GROUPS 1997/98

Standing Committees

APSCE

Ciarán Sugrue (*Convenor*) Education, St Patrick's, Drumcondra

Equality

Joan Byrne (*Convenor*) Microbiology HRB

Working Groups

Contracts

Daltún Ó Ceallaigh (*Convenor*) General Secretary, IFUT

Quality Assurance

Joe Brady (*Convenor*), Geography, UCD

Points System

Paddy O'Flynn (*Convenor*) Chemical Engineering, UCD (NUI,D)

Irish language & Third-Level Education

Ciarán Ó Coigligh (*Convenor*), Gaeilge, St Patrick's College, Drumcondra.

Appendix

IFUT AFFILIATIONS, MEMBERSHIPS & ASSOCIATIONS 1997/98

Irish Congress of Trade Unions (ICTU)

& its Councils of Trade Unions in Dublin, Cork, Limerick, Galway and Kildare

British and Irish Group of Teacher Unions (BIGTU)

Education International (EI)

& its Education International Europe (EIE) section

& its Higher Education & Research Standing Committee (HERSC)

European Trade Union Committee for Education (ETUCE)

International Conference of University Teacher Organisations (ICUTO)

Educational Studies Association of Ireland (ESAI)

People's College - ICTU

National College of Industrial Relations (NCIR)

National Women's Council of Ireland (NWC)

Society for Research into Higher Education (SRHE)

Irish Labour History Society (ILHS)

Addendum

GENERAL PROPOSED FLEXIBILITY MEASURES

- (i) The implementation of significant changes in work practices:
- (ii) Performance management initiatives:
- (iii) Quality assurance initiatives;
- (iv) The introduction of team or group working:
- (v) Flexible working arrangements, flexible reporting relationships, flexibility in the deployment of staff and flexibility with regard to attendance patterns:
- (vi) Measures to improve efficiency and effectiveness.
- (vii) Open recruitment practices and acceptance of atypical recruitment:

(viii) Training and development initiatives

UCD SPECIFIC EXAMPLE

In accordance with the framework outlined [above] ... this document contains details of specific measures which it is planned to introduce in *University College Dublin* subject to the normal consultation procedures.

1. The implementation of significant changes in work practices

Full co-operation with and participation in new developments in the delivery of teaching methodology: with the use of new technologies associated with learning: and with developments arising from planned changes in curricula.

2. Performance management initiatives

Continued participation in formalised structures intended to identify ways of improving and developing the discharge of research, teaching and administrative tasks associated with the operation of academic departments and faculties.

Full co-operation with and participation in an agreed developmental appraisal system.

3. Quality assurance initiatives

Participation in and co-operation with College Quality Improvement and Assurance initiatives designed to improve the quality of research, teaching and administration associated with the operation of academic departments and faculties.

Continued co-operation with the implementation of initiatives arising from pilot studies, with a view to the consolidation of on-going improvements in the College's academic and administrative functions.

4. Team or Group Working

Full co-operation with such inter-departmental and inter-faculty initiatives as may be approved. and the design and delivery of such curricula. requiring the development and implementation of new inter-departmental structures, as may be approved.

Agreement to co-operate fully with the necessary changes in the management structures of academic departments arising from inter-departmental or inter-Faculty initiatives.

Agreement to flexibility with regard to working arrangements, reporting relationships, the deployment of staff, and attendance patterns.

5. Measures to improve efficiency and effectiveness

Full co-operation with measures of an academic or administrative nature intended to improve the efficiency and effectiveness of the manner in which the College achieves its mission and objectives.

6. Open recruitment practices, and acceptances of Atypical recruitment

Full co-operation with such employment practices as are designed to facilitate the effective operation of academic departments and faculties as appropriate.

7. Training and development initiatives

Continued co-operation with training and development initiatives adopted by the College From time with the objective of improving individual and departmental performance.

