

**Irish Federation of University Teachers**

***ifut***  
***2005***

**Cónaidhm Éireannach na Múinteoirí Ollscoile**

# *ifut 2005*

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**Annual Conference, Dublin, 25 June 2005**

**IRISH FEDERATION OF UNIVERSITY TEACHERS**

11 Merrion Square, Dublin 2, Ireland.

Telephone: (Internat.) (353) (Ø1) 661.0910 [also ans. mach.] 661.0909 [also fax]

E-mail: [ifut@eircom.net](mailto:ifut@eircom.net)

Internet: [www.ifut.ie](http://www.ifut.ie)

General Secretary: *Daltún Ó Ceallaigh*. Office Secretary: *Phyllis Russell*.

Office Hours: 09.45 - 13.00 & 13.30 - 17.00

**CÓNAIDHM ÉIREANNACH NA MÚINTEOIRÍ OLLSCOILE**

**A. ANNUAL REPORT 2004/05**

(As amended at ADC)

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[Addenda referred to in the text may, if desired, be accessed through the IFUT web site at [www.ifut.ie](http://www.ifut.ie).]

## I. EDUCATION & RESEARCH

### 1. OECD Review of HE in Ireland

The General Secretary, Daltún Ó Ceallaigh was asked to attend the launch of the OECD report entitled *Review of Higher Education in Ireland* as part of the TUAC<sup>1</sup> delegation to the Special Session of the OECD Education Committee in Dublin Castle on 16 September 2004. This gave an opportunity to make a number of comments and criticisms concerning the report<sup>2</sup>. By November 2004, IFUT had produced its response to the OECD report which is set out hereunder.

#### “IFUT RESPONSE TO OECD REPORT ON HIGHER EDUCATION IN IRELAND

##### **“Some key observations in the Report to be welcomed ...**

“1. Though fundamentally flawed in a number of ways, the OECD Report shows a welcome recognition of some essential truths that need stressing in the current political climate. One is that our universities are vitally important to Ireland's future, and that their role is distinct from that of the institutes of technology [para 32; recommendations 1, 32]. Another is that the universities are suffering from a funding crisis, and that no amount of special pleading can absolve the State from financial responsibility for the problem [paras 74, 98; recommendation 27]. A third valid insight is that the country's research capacity can be maintained and developed only if provision for postgraduate work is greatly increased [paras 63, 68; recommendation 31], with the resource implications that this entails. To be sure, welcoming these points is not to deny that even some quite fundamental errors of fact have crept into the Report - the notion that university salaries are still linked to those of the civil service [para 43] is a particularly crass example - but, by and large, one forms the impression that the compilers have managed to stay on top of their brief. Furthermore, the document is shot through with valuable flashes of common sense. For instance, the practice whereby universities have not been informed of their grant for the year until well after that year has started - let alone receiving any knowledge of what it is to be in years to come - is rightly decried [para 40] as hamstringing any attempt at rational planning by the institutions affected. Again, in calling for an enhanced research capability, the Report appears to appreciate the need for firmer, more certain career paths to be made available if promising young academics are to be retained in Ireland [para 67], thus ensuring

that the State's investment in them will be repaid. Significantly as well, in the context of a search to widen the base of universities' funding, we find repeated acknowledgement of the problem of encouraging research entities to seek additional monies in the marketplace. This problem is due in no small part to a dismal practice of public authorities in the western world generally: any success by a research entity in attracting private investment is responded to by reducing State funding by a corresponding amount and on a recurrent basis, so that, far from being better off, the researchers in question find themselves having to seek the private funds not only in the year the sponsorship is first gained but in every subsequent year as well, simply in order to remain where they were financially.

##### **“... but some naivety in its attitude to funding problems**

“2. Of course, a certain degree of disingenuousness on the part of the Report has to be reckoned with in hailing its good points. For instance, it calls for guarantees to be made by the State that success at fundraising by an institution will not continue to be penalized in the manner just described [para 41; recommendations 8, 52]. But what guarantee could possibly be convincing in this regard, given that there would be no way of evaluating its effectiveness? For that to be possible, one would need to be aware what one's government grant for any particular year *would have been* if one had not, in fact, received a particular element of private-sector funding. Given successive governments' failure to date even to inform our institutions in a timely manner of what their grant actually is, it is hardly to be expected that parallel tables of hypothetical, would-have-been funding will also be issued; yet such tables would be necessary if the proposed guarantees were to have any validity at all.

##### **“Perceptive elements of the Report undermined by its ideological agenda**

“3. Again, the aspiration to providing more enticing career paths for young researchers [para 67] seems somewhat at odds with the Report's assertion that, at present, it is too easy for an academic to get a permanent job, and that the path to tenure should be made longer and more arduous [recommendation 18]. But this disjuncture is somewhat typical of the Report, and arises from the fact that, upon analysis, the document can be seen to consist of two very different kinds of discourse. On the one hand we find quite a large number of well-made, justified, sensible points, many of them no doubt arising from the extensive interaction that took place between the Report's compilers and professional, experienced academics during the months leading up to publication. On the other hand we find that the thought-out passages just referred to

<sup>1</sup> Trade Union Advisory Committee

<sup>2</sup> The report may be accessed through the DES site.

are interleaved with great slabs of what can only be described as monetarist ideological propaganda, with very little attempt made to reconcile the two. (The propaganda passages are quite easily distinguishable by the suddenly reduced density of justificatory argumentation; for example, the notion that, at present, a typical academic receives a permanent job after only two years [para 50] is simply presented by way of a bald assertion - but then it has to be, lacking as it does a basis in reality.)

#### ***“Education confused with training, and teaching undervalued***

“4. The coexistence of these two strands in the Report can lead to some very odd, disorientating contradictions between competing assertions, sometimes only a few pages apart. As a further example, the point is (sensibly) made, on the one hand, that an impending decrease in the number of undergraduates, which is to be expected from Irish demographic trends, provides an opportunity for some incremental, well-considered organizational change [para 45]. On the other hand, this is completely subverted by the (market-driven) mantra that, to be effective, the institutions must have constantly growing student numbers [para 56], enticing applicants from abroad so as to keep the foreign fees coming in [Chapter IX; recommendation 49]. The latter contradiction is also symptomatic of another significant blind-spot in the Report, namely its concentration on research at the expense of teaching. There is no recognition of the difficulties that an already overworked teaching staff will have if student numbers do go on increasing, no acceptance that casualization trends will (by affecting morale) necessarily affect quality, and no grasp of the importance of fostering and passing on a body of knowledge to future generations (a necessary foundation and precondition if a research culture itself is to survive). Although the Report does, as we have noted, perceive and seek to maintain the distinction between universities and the institutes of technology, it is hard to escape the conclusion that the document's authors themselves have difficulty in understanding the essential difference between education and training.

#### ***“Totalitarian tendencies in the proposals for university governance***

“5. In too many areas, unfortunately, the market-driven template is simply coloured in for Ireland by the Report's compilers without even an acknowledgment of the possibility of contrary views. Quite apart from the fees issue [Chapter X; recommendations 50, 51], which understandably has the highest profile, a particularly sinister example is the Report's wish that any remaining control over the universities should be wrested from the hands of the people who work there and delivered into those of outsiders - by implication, hard-nosed

business entrepreneurs [paras 46, 47; recommendations 12, 13]. Now, in the case of hospital boards (say), an argument can certainly be made for having an element of lay participation, if only to provide a voice for the concerns of stakeholders (in that instance, patients) who might otherwise be left without a channel for their ideas. And had the OECD team's proposal been along the usual lines - namely that it is healthy for a body of narrowly-focused idealists (business people's caricature view of academics) to have access to the advice of clear-eyed, unsentimental individuals who can see the big picture (business people's romantic view of themselves) - one might, allowing for the bias as indicated, accept that the suggestion had some merit. Instead, however, what the Report recommends - without any justification - is that lay people should actually constitute a 'substantial majority' in the governance of each university [recommendation 12]; their role would not be to advise, but to direct. The authors do not even bother to state why they think this would be a good idea. Perhaps it is simply an axiom of theirs; after all, they could hardly justify it if they tried, considering that the two best-performing universities in Britain (Oxford and Cambridge), and Trinity College here, are precisely the ones where governance by academics has *not* been diluted by the intrusion of such inexpert outsiders. The point is that, in a university, the whole enterprise has to do with ideas and concepts: the pursuit and promulgation of these is, in the end, what the institution exists for. So to give overarching control to individuals who, explicitly, are primarily motivated by concerns other than these is not, in fact, analogous to the hospital model just mentioned. Rather, it is like taking a professional football team and including in it, for the sake of doing so, cricketers who explicitly have not trained at soccer. In hospital terms, it would be like having laymen not on the governing board but in the operating theatre itself, wielding the scalpel. As for the suggestion of 'a National Council ... chaired by the Taoiseach, which would ... determine a ... strategy agenda for tertiary education in its relation to innovation, skilled workforce and the economy' [para 78; recommendation 41], with its explicit subordination of scholarly endeavour to the material goals of the State, it is hard to see any principled distinction between this and the approach to such matters that used to be followed by the Soviet-era governments of Eastern Europe (which is ironic considering the political pedigree of the OECD). In fact, a strong case can be made that the preservation of its institutional autonomy and the safeguarding of academic freedom are among the core functions of a university and are, in the end, one of the greatest services that it can render to the State; but nowhere does the OECD Report show awareness of this, even as an argument to be countered.

**“No recognition of the value of the humanities**

“6. It should be pointed out that any critique of the OECD document can only be a very incomplete response to the authors' approach to third level education in Ireland, because the Report reveals their thinking only on science subjects. At least, one hopes that that is so: the alternative interpretation is that their almost total silence on the humanities reflects all too accurately their assessment of these disciplines' importance. (Assessment is probably too strong a word.) The apparent proposal that Science Foundation Ireland (SFI) should also take over responsibility for direction in the area of humanities suggests, unfortunately, that this second interpretation is the correct one - particularly considering that not even a change in the Foundation's name would apparently be considered necessary [recommendation 34]! From the Report, anyone would think that a rational investigation had concluded that the humanities, to the extent that they existed at all on the Irish higher-educational landscape, were at best peripheral, and at worst an expensive distraction from the real business of the universities, which was to deal in economically-worthwhile science. (The word 'economic' appears forty-six times in the document, while references to culture - of which there are nine - all occur in the debased, managerial sense of 'organizational culture' or 'work culture'.) No hint can be gleaned from the Report of such realities as that humanities courses are actually rather more popular than science courses among the target population of 'education consumers' (i.e. students); that they cost far less per undergraduate to teach; or that Ireland, with its world-famous cultural riches and heritage and its often affluent diaspora, has a potential head-start over many other countries in attracting students from elsewhere - albeit 'only' humanities students - who will duly pay the overseas fees that the OECD recognizes as playing a vital role in the funding of our institutions. As for the Irish language, the Report reads as if it did not exist and had no constitutional significance; yet it is a core Second Level subject, is increasingly the instructional medium of choice among education consumers at that level, and should, if experience in other European countries counts for anything, be played up rather than played down as a potential medium for third-level, even on a purely economic cost-benefit analysis.