ADDRESS BY PRESIDENT AT 1998 ADC

Maureen Killeavy,

Education, University College Dublin (NUI,D)

Today, just one year after the enactment of the Universities' Bill, it seems appropriate to examine how some of the provisions of the new legislation are taking shape as they become crystallised in new practices and in evolving procedures, some of which will eventually form the basis of new statutes. In this context it also seems timely to look at some of our aspirations as a professional organisation, to review matters relating to the welfare of our members and to briefly examine our purpose from a global perspective. It is no longer sufficient to view our education system in purely national, or even in European terms. While the authorities of our various institutions, the Higher Education Authority, the Department of Education and the Minister for Education have a major role in deciding, directing and implementing policy, the impact of policy decisions taken by international agencies is having an increasing effect on national systems of education. For this reason it is important that we are aware of those policies emanating from such agencies as the World Bank, the OECD and the International Monetary Fund which have a bearing either directly or indirectly on national education systems.

IFUT is justifiably proud of its input in the formulation of the recent universities' legislation which was the result of the combined efforts of many of our members. The deliberations which underpinned this debate are as old as IFUT itself, and I am sure that the Universities' Act in its final form would win the approval of many IFUT members of earlier years who, sadly, are no longer with us. We are also conscious of the enlightened attitude of the then Minister of Education and her officials, and of the efforts of the current Minister (then the opposition spokesman on Education) all of whom contributed to the legislation which emerged.

Maintaining the quality of education and learning continues to be a major concern of our Federation. Members are constantly faced with maintaining high quality in teaching, in the care of students, in research and in the administrative tasks associated with their office in the face of diminishing financial resources. These problems are further exacerbated by cut-backs in staffing, by the poor or non-existent promotional opportunities for university teachers (particularly women), by the ever increasing work-load caused by staff shortages at a time of increasing student numbers, and by the consequent demotivation of committed teachers faced with an increasingly difficult task.

Inadequate Funding for University Teaching

Recent investment has undoubtedly been directed towards aspects of the infrastructure of the university sector, notably buildings, to accommodate the ever-increasing numbers of students availing of university education. However, this increase in student numbers in our colleges, which has come to be referred to as the 'massification' of third level education, has not been supported by increased staffing provision. All too often delays occur in staff replacement, one or at most two teaching positions are filled for every three that become vacant. What is even worse, vacant positions are, at times, left unfilled because colleges plead inability to secure the required finance. Inadequate staffing must inevitably result in a deterioration of the high standards which have characterised university education in this country.

standards which have characterised university education in this country.

IFUT welcomes the extension of third level education to all and at the Education International Conference in February of this year the Federation was a signatory to the *World Declaration on Higher Education for the Twenty-first Century: Vision and Action*. This declaration reaffirmed the right of all to education in general and the right of access to higher education in particular, based exclusively on individual merit and capacity. However, the extension of higher education of quality requires adequate resources. 'Massification' must not result in the application of factory farming techniques to university institutions in which students are treated like battery hens. Indeed the battery hen deserves better. But let us be clear about what 'massification' without the requisite resources will mean. It will mean that the quality of the education provided for the individual university student cannot be maintained if it is increasingly diluted and if resources have to be spread ever more thinly. This undoubtedly will be the inevitable result if financial resources are not made available to allow for the extension of educational services to increased numbers of students entering third level institutions in Ireland.