**“Conclusion**

“7. In sum, the OECD Report is a somewhat patronizing, hurtful document, in places amazingly ill-informed, which nevertheless contains some valid insights and some helpful (if occasionally disingenuous) suggestions. While purporting to be a comprehensive report with regard to the education of students in Ireland, it in fact really comes to grip only with research; that only in the sciences; and

(by implication) even that only short-term, and applied. In too many areas its compilers have been blinded to realities - even economic realities - by the neo-liberal sun shining in their eyes. The Report does recognize that Irish education at third level is chronically and critically underfunded. Unfortunately, its recommendations on how to address this and other problems are either politically unworkable (reintroduction of fees) or otherwise naïve. The Report itself slates the traditional indifference of Irish business interests to investment in education and research [paras 25, 73], even while it proposes giving such interests - because, in the end, they are what the OECD's world is all about - a controlling say in how our institutions are run. The OECD is not objective and not, in the end, really interested in education, in the full sense of the term; and it shows in this Report.”

The Convocation of the National University of Ireland held a conference on the Report on 3 December 2004 and Anthony Harvey of the RIA (Convener of the IFUT Sub-Committee on this and related matters) spoke on behalf of IFUT. He reported that his contribution to the conference had been largely a precis of the IFUT response and also said that two other speakers, Tom Dunne of UCC and Fergal Scully of USI had been critical of the OECD report and had quoted from the IFUT document. Disappointment had been expressed at the conference in particular at the lack of a humanities dimension in the Report.

The Minister for Education and Science is formulating proposals as a follow-through to the OECD Review and these will be scrutinised by IFUT and reacted to accordingly. On 25 April 2005, she outlined the Government's agreement to key elements of the OECD report as set out hereunder.

**“MINISTERIAL STATEMENT**

- “Multi-million euro Strategic Innovation Fund to be established to support reform
- “Plans for new legislation outlined to bring Institute's of Technology under HEA

“In a major policy statement on higher education, the Minister for Education and Science, Mary Hanafin TD today set out the Government's response to the OECD report on the future of higher education in Ireland. The Minister announced her plans to introduce new legislation for the sector and to establish a competitive multi-annual fund to support internal change in higher education institutions.

“The Minister outlined the Government's agreement to key elements of the OECD report, including the need to retain the diversified roles of universities and institutes of technology, the need to develop an overall unified strategy for the sector, and the need for a single policy and funding oversight body for the sector. Minister Hanafin said ‘new legislation will be introduced to give effect to



some key changes, including the reform of governing bodies and the establishment of a new strategic oversight body. Day to day responsibility for the institute of technology sector will also be transferred to the Higher Education Authority, which already funds the State's seven universities, by the end of October of this year.'

"Minister Hanafin was speaking at Government Buildings, where she launched a Review of Quality Assurance in Irish Universities, produced by the European Universities Association for the Higher Education Authority and the Irish Universities Quality Board. [See also Part III, S10 herein.]

"Ireland has now moved firmly into an age where knowledge, innovation, creativity and workforce skills are the key success factors for economic and social prosperity. Our higher education system plays the central role as the engine provider of the key national resources on which we now depend. We have stated our objective for Ireland's higher education system to be at the front-rank of performance within the OECD. We need a system-wide approach to achieving that. The designation of the institutes of technology under the Higher Education Authority is a key step in developing a coherent strategic framework for the sector and in more effectively achieving the objectives for inter-institutional collaboration that are essential to maximising the strengths of the Irish system', the Minister said.

"Minister Hanafin outlined some of the key priorities that will guide a national strategy for higher education. These include the need for further improving participation and access, improving the quality of teaching and learning, supporting lifelong learning, increasing the numbers of PhD students and achieving more effective technology transfer. 'No-one can quantify the wider importance and benefits of higher education which provide independent intellectual insights and enrich human understanding.'

"The Minister announced that the establishment of a Strategic Innovation Fund had been agreed by Government to address the need for internal reforms within higher education institutions, if they are to deliver on these priorities.

"Re-organisation of faculties and departments, the introduction of new internal management and resource allocation processes, the development of new management information systems and administrative streamlining are some of the issues faced in raising institutional performance to meet the challenges ahead. The Government has agreed that reform efforts in the sector should be promoted and supported through accelerated prime funding. I am delighted to announce today that the Government has now agreed to the establishment of a multi-annual Strategic Innovation Fund for this purpose.

"It is intended that the fund will be competitively awarded on the basis of an independent ex-

ternal evaluation of the quality of proposals. I will now be asking the Higher Education Authority to immediately proceed with developing the detailed criteria and launching a competitive process for the approval of funding awards, with a view to the draw-down of awards commencing in 2006.'

"Minister Hanafin emphasised the role of the Higher Education Authority - and its successor body - in ensuring that higher education institutions would directly support the achievement of broad national priority objectives. As a means of achieving this, she endorsed key recommendations in the OECD report relating to a revised funding allocation model and announced plans for the development of a new course approval mechanism.

"The Minister also stressed the key strategic role of the sector in advancing Ireland's research performance. She again ruled out the return of undergraduate student fees, adding that this made the overall funding challenges all the more acute and re-enforced the importance of developing non-exchequer income streams.

"Higher education systems internationally are dealing with similar issues of how to generate additional investment to support their knowledge objectives. Clearly there is a need for Government and the sector to work more closely together in ensuring that the conditions for greater diversification of funding are facilitated.'

"Minister Hanafin said that it was now her intention to press ahead with key elements of reform in partnership with the sector. 'I have identified certain areas where specific actions are now proposed and others where more detailed proposals will be worked through and brought forward, with the contribution of all relevant inputs. It is my hope that the spirit of positive engagement that has been a feature of this process to date will endure.'"

## **2. University Restructuring**

This was a matter of intensive debate during the session at all levels of the organisation, and a very substantial amount of documentation was examined in connection with it. Council and Executive minutes concerning same are available to members on request. There were a number of meetings with members, some involving the General Secretary. Otherwise, the issue was largely dealt with locally, and communications with members took place accordingly.

The President of IFUT, Professor Breandán Ó Cochláin of NUIG, sent a letter to the newspaper editors on the Future of the Universities on 5 August 2004 as reproduced hereunder.

"The Irish Federation of University Teachers is concerned about recent reports in the media which have focused on how senior figures in the Universities have been articulating their 'visions' for the fu-

ture of their institutions. These are largely pro-business research driven where the Universities will provide the research that business wants but more cheaply than business could undertake it. The reports further suggest that those who question this vision or do not 'buy in' to it, to use the jargon phrase, will be cast aside and only those who are in this mould will be recruited.

"It is certainly true that there is now an atmosphere of fear in the Universities where people are afraid to question the paths that are being set out for them. Questions or arguments are now portrayed as disloyalty and there is a clear view that there is only *uno duce, una voce*. This is surely the antithesis of what Universities are about. They are supposed to be places where orthodoxies are questioned and where people are encouraged to argue and debate. Indeed it is one of the duties of an academic as set out in the Universities Act of 1997. Yet we are now receiving complaints from our members of bullying and harassment as a result of expressing contrary views and styles of management, styles that were inappropriate fifty years ago, never mind in the first years of the twenty-first century.

"What makes matters worse is that the new 'visions' are so limited. There is nothing wrong with a business-orientated research focus as long as it is not the only focus of a University. The Teaching and Learning role of the University is being downgraded in an all-out rush to establish research reputations. This is clear to all within the sector, notwithstanding the fine words of various University Strategic Plans and the fact that the Teaching and Learning role is a key reason for our State funding. In addition, too much emphasis is now being placed on training and not enough on education. It is important that we educate individuals to play a part in society as well as training them for specific tasks. An educated person can always acquire new skills - training is much more limiting. Society needs critical thinkers who understand that most arguments are multi-faceted, who are open to other views, who realise that the world is complex and wonderful. These are the people who will build the better and inclusive society that we all want. This is what European Universities have been good at for almost a thousand years and yet we are quite prepared to squander this heritage for 'visions' that will be shown to be chimeras within a decade.

"The Irish Federation of University Teachers is committed to maintaining all that is good in our University system. We are not against change, indeed our members have played and continue to play leadership roles in the third level sector. We participate fully at International level in the development of policy for the University sector. However, we will oppose to the maximum degree anything we believe will destroy a fine system of education that has served the nation well."

This was published in *The Irish Times*, *Irish Independent* and *Irish Examiner*.

On 25 August 2004, a response of the ASA in TCD to the situation there captures some general reactions of academics to restructuring throughout the spectrum.

**"RESPONSE TO: 'RESOURCES AND STRUCTURES FOR THE FUTURE' (1 JULY 2004)**

**"Introduction**

"The Academic Staff Association (ASA) is the professional body which represents academic staff and professional library, administrative, and technical staff. As the Trinity College branch of the Irish Federation of University Teachers (IFUT), the ASA also plays a role as a recognised trade union within College and as a constituent of the Irish Congress of Trade Unions (ICTU). The ASA is thus uniquely placed to represent the interests of a wide range of academic and professional staff, representing no special disciplinary or sectoral interest, but, rather, the interests of all staff holding academic and professional appointments within College.

"The ASA Executive has considered the document on 'Resources and Structures for the Future' (RSF) as approved by Board on 29 June 2004. Subsequent to the approval of the RSF document, other position papers and discussions have added further details to the general proposals approved at Board level; relevant documents may be consulted on College websites. The document which follows is not meant to be a response to these later developments, but is intended to set forth the broad principles which underpin the ASA position on College restructuring. The ASA will, of course, respond to further developments as they arise. Given the broad constituency of the ASA, the ASA is not engaged in discussion on details of departmental organisation at local level, nor on details of administrative functioning within College. Rather, the ASA takes the view that any reorganisation or restructuring within College must respect principles under three general headings: *contracts*, *academic freedom*, and *collegiality*. Specific points under these headings are made below.

**"Contracts**

"Changes in the terms or conditions of employment of any member of staff can only proceed on the basis of individual negotiation with each staff member involved.

"Changes in the terms of an individual contract with College cannot take place without the agreement of the individual.

"In the event of a dispute between an individual and College on the nature of a proposed change in the terms of an individual's employment, recourse shall be had to the mechanism of negotiation as spelled out in the negotiation agreement between

IFUT and College, without prejudice to the use of the normal mechanisms of industrial relations or legal proceedings.

"Due compensation must be given for any contractual changes which materially disadvantage an individual in terms of working arrangements, opportunities for promotion or professional advancement, or other aspects of employment in College.

#### **"Academic Freedom**

"Respect for academic freedom is a legal obligation under the Universities Act, 1997. In particular, the universities are bound by the principle that 'A university, in performing its functions shall ... have the right and responsibility to preserve and promote the traditional principles of academic freedom in the conduct of its internal and external affairs' and that 'A member of the academic staff of a university shall have the freedom, within the law, in his or her teaching, research and any other activities either in or outside the university, to question and test received wisdom, to put forward new ideas and to state controversial or unpopular opinions and shall not be disadvantaged, or subject to less favourable treatment by the university, for the exercise of that freedom'. No proposals to restructure College in such a way as to threaten these principles of academic freedom can be accepted.

"The ASA interprets the 'traditional principles of academic freedom' to include the freedom to conduct research, to teach, to supervise research, to publish and to speak publicly, to develop new and critical lines of approach to knowledge and practice, and in other ways to develop academically and professionally.

#### **"Collegiality**

"Central to the principle of collegiality is the view that a University should be run as a community of scholars, on democratic principles which respect the rights of individuals and determine that decision-making should be for the common good of the academic community. These principles can work at various levels: at the level of individual autonomy in decision-making, in small groups of those sharing a common interest or area of responsibility, and at the level of the College as a whole. Democratic principles also require the university to recognise its position within society, realising its potential to enhance democratic values by the provision of higher education on a socially equitable basis, and by the advancement of knowledge and practice towards solutions of problems in society.

"Any proposed restructuring of College must be subject to scrutiny as to whether it will enhance or inhibit the development of collegiality, and the realisation of democratic principles. The ASA will only support those aspects of restructuring which will have a positive effect on the development of democratic decision-making and the realisation of Col-

lege's obligations to enhance the lives of the individuals who constitute the College community, whether as staff or students, and to contribute to the betterment of society as a whole.

#### **"Comments on 'Resources and Structures for the Future'**

##### **"RESOURCE ALLOCATION MODEL**

"Considerable attention has been given to the question of whether or not a new Resource Allocation Model (RAM) is needed for College. In its most neutral sense, this issue would not concern the ASA. If the purpose of a RAM is to monitor the allocation of resources and simply determine the cost of activities across College, then the RAM is essentially like a thermometer, which measures heat but makes no recommendations as to what steps to follow on the basis of these measurements. To some extent, the existing unit cost mechanism already performs this function.

"It is difficult for the ASA to comment on any particular new RAM, since no concrete proposals have come forward from College. Whatever proposals do emerge, it is a matter of principle which the ASA will insist on that *no new RAM should become a mechanism of academic decision-making*. Purely economic considerations, for example, should not lead to the closing down of subject areas (whether in teaching or research), to the amalgamation of courses, or to the view that any area of research is to be discouraged or disadvantaged. Decisions as to the provision of teaching and research are academic matters, to be decided by academics on academic criteria, not on crude economic terms. Whatever RAM is agreed, therefore, must be one which will maintain academic freedom and decision-making, thereby allowing for work which may be of minority interest (at least at any given time), experimental in nature, or in other ways relatively vulnerable in terms of the usual 'market forces'.

"Recommendation 1 of the RSF document appears to be in broad agreement with the ASA on this very point. In the interests of furthering consultation and collegiality, therefore, *the ASA should be consulted directly on the matter of defining and giving operational meaning to the commitment in Recommendation 1*. Board and College officers have had ample opportunity to express their views on the matter: it is now time for College to consult directly with the ASA.

##### **"PARTNERSHIP COMMITTEE**

"Recommendation 5 of the RSF document endorses the principle that the Partnership Committee should be 'actively involved in delivering the agenda for change' and calls on the Partnership Committee to give 'constructive feedback on the proposals as they develop'. The Partnership Com-

mittee is an essential part of the mechanism of social partnership as defined by Government and the social partners, and it is good for College to recognise a role for this committee in the restructuring plan. The Partnership Committee, is, however, in no way a substitute for direct negotiation and consultation with the ASA on matters which are of specific concern to ASA members. Partnership Committees do not substitute for any constituent trade union in those employments where they have been instituted: they are not intended to do so. Moreover, specific agreements exist between IFUT and College which clearly call for direct negotiation and consultation on a wide range of issues raised by the RSF document. Without prejudice, therefore, to the role of the Partnership Committee in the College restructuring process, *the ASA insists on its right to independent consultation and negotiation with College on the matters raised by the RSF report*, pointing out that ASA agreement will be required if changes are to proceed without recourse to the mechanisms of industrial relations.

#### **"BASIC ACADEMIC UNIT**

"The RSF recommendations 6, 7, and 8 contain a contradiction that will not easily be resolved. Recommendation 6 calls for a 'bottom-up' discussion which implies that changes in the structure and size of departments will take place on the basis of genuine academic need, where the groups and individuals involved wish to make changes, and where these changes take place with due regard to the interests of staff and students alike. Recommendation 6, and especially recommendation 7, contain the contradictory view that this process will result in significant reductions in the number of departments, and that this reduction will be accomplished by December, 2004. A supposedly 'bottom-up' procedure with a predetermined result is not democratic or collegial. In view of the serious issues involved in dismantling the existing College structures which form the basis for the awarding of undergraduate degrees, the organisation of postgraduate research, and a host of other functions, the predetermined result which is imposed in Recommendation 7 is not good academic practice.

"The ASA therefore calls on Board to view RSF Recommendation 6 purely in its 'bottom-up' aspect, canvassing College opinion as to the genuine need to engage in departmental re-organisations at local level. The outcome of such a procedure may be that some existing faculties (e.g. Health Sciences) may well wish to amalgamate many small departments into larger units; equally, there may be existing faculties where there is no academic justification for departmental restructurings. It may be the case that other needs will emerge in the assessment of departmental structures: expansion of modularisation and joint teaching programmes at undergraduate or postgraduate level, the develop-

ment of inter-disciplinary centres to promote research, etc. The principle, however, which must be invoked is that *departmental restructurings can only take place with the consent of the individuals involved, on the basis of academic need, with ample consultation, and without the prior determination of a result to the consultative process.*

"The ASA also considers the RSF report to have given too little credit to the role of existing departments as professional and decision-making units. Most departments are organised along disciplinary lines and represent realistic ways of bringing together academic staff with shared interests and networks of professional association. Though this arrangement does not always work in practice, no case has been made that College-wide amalgamations into larger units would ameliorate any of the problems found in existing departmental structures: it would be preferable to deal with excessively rigid departmental boundaries on a case-by-case basis, rather than to assume a priori that all existing structures are inappropriate.

"The principle of election and rotation of heads of department has been a major step forward for the operation of collegiality and democracy within College, and the RSF document contains a number of retrograde suggestions in this regard. The ASA therefore confirms the principle that *Heads of Department should be elected and should serve for fixed terms of office.* To allow for the difficulties which College has experienced over the years in offering sufficient incentives for qualified individuals to serve as Heads of Department, *College should institute a radical plan to offer genuine incentives for individuals to serve as departmental heads.*

"It is difficult to assess the implications of realignment of Faculty structures for the concerns of the ASA. If the department is retained as the basic academic unit, the number of faculties in existence may not make much of an impact on academic life, depending on how this organisation is done. Nevertheless, democratic principles must be maintained: *Faculty Deans should be elected by their respective faculties and should serve for fixed terms.* As with departmental heads, faculty deans need to be given adequate incentives and rewards for their work. Moreover, it is essential that faculty structures be maintained in such a way that respect disciplinary expertise and professional interests. No coherent academic argument has been put forward in the RSF document which calls for a reduction in the number of faculties: indeed, there may be reasons why the number of faculties should increase rather than decrease. Considering the role that faculties and Deans play in matters such as promotion, discipline, recruitment, and resource allocation, it would be unwise to put too great a distance between individuals and faculty Deans, and unwise to amalgamate too many disparate areas into a single faculty.

**“EXISTING CONTRACTS AND COLLEGE STRUCTURES**

“Ironically, the most crucial issue in the entire RSF proposal is one which is not mentioned at all: the relationship between existing departmental and faculty structures and the terms and conditions of employment for individual members of staff. Among the staff represented by the ASA, virtually every individual is appointed to a specific department. The ‘further particulars’ which specify the job for which the individual has a contract are invariably written in departmental terms, making reference to the strengths and expertise in the department, to the courses run at departmental level, to any specific research facilities which the department may have, and so on. Many contracts also involve specific departmental responsibilities: to be Head of Department or Director of School (whether for a fixed term or indefinitely), to take charge of specific departmental activities other than undergraduate teaching, and the like. This relationship to a department includes non-academic as well as academic staff: Chief Technicians, for example, are appointed in specific departments on the basis of their professional expertise and often work in a highly specialised environment. In addition, the lines of authority are clear within departmental structures: an individual reports to a head of department, who, in principle at least, will be a member of the same discipline or profession, and will, by virtue of being head of department, be recognised as someone to exercise leadership in a relevant discipline. This context of work, whether explicit or implicit by the appointment to an existing department as specified in advertising and information given prior to and after appointment, forms an integral part of each staff member’s terms and conditions of employment. *Any attempt to abolish existing departments by amalgamation, restructuring, or the dispersal of individuals to new departments constitutes a unilateral attempt to alter each individual contract of employment.* The ASA obviously cannot accept such a situation. Some individuals may be happy to have newly-defined contractual obligations, and the ASA has no objection to change where individual consent is involved. The question of departmental structure, however, is not simply a collective one for departments: it is an individual matter for each person who has been appointed into a specific department. Therefore, *the ASA calls on College to address the contractual issues involved in departmental structures, recognising the existing position that members of staff are appointed into departments on a specific basis that cannot be changed materially without agreement.*”

**“CONCLUSION**

“The ASA supports the idea that College must respond to external pressures and the changing demands of society in a creative way. In fact, the ASA

would urge that attention in College be devoted to the problems of community access to higher education, to improving the position and standing of third level education in society generally, and to helping to build a better society, both nationally and internationally. The ASA would also support any changes within College which would help to advance these goals. The RSF document, however, does not appear to be concerned with progress at this level. Rather, it is concerned with internal restructurings that may have a negative effect on academic freedom, the supremacy of academic considerations in academic planning, the principles of internal democracy and individual rights, and the contractual position of members of the academic and professional staff. In order to achieve the goals of enhancing performance and development within College, no less than improving the position of College in the wider society, *the ASA calls on College officials to engage in direct consultation and negotiation with the ASA on the matters raised by the ‘Resources and Structures for the Future’ document dated 1 July 2004.*”

**3. Hibernia College**

An IFUT delegation, led by Daire Keogh of SPCD, attended the Joint Oireachtas Committee which deal with this matter on 15 July 2004. The presentation is given hereunder.