Casualisation of Employment for University Teachers

One of the major problems of staffing in universities in recent years is the practice of the casualisation of labour which has been applied too often and too insidiously to university teaching positions. Casualisation is one of the most repellent practices of ultra right monetarism, and it serves to undermine the dignity, the motivation and security of all citizens of the state who by their labour contribute to the prosperity of the society in which we live. It has always been the custom to provide a certain amount of teaching on a part-time basis by lecturers who are otherwise employed in a professional capacity outside the university sector. This practice, which is not what is meant by the casualisation of employment, has been especially beneficial to students, particularly in professional areas in providing a useful link to their future employment. However, the wholesale replacement of full-time teaching staff by various forms of part-time or temporary appointments is an onslaught on existing staff and on the quality of the education which is provided by universities. Lest anyone is in doubt that this practice is happening in our universities or that I am indulging in scare-mongering, let me give you some current instances of casualisation in practice: In the National University of Ireland, Cork, it is reported that of the 341 members of the academic staff at the college lecturer grade, 194 (i.e. 57%) are employed on a part-time basis, while a further 102 lecturers are employed in a temporary full-time capacity. When the overall staff profile in NUI,C is examined, it emerges that 307 or 49% of the total teaching staff in the university are employed either in a part-time or temporary full-time capacity (source: *The President's Report*, NUI,C, September 1997).

What this means in institutional terms is a distortion in the age range of permanent staff, an age range which is already skewed because of the expansion of the university sector in the 'sixties and 'seventies. With this continuing decrease in the numbers of permanent staff in real terms the tasks of planning, curriculum development, programme management and evaluation and the other, more administrative duties of academic departments now fall more heavily on those remaining university teachers who hold permanent positions. This increasing burden for existing staff is accompanied by a lack of younger colleagues in the process of gaining the necessary experience required for promotion to senior positions. This combination of circumstances may have the undesirable consequence that in the future colleges will have increasingly smaller pools of experienced academics from which senior personnel can be drawn.

While in the past young teachers setting out on an academic career might expect to secure a permanent post in their mid or late twenties, they now may find that the first ten years of their academic career is spent in employment without any incremental or pension benefits. A facet of casualisation which is of even more serious concern is the danger that many young academics may be forced to remain in temporary positions beyond the age at which they could expect to be appointed to a permanent post. Their positions then may be offered to a new generation of

unprotected casualised university teachers entering yet another cycle of unsecured and unprotected employment. Casual staff, because of the transient and temporary nature of their employment, cannot take full part in the life of an academic department, and continuity of research and development becomes increasingly fragmented, intermittent and unfocused.

Equality and Gender

One of the most important guarantees of the Universities Act in relation to fair employment practice is cited under the Objects of the University namely, to promote gender balance and equality of opportunity among students and employees of the university. The Act goes on to state in relation to equality policy (p29) that the governing authority shall require the chief officer to prepare a statement of the policies of the university in respect of gender equality and the university shall implement the position as set out in this statement (36.3). This provision is important because it legally binds the authorities to rectify the very serious anomalies in regard to gender balance and the discrimination suffered by female staff which is so apparent in the promotional profiles of female and male academics. While there are slight differences between the various colleges represented in IFUT, the general trend is depressingly similar. The situation in the UK is not appreciably better. The Association of University Teachers in their survey published last month and based on the situation in the academic year 1965-1996 accused some universities of 'thwarting women's chances', and cited eight British universities with no female professor. The most recent promotions in Irish universities pinpoint a deterioration in an already seriously anomalous situation. In the most recent round of Arts Faculty appointments in the National University of Ireland, Dublin not even one woman, out of the 35% of female applicants, was appointed to the position of associate professor.

This situation is manifestly discriminatory and it cannot be allowed to continue. Current university legislation clearly articulates directions as to the appropriate course of action which governing authorities must undertake in an effort to redress gender imbalance within the universities. A clear time frame for the preparation of a policy statement and for the implementation of the policies set out in this statement is also legally stipulated. These provisions must provide the university authorities with the leverage to acquire the necessary financial resources to redress this imbalance.

I would stress that it is not enough for the university authorities to tinker with an already flawed promotional system, a system which is one of the most divisive and demotivating factors with which university teachers have to contend with in the course of their lives as academics. When I first became a member of IFUT Council just over twenty-five years ago, members representing the NUI colleges were seriously concerned about this issue. The expectation of members at that time was that new university legislation was required before the situation could be rectified. I am optimistic therefore, that the time has now arrived to set this matter right, to completely overhaul, if not replace, this invidious promotion system. What is needed is a creative and imaginative initiative by the university authorities strengthened as they now are by the requirements and provisions of our new legislation

Quality Assurance

IFUT is committed to the maintenance of quality in university education. Because of this the Federation is adamant that the 'quality' of the procedures relating to quality assurance must themselves be of assured quality and be academically defensible. While many of the concerns of the union seem to have been met in the operation of the current pilot project in UCD, certain problems still remain. The union welcomes the thrust of the process which focuses on the department and not on any individual member of staff. We also commend the fact that it appears that every member of staff involved in quality assurance procedures will have access to the assessment report. However, IFUT is also very concerned that the only method of measuring teaching quality being considered is that of student evaluation. Moreover, it is

measuring teaching quality being considered is that of student evaluation. Moreover, it is envisaged that this method is to be used on a random rather than on a comprehensive basis. The Federation fully accepts that student evaluation has an important part to play in the assessment of teaching. However, it must be pointed out that no conclusive scientific evidence has been found to prove that such evaluation, on its own, constitutes the basis for a valid and reliable assessment of teaching. As a professional organisation we value excellence, but we cannot be satisfied with procedures which purport to assure quality which are themselves flawed or insufficient in any way.

It is vitally important for the future of university education that the economic theories (or indeed ideologies) informing and dictating particular policies and on which educational funding on a global scale depends are analysed and understood. The World Bank, or to give it its full title the Bank for Reconstruction and Development, is rapidly becoming the chief financial architect of much of the world's economic infrastructure. Its power base is vast, and its impact on educational systems whether indirectly or through formulated policies is pervasive. Inadequate funding of education in developing countries by such bodies may frequently be obscured by diversionary disputes between teachers at different levels. Teachers must not be drawn into such disputes which only serve to obscure the core issue which, more often than not, is directly related to the significant under-resourcing of education in general.

Facing Challenge and Change

IFUT will continue to maintain a collaborative but vigilant brief on such developments - on the working out of new procedures within the framework of the new legislation, and on the formulation of new statutes for the new institutions. We are conscious, too, of the extension of the teaching functions of the university to meet changing educational and social needs. We look forward to the increased participation of the universities in life-long education. Next year which is to be designated the 'year of all the ages' will extend our horizons and focus our attention on the educational needs of society as a whole. We are also acutely aware of the role universities must play in ameliorating early disadvantage in providing second chance education, alternative modes of entry and, most importantly, effective support systems to students from disadvantaged backgrounds.

We believe it is vital to maintain the tradition of academic freedom as an inherent function of the university. This academic freedom, the birthright of the university is guaranteed by the autonomy of the institution. This function of the university allows for independent, informed comment and analysis on all major aspects of life which together with such hallowed traditions as the separation of powers and the freedom of the press, form the cornerstones of a democratic society. Article 2 of the *World Declaration on Higher Education* suggests that higher education institutions have the intellectual capacity and moral prestige to set and defend universally accepted values, based on the analysis of emergent social, economic and political trends. This ethical function of universities is made possible through the operation of full academic freedom within autonomous institutions. For this to take place, and for the university to fulfil its proper goal of delivering high quality teaching and research, adequate resources must be provided. All too often university management is characterised by the overuse of such accountancy techniques as unit cost analysis which, although perfectly suited to measuring the output of a production line in a pea-canning factory, is quite inappropriate in measuring the quality of educational endeavour. Reliance on this method of measurement signifies the mind set of those who have been memorably described as knowing 'the price of everything and the value of nothing'.

Perhaps the fact that Ireland now has university legislation which is the envy of third level teachers in many countries is not, after all, so surprising. I tend to think that this is due, at least in part, to the high regard in which education and teachers have traditionally been held in this country. Irish people have always respected and aspired to education, even in days when this

necessitated considerable personal sacrifices on their part. We remember from our own

schooldays Goldsmith's tribute to the Village Schoolmaster, and we remember, too, the Poor Scholar of the Forties who dreamed of 'a city with its men and books', without very much hope of ever becoming part of that dream. Today, is not a time for complacency in Irish education. Rather, it is a time for increased vigilance if we are to ensure that the aspirations enshrined in our new university legislation become a reality which will serve this country and future generations of students ethically, responsibly and well.