“The Irish Federation of University Teachers welcomes this opportunity to address the Joint Committee on Education and Science. We are particularly pleased that the Joint Committee has chosen to examine the issue of on-line teacher education and appreciate this opportunity to express our serious concerns about recent developments in this field. We look forward to working with the Teaching Council which will provide an appropriate forum for the fuller discussion of many of the critical issues outlined below. IFUT members across Ireland are practitioners and pioneers in the use of information technology in education; we are enthusiastic about the possibilities offered by information technology but are conscious that it is a medium, not an end in itself.

“IFUT is particularly concerned by the Minister for Education and Science’s decision to sanction an eighteen month on-line teaching diploma offered by a for-profit company Hibernia College. It is significant that, in an unusual display of solidarity, this course has been condemned unanimously by the three unions representing those involved in primary education; the Irish National Teachers’ Organisation, the Union of Students in Ireland and IFUT. All three unions have called for an immediate halt to any further intake by Hibernia College pending an independent review of the course offered by the company and the process of accreditation to which

it was exposed. To date, these calls have been ignored by the Department of Education and Science and by Hibernia College, which has just closed admissions to its third cohort of students.

"In the first instance, IFUT opposed this course on pedagogical grounds, arguing that internet-based learning was an inappropriate way to provide initial teacher education. In this instance we consider the medium limited, since teacher education is concerned with formation rather than information and depends upon human interaction and example. Attempts to represent opponents of the Hibernia course as protectionist and Luddite are facile and without foundation.<sup>3</sup>

"IFUT shares the reservations expressed by Mr Eamonn Murtagh, Assistant Chief-Inspector DES, prior to the sanction of the new course:

'The Internet is an exciting educational medium and has tremendous potential in all areas of education, including teacher education. It is a new medium and experience of its use to deliver substantial parts of a professional training programme are limited. Assertions such as 'provides a learning experience that far exceeds traditional modes of pedagogy' are offered in the [Hibernia] documentation without any supporting evidence. It is therefore very important that there would ongoing monitoring of students' assimilation of the course content, by way of seminars, tutorial assignments, projects and written and practical examinations.'<sup>4</sup>

"IFUT acknowledges that Teaching Practice by Hibernia students will be monitored by the DES in a comparable way as it examines students in other Colleges. Yet ironically, given the distance nature of this course, students on the Hibernia programme do not have the range and choice of school type available to them in which to practise their teaching skills. For example, will their students work with disadvantaged or special needs students - will they teach in Gaelscoileanna or Educate-Together schools or will they be confined to the nearest school willing to accept them? Sadly this is one of the limitations of distance and e-learning.

"Neither is IFUT satisfied that Hibernia College is subject to the same level of external examination and scrutiny which is the norm in third level structures; students may perform on the day for inspectors in the class room, but their broader educational attainment and understanding remains untested until suitably qualified external examiners are appointed to monitor the new course.

"IFUT has very serious reservations about the manner in which this course has been accredited by

<sup>3</sup> [www.bizplus.ie/ns=7406](http://www.bizplus.ie/ns=7406)

<sup>4</sup> Eamonn Murtagh, 24 June 2003, 'Proposal for Post-graduate Teacher Education Course Submitted by Hibernia College', FOI.

the Higher Education and Training Awards Council (HETAC), particularly the absence from the board of assessors of any member with experience in teacher education or any internationally recognised educational expert.<sup>5</sup> It is considered unfortunate, also, that a director of an Education Centre was included on this board, thus creating a potential conflict of interest, since the commercial use of the Education Centres and their facilities was an integral part of the Hibernia submission for accreditation.<sup>6</sup>

"IFUT is also concerned at the lack of transparency in the accreditation of the Hibernia College diploma. Uniquely in the third level sector, the Higher Education and Training Awards Council (HETAC) is not designated under the Freedom of Information Act (1997).<sup>7</sup> Accordingly, without record of the assessors' deliberations we must infer from the content of the approved programme that these were minimal given the gaping lacunae in the documentation.

"Huge areas of the core syllabus 'accredited' by HETAC remain unwritten; one year on, in July 2004 Hibernia is still attempting to recruit course writers in at least six key areas of teaching methodology.<sup>8</sup> Moreover, several of the prominent names listed by Hibernia in their submission as staff and Academic Committee members, including Br Plunkett Nolan, former President of Marino Institute of Education, and Ms Aine Lalwor (former national co-ordinator of the Primary Curriculum Support Programme [PCSP] and recently appointed chair of the Teaching Council) have emphatically denied any involvement with the company. Yet, at no stage do the HETAC assessors appear to have attempted to confirm their involvement with the company during the accreditation process.<sup>9</sup>

<sup>5</sup> The board consisted of Ms Marjorie Murphy, a retired school principal, Ms Ann Carthy, Learning Services Manager, IBM Global Services, Mr Gerard McHugh, Director of Dublin West Education Centre and Mr Joe Cox, a lecturer in engineering in Sligo IT, currently seconded to HETAC.

<sup>6</sup> Dublin West Education Centre, Director's Report 2003 at [www.dwec.ie/about/director2003.htm](http://www.dwec.ie/about/director2003.htm)

<sup>7</sup> [www.hetac.ie/about.cfm?sID=5](http://www.hetac.ie/about.cfm?sID=5)

<sup>8</sup> Marni Zoll, Hibernia College to PCSP Tutors, 23 June 2004.

<sup>9</sup> 'The online teacher training college, Hibernia, has been plunged into a new controversy over the use of names of leading educationalists to promote it. In a major embarrassment for Hibernia, two people listed as members of its Academic Committee and Staff have denied any such link with the privately-run college. 'It's news to me,' said Brother Plunkett Nolan, former head of the Marino Institute of Education, when told yesterday that he was officially listed as an Academic Committee member of Hibernia College. It was also 'news' to him that his lecturing expertise was stated to be available to deal with

“At another level, too, HETAC appears to have taken no cognisance of changes in teacher education. While the universal trend is towards the increased professionalisation of teaching, with an emphasis upon research and teacher education rooted within universities and larger communities of learning - the Hibernia model, in spite of its claims to innovation and modernity, is ironically old-style teacher training, approaching the monitorial style of the nineteenth century.

“This, indeed, is clearly illustrated in the complete absence from its ‘staff’, of course authors and lecturers, of individuals with research profiles or significant experience in initial teacher education. Instead, it relies heavily on the part-time assistance of the in-service ‘trainers’ of the state funded Primary Curriculum Support Programme. Such ‘training’ will contribute towards a serious de-skilling of the teaching profession.<sup>10</sup>

“Neither has HETAC taken into consideration the conclusions of the Kelleghan report, *Preparing Teachers for the 21<sup>st</sup> Century* (2002), a major study funded by the Department of Education and Science, which contains some sixty-one recommendations, including the extension of the graduate diploma from eighteen months to two years full time. HETAC ignored the recommendation of this distinguished group in its rush to approve this untested, part-time, on-line programme. In short, the work of the HETAC panel of assessors was superficial, shoddy, and seriously flawed.

“IFUT is also alarmed at the willingness of the DES to sanction an untried course such as this, offered by a company lacking experience in teacher education, without first testing it in a strictly monitored pilot scheme. It is clear however that the decision of the Department of Education and Science to sanction this course was made without regard to

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arts education for the new course. Meanwhile, the Department of Education and Science has denied that the head of one of its teacher training support programmes is a member either of Hibernia's Academic Committee or its ‘institutional staff’. Aine Lawlor, a school principal on secondment to the department's Primary Curriculum Support Programme, is adamant that whatever way they are representing it, she is not on their Academic Committee and not part of their staff’, a department spokesperson said. The names appear on lists included in documentation relating to Hibernia released to the Irish Independent under the Freedom of Information Act. Ms Lawlor's area of expertise was described as ‘teaching methodologies’. *Irish Independent*, 4 November 2003.

<sup>10</sup> For the currently listed staff of the Hibernia Higher Diploma Arts in Primary Education see [www.hiberniacollege.com/Portals/57ad7180-c5e7-49f5-b282-c6475cdb7ee7/HDAPE%20Course%20Information%20-%20Website%20-%20June%202004.doc](http://www.hiberniacollege.com/Portals/57ad7180-c5e7-49f5-b282-c6475cdb7ee7/HDAPE%20Course%20Information%20-%20Website%20-%20June%202004.doc)

educational policy. On the contrary, the sanction flies in the face of policy and practice, and appears to be based upon immediate expediency and financial considerations.

“IFUT believes that such considerations are short sighted. The proposal takes no account for the potential damage to the national interest of such an untried scheme, nor is there any recognition of the stated educational objectives outlined in the National Development Plan.

“Of course, while supporters argue to the contrary, the Hibernia programme is not offered without expense to the state. The course has very real costs to the State in that the tutors of the PCSP, trained and employed in a full-time capacity by the DES, are effectively staffing the Hibernia programme. Moreover, their involvement was deemed ‘essential’ by HETAC and as recently as 23 June 2004, each of the 27 newly recruited trainers were invited by an Assistant Coordinator of the PCSP united of the DES, on behalf of Hibernia, to consider writing or tutoring courses for the company.<sup>11</sup> Does this amount to a hidden state subsidy for a private company?