ADDRESS BY MINISTER FOR EDUCATION & SCIENCE AT 1998 ADC

Mícheál Martin TD,

As I stand before you today, it strikes me that every single individual in this hall holds at least one concern in common. It is a concern that impacts directly upon us all, whether academic, civil servant or politician, and on the lives of every other person in this state. That concern is, of course, the future of education, and in particular, that of higher education.

We are all aware of the huge changes that have taken place in Irish education in the past 30 years. Prior to 1970, third-level education was out of the reach of the majority of Irish citizens, a luxury reserved for the middle-classes. Over the past three decades, however, there has been a fundamental change in both the way education has been run and in its availability to the various sectors of society. Even within the last 15 years, the increase in participation rates has been remarkable. Let me give you an example: in 1984-85, around 39 percent of 18-year-olds were engaged in full-time education. Ten years later that figure had risen to 60.6 percent. Amongst those aged 20 years and older, the rate of participation had increased from 8.9 percent to 18.2 percent - a twofold increase in the space of a decade.

The effects of this increase in participation are demonstrated by the fact that Ireland is now above the OECD average for the proportion of first degree graduates in the population and has a higher proportion of scientific and technological graduates in the general population than in all other OECD countries - including Japan.

These are impressive statistics and I think they effectively illustrate the progress we have made up to this point. However, as we are all aware, more needs to be done to open education to the whole of society. There is an entire section of our people that remains outside of education and which has, therefore, failed to benefit from the social and economic advantages it brings.

Since I began as Minister for Education and Science, the need for greater inclusiveness in education has been one of my primary concerns. In recent years Ireland has been hugely successful in economic terms and I believe this success can be sustained and furthered through investment in education, and by extension, in the lives of our citizens.

We have already taken steps to encourage those who may have slipped through the net in the past to return to education. The well-established Vocational Training Opportunity Scheme, for example, enables long-term unemployed adults to re-enter the formal education system or pursue a range of vocational training options, and a range of adult and community education measures.

We have also deliberately targeted schemes such as our pilot programme for the recruitment and training of technicians for high technology industries towards this sector of the population. This course specifically targets those who have ability, but who perhaps lack the qualifications usually necessary for entry into higher education. It gives them a second chance, offering a career in high technology industry. Its first participants are currently undergoing a programme of training, both at college and in the workplace, before being awarded the National Certificate in

training, both at college and in the workplace, before being awarded the National Certificate in Manufacturing Technology. Similarly, we are inaugurating a series of summer courses in Information Technology, to take place in several centres around the country. The courses are aimed directly at non-standard applicants, perhaps those who lack formal qualifications, who will benefit from the opportunity to acquire fundamental knowledge and skills. It is hoped the experience and qualifications they gain from the courses will assist them in developing a career in the IT area.

Initiatives such as these have the potential to lead to new ways of interaction between industry and institutions in the third-level technological sector. Just as importantly, however, they also provide a second chance for people both to acquire technical qualifications to upgrade their existing skills.

The importance of educational inclusiveness and the development of the education and skills of people is recognised the world over. Time and again they have been identified as one of the critical sources of economic and social well-being in modern society.

According to the OECD, investment in education is as effective a form of capital accumulation as increases in physical capital. The competence of a nation's workers is coming to be at least as important to the success of a state as are other factors, such as the availability of land and capital. In other words, investment in people and in people's futures plays a critical role in economic and social progress.

At an individual level, the advantages of improved education and improved access to education and training are immediately obvious. For those already in employment, there is the prospect of higher earnings from better qualifications. OECD figures clearly show that, in Ireland in particular, the pay differential between those who have gone on to higher education and those who have not is substantial.