“IFUT is also concerned that the sanction of this course represents the privatisation of an education provision. The DES has effectively granted a lucrative franchise to ‘train’ primary teachers to a private for profit company Hibernia College, a welcome boost to the company which at the time of accreditation was apparently experiencing serious financial difficulties.<sup>12</sup> Yet while the advocates of this development advance the benefits of competition and free market economics, the sanction of this course served as an opportunity for the DES to significantly reduce the number of graduate entrants to the state-funded Colleges of Education. By contrast, the Department of Education and Science has placed no limit on the numbers of students this internet company may enrol in its programmes at €5,500 per head. Not only was this a stealth cut, but it had the effect of increasing the market open to the online company. In what sense does this represent the operation of market forces?

“IFUT shares the dissatisfaction of the INTO at the failure of DES to engage with the Colleges of Education in relation to the establishment of modular courses and alternative entry paths into the teaching profession.<sup>13</sup> IFUT members in the Colleges of Education had demonstrated considerable flexibility and had increased student numbers in order to alleviate teacher shortages. Members supported Management attempts to negotiate greater

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<sup>11</sup> Assistant Co-Ordinator, PCSP, DES, 24 June 2004, to PCSP Trainers on behalf of Hibernia College.

<sup>12</sup> ‘College receives go ahead despite financial losses’, *Irish Times*, 22 May 2004.

<sup>13</sup> INTO Press Release, 21 October 2003.

flexibility in the delivery of graduate courses, including the use of distance learning, modular teaching and internet technology. Management of the Colleges of Education made repeated unsuccessful requests for meetings with DES officials; Froebel College had a tabled a fully costed proposal, but all such offers to the department were ignored in the face of Hibernia's proposal and received not even the courtesy of a considered reply.

"For all of these reasons IFUT calls for a suspension of all further intakes of students to the Hibernia course pending a thorough and transparent assessment of this online programme and the process through which it was sanctioned. We call for the designation of HETAC under the Freedom of Information Act (1997) and seek from the DES meaningful engagement with the issues raised in this submission. We are committed to the appropriate use of information technology in teacher education. We look forward to the establishment of the Teaching Council in the autumn and to the implementation of the recommendations contained in the Kelleghan report, *Preparing Teachers for the 21<sup>st</sup> Century* (2002)."

#### 4. NQAI

The National Qualifications Authority of Ireland held a National Conference on 24 and 25 February 2005. IFUT was represented at this by Colum Ó Cléirigh, SPCD. The News Release in relation to the conference is set out hereunder.

##### "PROGRESS IN REFORM OF EDUCATION & TRAINING QUALIFICATIONS

"Over 350 participants are today attending a major national conference in Galway to review progress in the implementation of the National Framework of Qualifications. The conference is attended by representatives from a wide range of education and training institutions and awarding bodies, from learner groups, trade unions, the world of business, Government Departments, State bodies and from the community and voluntary sector. There are also many European and other international contributors, participants and observers at the conference, which is taking place on 24 and 25 February in the Corrib Great Southern Hotel and in the Galway-Mayo Institute of Technology.

"The Minister for Enterprise, Trade and Employment is to address the conference on the morning of Friday 25 February.

"Seán Ó Foghlú, Chief Executive of the National Qualifications Authority of Ireland, giving an overview of the state-of-play in the implementation of the Framework, noted that the need for the framework arises in the main from the need for a single coherent national policy approach to qualifications and the national objective of moving towards a 'lifelong learning society', in which learners will avail of

learning opportunities at various stages throughout their lives.

"The Framework embodies a vision for the recognition of learning,' he said 'The vision is based on an understanding of learning as a lifelong process. We have reached the stage where a significant critical mass of Irish awards are now included in the Framework and we are progressing towards our aim of including all relevant awards. The Framework is now realising its potential as being a key tool for the encouragement of lifelong learning.'

"The framework includes the awards of the Further Education and Training Awards Council (FETAC), the Higher Education and Training Awards Council (HETAC), the universities, the State Examinations Commission (Department of Education and Science) and the Dublin Institute of Technology.

"Mr. Ó Foghlú added 'This conference has given us an opportunity to review progress to date. Since the introduction of the Framework in October 2003, a wide range of stakeholders in learning has engaged in a complex process of implementation. Many thanks are due to all of those who have helped in the development of the framework to date. Continuing co-operation and considerable effort will need to be invested as we move forward towards full implementation of the Framework.'"

##### "BACKGROUND NOTES

##### "Key Milestones in the Development and Implementation of the National Framework of Qualifications

- "On 17 October 2003, the National Qualifications Authority of Ireland published the arrangements for the National Framework of Qualifications.
- "On 6 July 2004 implementation arrangements for the National Framework of Qualifications in higher education and training were announced, and a range of existing and former awards of HETAC and the former NCEA was placed in the Framework. The Framework is now being used within the CAO process for entry to higher education in autumn 2005.
- "On 27 January 2005, the National Qualifications Authority of Ireland and the Further Education and Training Awards Council agreed to the placement of a range of existing and former awards (previously made by FETAC and/or by the former National Council for Vocational Awards, FÁS, Department of Education and Science, National Tourism Certification Board and Teagasc in the National Framework of Qualifications, thus ensuring that the vast majority of further education and training awards are included in the Framework."

It was reported by Colum Ó Cléirigh that the tenor of the event was largely entrepreneurial and there had been a large input from HETAC to it.



## 5. Bologna Process

At the request of ETUCE <sup>14</sup>, to which IFUT is affiliated, the Federation sent a letter to the Minister for Education and Science on 10 December 2004 as set out hereunder.

“Our country is one of the 40 signatory countries to the Bologna Declaration and has thus undertaken a series of implementation reforms. Ministers have entrusted the implementation of the overall steering of the Bologna Process and the preparations for the next ministerial meeting (to be held in Bergen in May 2005) to the Bologna Follow-up Group (BFUG).

“As you know, the decision to build the European Area of Higher Education by 2010 was taken by European Ministries of Higher Education in Bologna in 1999. This ambitious aim will be achievable, when all the people engaged in academic work - students, teachers, researchers - get a chance to play an active role in the process.

“While organisations representing institutions of higher education and students have been encouraged to engage in the debate, teachers and researchers have mostly been left out of the process. We are determined to have the academic union voice heard at the European level in our capacity not only as professionals but also as trade unionists. ETUCE, our representative organisation at European Union level, within the Education International Pan European Structure (EIPES), advocates being strongly recognised as a partner and as the third pillar of the process, along with students and the institutions.

“Ms Reding, in her concluding remarks at the 2003 Berlin Ministerial Conference, stressed the inclusion of ETUCE in the new Bologna follow-up structure, which has not yet been accepted by the different protagonists. ETUCE’s and EI’s<sup>†</sup> commitment to and support of the process has been constant and they were very active in particular, in organising a joint Forum on *Shaping the European Area for Higher Education and Research* last April, in preparation for our higher education trade union input into the Berlin Ministerial Conference on the Bologna Process of 2003.

“In order to contribute to the Bergen Ministerial Conference, a survey is in preparation for a mid-term review of the implementation of the Bologna process from the academics’ point of view. which will be finalised by a conference, to be held on 10 to 12 February 2005.

“On August 30th, an ETUCE delegation met with Ms Clemet, the Norwegian Minister for Education, who will take charge of the Bergen Ministerial

Conference concerning the process evaluation in May 2005. Ms Clemet clearly stated that she favoured the involvement of the academics’ representative organisations and expressed support for same.

“In this perspective, we would wish to meet you in order to present our views and positions and seek your support for our demand for recognition as responsible partners and consultative members in the follow-up structures.”

Earlier, on 7 December 2004, IFUT had written to the HEA about the exclusion of IFUT from the Irish National Team of Advisors on the process.

“This is further to the announcement of the above consisting of five persons, including one from the Union of Students in Ireland.

“The Executive of the Irish Federation of University Teachers has asked me to write to you saying that it is very concerned that IFUT was not asked to make a nomination to this Team, especially in the light of the Bergen follow-through conference coming up next year.

“The Executive would wish to have this rectified as soon as possible.”

On 22<sup>nd</sup> of the month, the HEA replied:

“Thank you for your letter of 7th December 2004. The position in relation to the selection of Bologna Promoters is set out in the following paragraphs.

“The HEA as the National Agency for Socrates/Erasmus provides administrative and budgetary support to the team of Bologna Promoters.

“The appointment of Bologna Promoters is a matter for the National authorities, in the case of Ireland that is the Department of Education and Science. The process of selection of Bologna Promoters was agreed with the DES following discussion at the National Steering Committee on the Bologna Process. As part of the agreed selection process, the HEM National Agency requested nominations from the following bodies.

“Council of Directors of Institutes of Technology	4
“DIT	2
“NQAI	2
“HETAC	2
“US1	2

“The full list of nominations was sent to the DES, together with recommendations from the HEA/NA for the selection of five Bologna Promoters. The DES made the final selection from the list submitted by the HEA/NA.

“This selection process was submitted in advance to the European Commission, which raised no difficulties with it.

“I hope this has been of help. If you require anything further please let me know.”

<sup>14</sup> European Trade Union Committee for Education.

<sup>†</sup> Education International, of which ETUCE is a part.

On the same date, IFUT wrote to the Minister again, this time about the representation to the HEA:

"Please find enclosed copies of documentation concerning the above.

"It is a matter of grave concern to the Irish Federation of University Teachers that it is now being revealed that the Department of Education and Science did not consider involving IFUT in the Irish promotion process. That is so even though the Union of Students in Ireland was invited to participate.

"This is yet another incidence of the exclusion of IFUT from its proper role of involvement in the Bologna Process and we would urgently ask you to revisit the membership of the National Steering Committee with a view to inviting IFUT to make a nomination."

Yet again, IFUT wrote to the Minister on 21 January 2005:

"This is further to our letter to you of 22 December 2004 and the acknowledgement from your Private Secretary of same on 4 January 2005.

"It has now come to our attention that the Irish 'Bologna' National Report for 2005 has been issued and it is listed that contributors to the Report include the Union of Students in Ireland and the Conference of Heads of Irish Universities. Therefore, not only has IFUT been excluded from the Team of Advisors to promote the Bologna Declaration, as already drawn to your attention, but it now emerges that it has been excluded even from the consultation process leading up to the National Report in question.

"We feel that this highlights all the more the need to rectify this anomaly of exclusion, especially in the build-up to participation in the Bergen Conference in May of this year designed to take the Bologna Process further.

"We should appreciate having a substantive response from you on these issues and believe that, along with other business drawn to your attention regarding this organisation, this points to the need for an early meeting with you in order to discuss an agenda of the various items concerned."