In 1997, Irish women graduates in mid-career could expect to earn double that of women who had left education following the Leaving Certificate. In all OECD countries, without exception, educational attainment remains a very significant factor in explaining differences in earnings.

Over the last 25 years we have seen very significant investment in technological and vocational education. The current level of economic prosperity is due in no small way to this investment, which saw a significant increase in number of well equipped workshops and other physical facilities in the Institutes of Technology for the training of highly skilled craftspersons and technicians.

We have sought to continue investment in this all-important area through the £250 million Technological Education (Investment) Fund, which will modernise our third-level institutions, meet emerging skills' needs and maintain and further economic growth.

We acknowledge the need for ever-improved standards of education to ensure that those entering the workforce have the requisite skills to compete in an increasingly technological world. Employers feel more than ever the need for new employees to be well educated in the broadest sense, adaptable, multi-skilled, good communicators, capable of making decisions and potential lifelong-learners. The days of cramming an individual with facts and sending them out to perform a specific task are long gone. The key today is adaptability.

It is with this in mind that significant improvements have been made to the education system through the restructuring of the Senior Cycle for students at second-level. We have attempted to tailor the system to meet the needs and abilities of the individual student, providing them with valuable insights into the working world, preparing them for the demands that the job market will place upon them.

Also critically important is the quality and international standing of our research and development work. We all know that the position of Ireland in funding research and development activities has not been as competitive as it should be in the past.

In 1995, for example, Ireland's gross expenditure on Research and development was 1.4% of Gross Domestic Product compared to a European Union average of 1.84% and an OECD average of 2.16%. The percentage of the gross expenditure on Research and development financed by Government in 1995 was only 23% compared to a European Union average of 36% and an OECD average of 35%. We have recognised that improvements have to be made to these comparisons in order to underpin our continuing economic development and to continually seek to improve our competitiveness.

It is clear that research and development in higher education is absolutely crucial to attracting knowledge-based industries to Ireland. As I have said, the level of investment in research had not been consistent with national economic and social development needs or with this Government's aspirations to create a high added value, prosperous and advancing economy.

As you will already be aware, we recently announced £5 million in the 1998 estimates for the Department of Education and Science for recurrent funding of research and development projects. This is the first time that substantial dedicated funding for research and development will be available through the Department of Education and Science.

I would stress that this allocation is supplementary to the existing sources of funding for research and development including the various teaching and research budgets of the higher education institutions which form the block grants and various schemes administered by, or on behalf of, the Office for Science and Technology. In addition, the allocation does not imply any reduction in existing expenditure.

Arising from this, we have also established a programme of scientific and technological research in third-level institutions to promote the development of high quality research capabilities and enhance the quality and relevance of graduate output and skills. It is our intention to provide support for outstandingly talented individual researchers and teams within the institutions and the encouragement of co-operation between researchers both within the institutions and between institutions. In this way we can tie the two halves of our binary system into a joint system, which will be of benefit to both and to research and development in the state as a whole.

This funding package will complement the measures previously announced in the Scientific Technological Education (Investment) Fund, which will involve a significant input into the research activities of higher education institutions. Of this, approximately £15m. will be spent over the next three years on capital investment in Research and Development and approximately £30m. on Third Level Equipment.

The net effect of the research components of these initiatives will be an approximate increase of combined capital and current expenditure of around £20m. per annum. This includes £500,000 set aside for the Humanities and Social Sciences. Details on the allocation of these funds will be announced in the near future.

I think you will agree that innovations such as these are of vital importance in securing our economic stability and underpinning the development of our society as a whole.

We are aware, of course, that in the modern era education does not end when you receive your diploma, your certificate or your degree. After all, some 80 percent of the Irish workforce of 2008 is already working, and changing economic and technical conditions demand that they, that we, strive constantly to update our skills, our knowledge and our competencies.

strive constantly to update our skills, our knowledge and our competencies.