On 10 and 11 February 2005, the President and General Secretary attended a conference organised by ETUCE in preparation for the Bergen event. The agenda is set out hereunder.

#### **Opening session:**

- *Paul Bennett*, Chair of the Education International Pan-European Higher Education and Research Standing Committee;
- *Ms Kristin Clemet*, Minister of Education Norway;
- *David Coyne*, Director for Education, DG for Education and Culture, European Commission.

#### **Bologna Process: the role of academics**

#### **and their representative organisations, participation and opinions**

Results of a survey by Dr Åse Gornitzka, senior researcher, NIFU STEP - Studies in Innovation, Research and Education, Norway

#### **Bologna Process: Where are we, Where are we going?**

Presentation by Per Nyborg, Head, Bologna Secretariat.

#### **Researcher's careers in Europe: Problems and proposed solutions**

Presentation by Raffaele Liberali, Director, The Human Factor, Mobility and Marie Curie activities, DG for Research, European Commission.

#### **Workshops:**

#### **Bachelors and Masters in relation with professional qualification:**

- Presentation by Ulf Fredriksson, Senior lecturer, Department of Education, Mid-Sweden University.

#### **The third cycle - Status and conditions for young researchers working on their doctoral degree. Need for a European framework?**

- Presentations by Christoph Bargholtz/Ann Fritzell, Swedish Association of University Teachers (SULF) and Renzo Rubele, President of the European Council of Doctoral Candidates and Junior Researchers (EURODOC).

#### **Round Table - How to reinforce cooperation with Institutions and Students:**

- Lesley Wilson, General Secretary of the European University Association (EUA);
- Marzia Foroni, European Association of Students (ESIB);
- Pedro González López, Federación de Enseñanza CC.OO., Spain.

#### **Bologna process and Trade Agreements::**

- Ingrid Stage, President Dansk Magisterforening, DM (Denmark).

#### **Reports from the workshops.**

#### **Trade Union Statement:**

- Discussion and adoption.  
(The statement arising from of the conference is given as Addendum 1.)

The Minister responded to IFUT correspondence referred to above on 15 February 2005:

"I wish to refer again to your letters dated 10 and 22 December 2004 regarding the Bologna Process.

"I note your concerns regarding the representation of your members at national level. The model adopted by my Department mirrors that of the Bologna Process at European level. Within the Bologna Follow-Up Group, the partners, in addition to the EU Commission are the EUA, EURASHE, ESIB and the Council of Europe. This composition is also reflected in the appointment of the Bologna Promoters.

"I am aware that ETUCE have written to my Norwegian counterpart, Minister Klement [should

be 'Clemet'] seeking the involvement of their association within the Bologna meetings, and that this application is being considered by the Bologna Follow-Up Group.

"I would like to advise you that my Department is organising a national conference on the Bologna Process in advance of the Bergen meeting next May [in fact, March]. As with the previous national conference in July 2003, I will ensure that you are invited to attend this [no invitation was received].

"I would suggest that the composition of the National Steering Group be reviewed in the light of the outcome of the Bergen meeting, and I will be in touch with you in due course."

On 15 April 2005, IFUT wrote to the Minister:

"We have been advised by the European Trade Union Committee for Education (ETUCE) that it has been invited by the Norwegian Minister to participate in the above event.

"We also understand from ETUCE that, in the case of several national delegations, governments have included trade union representatives of higher education. Therefore, at its meeting on 9 April 2005, the national Council of the Irish Federation of University Teachers asked me to write to you requesting that IFUT should be included in the Irish national delegation."

On 13 May 2005, in response to IFUT representations, a meeting was arranged by the Department of Education and Science with an IFUT delegation (consisting of the General Secretary and Vice Presidents Joe Brady of UCD and Hugh Gibbons of TCD) in order to discuss relevant issues. It was explained that it was not possible on this occasion to include IFUT in the national delegation, but it was held out as likely that IFUT would be placed on the National Team of Advisors shortly after Bergen. The present position regarding the Bologna process may be summed by referring to the Ministerial Communiqué which came out of Bergen (given as Addendum 2).

## 6. GATS & Education

On 4 and 5 April 2005, the General Secretary, Daltún Ó Ceallaigh, attended a conference on this subject organised by the Education International. The main agenda is given hereunder.

### **Opening Session:**

- Opening address, by Thulus Nxesi, EI President.
- Address by George Haddad, Director, Division of Higher Education, UNESCO.
- Address by Ambassador Alejandro Jara (Chile), Chair of WTO Council for Trade in Services, Special Session.

### **Evolution in talks on education in the context of GATS**

- Moderator: David Robinson (CAUT/Canada)
- Introduction: Elie Jouen.

### **Why do some governments favour GATS in giving a new dimension to education, while others do not?**

- Ambassador Alejandro Jara (Chile), Chair of WTO Council for Trade in Services Special Session.
- Johannes Bernabe, Consellor at the permanent representation of the Phillipines at the WTO.

### **Understanding GATS: The perspective of the trade union movement"**

- Moderator: Carolyn Allport (NTEU/Australia).
- Introduction: Monique Fouilhoux (EI).

### **Must the internationalization of education come about through commercial agreement?**

- Moderator: Gaston de la Haye (WCT<sup>15</sup>).
- Introduction: Brian Everett (AUT/UK).

### **Good trade union practices: The Brazilian and Argentinean examples**

- Moderator: Patrick Gunthier (UNSA-Ed./France).
- Introduction: Jucara Maria Dutra Vieira (CNTE/Brazil).

### **The impact of trade agreements on the vocational education sector**

- Moderator: Gabriella Giorgetti (CGIL/Italy).
- Introduction: Richard Langlois (CSQ/Quebec, Canada).

### **Guiding principles for quality provision in transnational higher education, as elaborated jointly by UNESCO and OECD**

- Moderator: Monique Fouilhoux (EI).
- Presentation by Martin Rømer, General Secretary, ETUCE.

### **Union Strategies for Education International and its affiliates**

- Strategies for GATS - better understanding and building knowledge about it.
- Strategies for representations to political decision-makers.
- Strategies for representations to the media.

### **Conclusions.**

A document from EI on GATS<sup>16</sup>, globalisation and higher education in particular is given as Addendum 3.

## 7. All-Ireland Developments

The Inaugural Conference of the All-Ireland Society for Higher Education (AISHE) took place on 2 and 3 September 2004 in TCD. A further conference was held on 12 and 13 May 2005 along with the Staff and Educational Development Association (SEDA)

<sup>15</sup> World Confederation of Teachers

<sup>16</sup> General Agreement on Trade in Services

in Belfast. The theme of the latter was *Inspiring Learning: Diversity in Excellence*. IFUT has been keeping abreast of these developments.

On 2 June 2005, the HEA hosted the first conference on the Cross Border Programme for Research in Education on the theme *Contributing to Peace and Reconciliation*.

### 8. Third-Level Education Through Irish

As a result of a request from the Department of Education and Science, the President, Professor Breandán Ó Cochláin, was authorised to make a submission on the subject as set out hereunder (21/12/04).

#### ***Third Level Education through Irish - A Service that should be provided***

“A great deficiency in our education system is in the area of the provision of courses taught through the medium of Irish at Third Level. The situation has been worsening down through the years and is now reaching crisis point. By way of an example: thirty years ago it was possible to complete the BSc degree in a variety of subjects delivered through Irish in University College, Galway. This is no longer the case with only a few subjects in the course now being offered and then only in the First Year. The same can be said for the other Third Level institutions. Indeed in the country as a whole the situation is so bad that it would seem ludicrous to an outsider that we should be seeking a greater role for Irish at EU level while allowing a deplorable situation at home to worsen. As a result Ireland is not able to provide its citizens with proper services through Irish in key areas such as medical, judicial or financial.

“In contrast, Second Level education through Irish has been growing apace and some of the schools providing courses through Irish are among the best in the country. The question arises, where are their students going to complete their education? At present NUI, Galway is endeavouring to abolish the 1929 Act, which ensures that when candidates suitable in all other respects for a post are being considered, preference must be given to a candidate who can carry out the duties through Irish. If a sufficient number of Third Level posts are not filled by staff qualified in Irish, it will not be long before there will be a shortage of Second Level teachers who are able to teach using the language.

“Irish students are entitled to a Third Level education through the medium of Irish in all subjects, but this service cannot be provided under present policies. A proper system of funding and staffing should be provided for any Third Level institution willing to redress the situation by providing full degree courses through the medium of Irish.”

### 9. National Council for Curriculum and Assessment

During the session, Pádraig Ó Duibhir of SPCD was nominated by IFUT to serve on the Language Committee (English and Gaeilge) Primary. James Norman left MDIE and he was replaced on the Steering Committee on Interculturalism and the Curriculum at Primary and Post Primary Level by Brian Tubbert of Froebel College.

IFUT representatives on the Council and the Committees otherwise of the National Council for Curriculum and Assessment are therefore as follows:-

#### *COUNCIL:*

Eugene Wall, MICL;

*PRIMARY CURRICULUM CO-ORDINATING*

#### *COMMITTEE:*

Eugene Wall, MICL;

*PRIMARY ASSESSMENT WORKING GROUP:*

Eugene Wall, MICL;

*EARLY CHILDHOOD & PRIMARY COMMITTEE:*

Eugene Wall, MICL;

*EARLY CHILDHOOD COMMITTEE:*

Philomena Donnelly, SPCD;

*LANGUAGE COMMITTEE (ENGLISH & GAEILGE) PRIMARY:*

Pádraig Ó Duibhir, SPCD;

*STEERING COMMITTEE FOR ICT:*

Maureen Killeavy, UCD;

*STEERING COMMITTEE ON INTERCULTURALISM AND THE CURRICULUM AT PRIMARY AND POST PRIMARY LEVEL:*

Brian Tubbert, Froebel.

*STEERING COMMITTEE FOR SPECIAL EDUCATION:*

William Kinsella, UCD;

*STEERING COMMITTEE FOR PILOT PROJECT ON MODERN LANGUAGES IN THE PRIMARY SCHOOL:*

Anne O’Keeffe, MICL.

### 10. ENIC-NARIC Joint Meeting

IFUT was honoured to have Council member and former President, Maureen Killeavy of UCD, as the official representative of the Education International (EI) at the 12th Joint Meeting of the ENIC and NARIC<sup>17</sup> Networks in Dublin from 12 to 14 June 2005. Details are given as Addendum 4.

### 11. General

The following national conferences were either participated in or monitored:

*Telecommunications for Education*, IBEC, 21

<sup>17</sup> ENIC - European Network of Information Centre (Council of Europe and UNESCO) re. Lisbon Recognition Convention; and NARIC - National Academic Recommendation Information Centres (EU).

October 2004;

*Diversity in Higher Education*, Department of Education and Science, 5 November 2004;  
*'Strength & Numbers*, CHIU, 1 November 2004;  
*Consultative conference on Education*, INTO, 19/20 November 2004 [Marie Clarke, UCD];  
*Achieving Equity of Access to HE*, HEA, 6/7 December 2004.

The following conferences abroad of an international character were either participated in or monitored:

*ELFE Conference*, ETUCE, 22/23 November 2004 (Deirdre Butler, SPCD);

*Annual Conference - 'Whose Higher Education?', SRHE<sup>18</sup>*, 14 to 16 December 2004 (Pat Burke, SPCD);

*Round Table on Teacher Education*, Education International, 21/22 February 2005 (Pauric Travers, Mary Shine-Thompson, Andy Burke, Philomena Doinnelly, Bernadette Ní Aingléis, and Rosemary Warren, SPCD; and Marie Clarke, UCD);

*3<sup>rd</sup> Convention on HE Institutions*, EUA, 31 March to 2 April 2005.

The following publications were highlighted during the sessions:

*The Financial Position of Irish Universities*, HEA, 9 September 2004;

*Review & Prioritisation of Capital Projects in the HE Sector*, HEA, 17 September 2004;

*Education at a Glance*, OECD, 2004;

*Europe Needs Teachers*, ETUCE, 17 January 2005.

IFUT also kept abreast of the Education is Not For Sale Campaign (ENFS) and Vice President, Hugh Gibbons of TCD spoke at a meeting of the campaign on 27 October 2004, largely basing his contribution on the IFUT Response to the OECD report on Irish higher education. The campaign was largely concerned with the attempt to commercialise education at various levels.

IFUT again agreed to lend its support to the Education Show Ireland at the RDS from 21 to 23 April 2005 and literature and posters from the organisation were put on display thereat.

## II. REMUNERATION

### 1. General Pay Rounds & Benchmarking I

The general salary increases that occurred during the session were 2% on each of 1 July and 1 December of 2004. Under the 'Sustaining Progress' Mid-Term Review Agreement<sup>19</sup>, which IFUT de-

<sup>18</sup> Society for Research into Higher Education (UK).

<sup>19</sup> Copies went to all members.

ecided to vote in favour of, the following increases occurred or are due: 1.5% on 1 June 2005, 1.5% on 1 December 2005, and 2.5% on 1 June 2006. The agreement finishes at the end of June 2006.

The final ¼ of the benchmarking awards is also due to be paid on 1 June 2005. The benchmarking increases, and taking UCD as an example, were as follows: Assistant Lecturer 11%, College Lecturer 3%, Senior Lecturer 3%, and Associate Professor 6.1% (with the exception of NUIG Associate Professor, because that grade gets the same increases as full Professors). Comprehensive details for all members in respect of Benchmarking I have already been supplied to them.

### 2. Benchmarking II

As provided for in national agreements, to which IFUT is a party, a Benchmarking Mark II exercise is about to get underway. The draft details of this are given as Addendum 5.

IFUT set up a Benchmarking Working Group consisting of Joe Brady, UCD; Michael Creed, UCC; Hugh Gibbons, TCD; Jerry Harpur, NUIM; Pat Burke, SPCD; and Judith Harmey, RCSI. As a result, a report was made to Council on possible approaches to a new exercise, with the decision being to participate in it on appropriate terms.

On 30 May 2005 pursuant to the report and a Council decision, IFUT wrote to the Public Services Committee of ICTU:

"Set out below is the position of the Irish Federation of University Teachers as determined at the last national Council meeting.

"The Irish Federation of University Teachers welcomes the moves towards the development of a second benchmarking exercise for the public service. However, IFUT is concerned that deficiencies in the first Benchmarking process should not be carried over into the next one.

"The first Benchmarking exercise was marked by its lack of transparency and argument. It presented its results and determinations without any justification being offered and this has given rise to a deeply seated belief among our members that they did not receive a fair hearing. We are not suggesting that all data should be published or that any confidential matters should be released. However, we require that any determinations made in respect of our members should be accompanied by a clear exposition of the decision-making process that led to these results. This is a standard requirement in other aspects of industrial relations - we require it of the Labour Court for example - and the next Benchmarking Body should be no different.

"We are concerned that the next Benchmarking Body is to make use of data that were gathered for the previous exercise. Because of the previous lack of transparency, we have no idea what data

### III. CONDITIONS OF EMPLOYMENT

are held about our members' occupations. However, given the numerous errors that we identified in the Benchmarking Report and the unsatisfactory outcome for our members, we are concerned that the data held are incorrect, incomplete or misunderstood. We believe that the process in respect of our members should begin ab initio. Nothing less will convince our members that their occupations will be properly benchmarked and that they will receive the increases that they believe to be due."

In fact, at the AGM of the PSC<sup>20</sup> of ICTU on 31 May 2005, it was made clear that the data which had been gathered during the last exercise would be available to the new Benchmarking Body, but the Body would not be confined to that and would be at liberty to gather new data, as need be. Moreover, the General Secretary of IFUT was invited to join the Negotiating Group of the PSC which, among other things, will deal with the next benchmarking exercise. The Executive of IFUT was of the unanimous view that the General Secretary should take up the invitation. He attended the first meeting of the group on 16 June 2005.

#### 3. O'Brien Review Body

This is the title which will probably be given for short to the new Review Body on Higher Remuneration in the Public Sector under the Chairmanship of Tony O'Brien. This will deal, among other things, with the remuneration of Assistant Secretaries in the Civil Service to whom full Professors (and Associate Professors in NUIG) have been linked. The DES has just revived the suggestion that these grades should be looked at directly by the Review Body, a proposition which was rejected under the last manifestation of it under the Chairmanship of Mr Buckley. Following on the previous review, the grades in question got the same percentage increases as Assistant Secretaries.

Consultations are now taking place within the union in order to ascertain the current views of the members affected about the DES proposition. The Review Body may produce an interim report of a general kind for everybody with a holding increase at the end of June 2005. However, its final report will not be forthcoming until the latter part of 2007.

#### 4. Ongoing Matters

Those which are ongoing include Salaries and Grading in the Royal Irish Academy and the Medical Laboratory Scientist Relativity concerning Chief Technician 1 and Experimental Officer grades in TCD.

#### 1. Freedom of Information Act

On 30 July 2004, the Minister of State concerned, Tom Parlon TD, wrote to IFUT saying that it was proposed to schedule the Dublin Institute for Advanced Studies and the Royal Irish Academy for inclusion within the scope of the Freedom of Information Act before the end of 2005. This was pursuant to IFUT representations to that effect. On 20 October 2004, IFUT wrote to the Minister of State drawing to his attention the resolution passed at the 2004 ADC of IFUT calling for the inclusion of the Higher Education and Training Awards Council (HETAC) within the scope of the Act as well. This request had been motivated, among other things, by the consideration of the Hibernia College issue, referred to above and the role of HETAC in same. On 21 December 2004, the Minister of State replied indicating that it was in fact proposed to extend the provisions of the Act to HETAC also.

#### 2. APSCEH Grading Claim

At the 2004 Council meeting, it was reported that, despite the fact that the Labour Court Hearing, pursuant to a Conciliation Conference in January of that year, had been requested, there had been no developments in scheduling same. Before the Summer recess, IFUT had had to take the unusual step of writing to the LRC saying that if there was not some indication in this direction in the near future, the matter would have to be raised with the Chief Executive of the Commission.

At the December Council meeting, it was further reported that the file had gone missing in the LRC and that an attempt was being made to reconstitute it with the help of IFUT. Moreover, considering the situation, the Chairman of the Labour Court was being approached with a view to arranging a Hearing as soon as possible. Finally, this took place on 17 December 2004.

While the Recommendation did not grant as much as the union would have wished, it clearly advanced the situation beyond the offer which had been made by management and which had been refused in favour of having a Labour Court Hearing. The important point had been that the Court had endorsed the principle of the 60/40 ratio with regard to 'junior'/'senior' staffing. The Court had also generally endorsed the amalgamation of the Assistant Lecturer and Lecturer scales. There had further been some improvement in dates regarding implementation of changes. Finally, the Court had kept open the issue of the introduction of Professor and Associate Professor grades in the context of reviewing the Presidents' remuneration.

Subsequent to the issue of the Recommendation, there had been meetings of APSCEH with the

<sup>20</sup> Public Services Committee

Presidents of Limerick and Drumcondra, and documentation produced in connection with same. It is now hoped that material progress in implementing the Recommendation can be made in the Autumn of 2005.

### **3. Closure of St Catherine's**

On 15 September 2004, IFUT had issued a New Release as out hereunder.

"The Irish Federation of University Teachers, as the union representing the academic and other professional staff at St Catherine's College of Home Economics, Sion Hill, wishes very strongly to add its voice to calls for the Minister for Education and Science [Noel Dempsey] to rescind his decision to close the institution. This is in the light of the information which has been forthcoming concerning the Consultant's Report and the advice of Senior Officials in his Department [to maintain St Catherine's on a diversified basis]. The Federation believes that the Minister has not provided an adequate justification for the rejection of the Consultant's Report and his Senior Officials' advice and, therefore, should seriously reconsider revisiting the situation in the manner suggested."

The new Minister for Education and Science, Mary Hanafin, was sent a copy of the News Release directly and urged to reconsider the position of the previous Minister in regard to closure by reference to the FOI revelations. It was also noted that the Information Commissioner, Emily O'Reilly, had criticised the DES in relation to its not being forthcoming concerning the Consultant's Report.

Efforts then continued on the part of IFUT to secure the future of staff, under the headings of seeking reasonable redeployment, voluntary redundancy and meeting the needs of temporary staff. The latter situation changed somewhat in that two of the temporary staff left the College of their own volition, as reported on at the October 2004 Council meeting. However, the main thing was that, at the start of the academic year, all academic staff, permanent and temporary, had been confirmed in their posts for that year.