Many of those already in employment have relatively low levels of educational attainment and skill and we, therefore, consider it essential to the future of the state that barriers to their educational progress are removed. Many of the root causes of these low skill levels date back to the relatively late introduction of free second-level schooling in Ireland. As a result, a higher proportion of the population has only a basic level of education than is commonly found in either the OECD and EU.

We have made great progress during recent years but it will still take us some time before we can match the participation and completion rates of countries such as Germany, Sweden or the United States.

It is for this reason that we consider the concept of lifelong learning and initiatives to attract more mature individuals into high-technology industries to be of such importance in the Irish context.

We have come a long way in recent years, as a state and as a people. We have an economy that we could only have dreamed of 20-years-ago. I firmly believe that it is the duty of all of us in education to ensure that our present success becomes our future success. It behoves on us to establish a platform from which our economy and society can continue to build and to create a secure and prosperous future for succeeding generations. I am convinced that initiatives such as those which I have detailed today will lead to a more open and inclusive education system, which serves the needs of both industry and society.

We in Government recognise that more work needs to be done, but are confident that we have established a suitable foundation for the future. I believe that the rate of our progress in future years will depend on our willingness to build on that foundation for the greater good of all of our society.

Finally, I would like to take the opportunity to express my thanks to Maureen Killeavy, President, Daltún Ó Ceallaigh, General Secretary and Phyllis Russell, Secretary and Office Administrator for their organisation of this conference which I am sure will be an enormous success. I have no doubt that IFUT and its membership will make an important contribution to all of our futures.

POLICY RESOLUTIONS OF 1998 ADC

(1) PROMOTIONAL OPPORTUNITY FOR REDEPLOYED CARYSFORT STAFF

We condemn the injustice of the Department of Education's continuing denial of access to promotional opportunity for redeployed Carysfort staff in the universities and we call for immediate restoration of these rights.

(2) COLLEGE LECTURERS IN NUI SYSTEM

This ADC calls on IFUT to set up a committee to consider and report on the anomalous position of the post of College Lecturer within the NUI system.

(3) REPRESENTATION ON UCC GOVERNING AUTHORITY

The Annual Delegate Conference of IFUT notes with concern that, following the passage of the Universities Act 1997, the Commission for NUI, Cork has determined the number of representative places on the Governing Authority for non-professorial academic staff at the

minimum number permitted by the Act, unlike the determination made in the other Irish universities. ADC calls on the Governing Body of NUI, Cork to redress this imbalance at the earliest opportunity.

(4) UCC COLLEGE LECTURER MAX

The Annual Delegate Conference of IFUT notes with anger that the maximum point on the salary scale for College Lecturers at UCC is still substantially lower than in the other Universities despite a claim in this case dating back to 1991, and despite a favourable Labour Court Recommendation in 1996. This Annual Delegate Conference strongly supports the imposition of sanctions by ASA members at UCC in support of this claim, and calls on the Minister for Education and Science, and on the HEA, to take whatever action is required to remove this inequity immediately.

(5) CO-OPERATION WITH OTHER UNIONS

The ADC of IFUT calls on the Executive to investigate the feasibility of establishing closer co-operation with other unions representing academic staff in third-level institutions.

(6) REPRESENTATION OF WOMEN ON INTERVIEW AND OTHER BOARDS/COMMITTEES

The ADC of IFUT, noting with concern that the guidelines governing the representation of women on interview and other boards/committees for staff and students are ignored in a number of cases, reiterates its conviction that female representation on such committees is an essential prerequisite for the achievement of gender equality, and calls on the Governing bodies of all HEIs to refuse to sanction the establishment of any committee which does not have female membership. Further, this ADC urges the Governing bodies to ensure that there be a two-three/three-two gender balance on all committees and interview boards.

(7) RETIRED MEMBERS OF IFUT

The ADC of IFUT, recognising the exceptional service and commitments to IFUT of many of its now retired, and about to retire, members, calls on the Executive to examine ways in which that commitment can be acknowledged and the resource its represents can be utilised for the future benefit of the union.

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