On 18 October 2004, the Minister had replied to IFUT as set out hereunder:

"I refer to your recent letter in relation to the closure of St. Catherine's College of Education for Home Economics. The issue of the future of St Catherine's arose in the context of a decision by the Dominican Trustees of St Catherine's that, due to personnel and financial considerations, they were no longer in a position to fulfill the role of Trustees of the College. Following discussions between the Trustees and my Department, it was agreed that a consultant would be appointed who would meet

with relevant parties and prepare a report on the options available for consideration by the Minister. The consultant's report was thoroughly examined in my Department and the options for the future of the College were set out for consideration. Having carefully considered all of them and having taken into account other factors such as the National Spatial Strategy, relevant costs in a time of financial constraint, a Government decision to restrict public service numbers, the need to secure value for money and a better allocation of resources, my predecessor Noel Dempsey TD decided that these considerations are best served by the closure of St Catherine's and the designation of St Angela's College, Sligo as the sole centre for the training of Home Economics teachers. The closure of St Catherine's will be phased over the next three academic years to facilitate students currently enrolled in the College in completing their course of training in the College. My Department has commenced discussions with the management authorities of St Catherine's with regard to making the necessary practical arrangements involved in the closure of the College. The position in relation to maintaining an appropriate level of service to existing students is being considered in the context of those discussions."

The Minister had in fact visited the College and met representatives thereof on 4 November 2004. The General Secretary met the IFUT members at a general meeting on the 17th of that month. Contact was also maintained with officials of the Department of Education and Science and the President of the College as well as interaction maintained with individual members about their specific needs in possible redeployment.

IFUT wrote again to the Minister on 29 November 2004:

"This is further to your recent visit to St Catherine's College to meet members of the Board of Governors and of the Management Committee and, we understand, representatives of the students.

"The Irish Federation of University Teachers would request a meeting with you as soon as possible in order to discuss:

"Reasonable Redeployment;

"Voluntary Redundancy Package;

"Future of Temporary Staff.

"In the last regard, we have already been in touch with your Department to stress that we believe that efforts should be made in respect of temporary as well as permanent staff under the heading of reasonable redeployment, and we should appreciate it if you would instruct your officials to make investigations accordingly along with others that are being undertaken.

"In particular, we would refer to the situation of the temporary staff who have been notified of re-

newal of employment up to the end of this academic year. Because of their distinctive position, we would request that confirmation of their engagement in the next academic year would be forthcoming as soon as possible and look forward to your response in this respect.”

The Minister did not meet the union, but wrote to the College on 10 December 2004 as set out hereunder:

“I refer to my recent meeting with the Board of Governors and staff of St Catherine’s and, in particular, to the practical arrangements relating to the closure of the College.

“I am glad that our meeting was characterized by a spirit of openness and partnership which, I am sure, will significantly help to overcome the obstacles that the transition phase presents for everyone involved with the College. By approaching the impending closure of the College in such a manner, I am confident that any difficulties will be addressed in the best possible way, which lessens the impact for all concerned; College trustees, management, staff and students.

“I want to assure you that every practicable action will be taken to ensure that the transitional period will occur with the least possible disruption and that staff interests will be protected as much as possible. I will also endeavour to ensure that the impact on the remaining students will be reduced to a minimum as they complete their course of study.

“In that context, I am pleased to inform you that all academic staff can remain in place until the end of the 2006/2007 academic year to ensure that the existing level of service provided to students will continue unchanged until the closure.

“I am also pleased to inform you that the support staff, including administrative, IT and catering/domestic staff can remain in place until the closure. Please note that in the cases of permanent staff, their terms and conditions (including salary scales adjusted for pay awards etc) should remain unchanged during the transitional phase. In the case of contract staff, their contracts should be renewed on an annual basis until the closure. I have attached a schedule of the staff covered by this arrangements. Please contact my officials regarding the practicalities of the arrangement.

“It is expected that all permanent staff must consider a range of the options available to them in connection with the closure during the transitional period. These staff will have to make a decision during this period on the most suitable option for their particular needs and circumstances so that their preferred option can be put in place as soon as the College closes. In practical terms, this may mean that that an individual opts for redeployment to a particular third-level institution after closing, in time for the 2007/08 academic year. At this stage, the options appear to include:

- “(i) Redeployment
- “(ii) Voluntary Redundancy
- “(iii) Early Retirement

“I accept that there may be a need to retain a number of support staff beyond the closure to deal with practical arrangements that will undoubtedly need to be covered. This matter can be discussed further with my officials in the near future. I also want to assure you that my officials will be available to assist in the transition phase as required.

“I hope that my assurances regarding staff will assist you and everyone connected with the College in planning for the next three years. I want to take this opportunity to again thank you and your Board of Governors for the cordial and professional manner with which our recent meeting was conducted.

“Finally, I have asked my officials to keep me informed of developments in relation to St Catherine’s College.”

IFUT wrote again to the Minister inquiring about progress on 8 March 2005. Eventually, and partly as a result of these communications, a Senior Official of the DES contacted IFUT on 24th of that month seeking to set up a meeting in order to discuss the details of the future of the staff.

The important following points had been made by the official:

- (i) the primary aim would be to seek redeployment for all of our members, including those on temporary contracts;
- (ii) Sligo was not being initially considered in this regard; and
- (iii) other appropriate Colleges in the Dublin area were in mind.

After some postponement, the meeting occurred on 30 May 2005. At this, it was agreed that a standard form would be filled in by staff for the purpose of giving information concerning redeployment. This was to be the subject of consultation with the union beforehand. When that exercise is complete, the officials are to approach Heads of appropriate institutions in the Dublin area in order to investigate redeployment. Options on early retirement and voluntary redundancy were being held over until the position on redeployment became clear.

#### **4. Promotions in UCD to Senior Lectureship**

In the matter of a Round for Special Promotions to Senior Lectureship in UCD, there was a Conciliation Conference at the LRC on 13 October 2004. At this, the management informed the union that it had been working on the issue and was close to making proposals on same. The General Secretary pointed out that, if this had been conveyed to the union earlier, a Conciliation Conference might not have been necessary. Nonetheless, it was decided to recon-



vene the Conference on 19 January 2005 in order to assess progress. However, the reconvened Conciliation Conference was postponed in the light of local discussions which are still ongoing.

The Special Round concerns those who did not achieve Senior Lectureship through the recently instituted local benchmarking process, because their career paths began at a time when some of the benchmarks in question were not encouraged as objectives in professional development. For example, certain types of research and publications.

There was another 'ordinary' round of promotions to Senior Lectureship according to the local benchmarking mechanism during the session, as a result of which 90 people secured promotion which constituted 75% of the applications. Also, there is now satisfaction with the appeals procedure in place for those not securing promotion and wishing to utilise it.

### **5. Promotion to Associate Professorship in UCD**

The failure of UCD to put in place an appeals mechanism here was the subject of a Conciliation Conference in UCD on 13 October 2004. As agreement could not be reached at this, the matter was referred to a Labour Court Hearing. There was difficulty in securing a date for same, but, eventually, a Hearing took place on 29 April 2005. A compensation for the delay was that IFUT achieved outright victory in the Recommendation regarding the institution of an appeals mechanism for those who wished to make use of it in respect of the previous round of Associate Professor promotions.

### **6. Committee on Professorships in UCD**

On 15 June 2004, the UCD Governing Authority established a Committee on Professorships to address two scenarios of Professorial appointment not covered by existing mechanism.

The scenarios were described as:

"(a) International scholars holding Professorships at equivalent institutions who, sponsored by one of UCD's Faculties or PRTL I Institutes, wish to move to UCD having successfully acquired a major peer-reviewed grant from an external funding agency.

"(b) UCD academic staff currently below the rank of Associate Professor who have been offered Professorships at equivalent institutions following competitive interview.

"That the President or his/her nominee can from time to time convene a sub-Committee comprising the Professorial members of the Governing Authority and the members of the University Committee on Academic Appointments Tenure and Promotion (UCAATP) to consider applications to Professorial

positions outlined under scenarios a) and b) above."

The Branch considered this to be essentially a new promotion scheme at that level, bypassing existing schemes. Moreover, it was not the subject of consultation beforehand. There was also a perceived conflict with Statute I of the University. On 7 September 2004, the Branch wrote to Governing Authority members outlining its concerns.

The matter was referred to the LRC and a Conciliation Conference took place on 4 April 2005, with the participation of SIPTU as well. IFUT also obtained legal advice for the UCD Branch in April 2005. The matter is ongoing.

### **7. Pensions**

A new model superannuation scheme was produced in UCD during the session and this was the subject of consultation between the Branch and Head Office. The issue is ongoing.

Pensions in RCSI, with regard to funding problems, were also looked at. This issue is steadily arising elsewhere as well, such as in UCC, NUIM and TCD.

In the matter of ex-Carysfort Staff in UCD and Pensions, the union solicitor wrote to the UCD solicitor on 10 August 2004 giving notice of intention to bring a Motion for Judgement in Default of Defence. This concerned the taking of contributions from members in relation to the non-contributory scheme. However, the UCD Finance Committee on 6 October 2004 proposed that both sides discontinue the proceedings and meet their own costs in return for the university conceding the claim that there should have been no employee contributions. The university authority subsequently accepted this proposal. However, the matter is being followed through on the basis that IFUT should not bear any legal costs and that, indeed, interest should be sought in relation to the monies forgone by the members concerned.

### **8. Fixed-Term Contracts**

Ten cases concerning fixed-term contracts and conversion into contracts of indefinite duration arose during the year. The General Secretary prepared a detailed briefing for legal counsel, both on the specific cases and general issues arising. Following a consultation with legal counsel, seven cases were raised with the employers in NUIM and UCC and also referred to a Rights Commissioner.

On 5 May 2005, two cases from UCC were heard by a Commissioner and adjourned for further information to be gathered. Two others were to be heard on 15 June 2005, but were postponed owing to pressure on the Rights Commissioner Service.

In the meanwhile, the Labour Court and the Rights Commissioners asked generally that the possibility be explored in various sectors of drawing up guidelines to filter cases, with only the hard ones having to come before a Hearing.

In the case of UCC, the members concerned were guaranteed employment in the coming academic year and, against that backdrop, they agreed to explore this option, with a fallback position of a Rights Commissioner Hearing being maintained.

However, in the case of NUIM, there was no offer of continued employment in the next academic year and the guidelines option did not therefore seem viable. However, the employer sought discussions on the cases before a Rights Commissioner Hearing which took place recently and are being followed through.

### 9. Tenure

The Universities Act 1997 provides for the tenure of full-time permanent academics. During the session, the General Secretary undertook a survey of provisions for same in the five IFUT institutions concerned of UCD, TCD, NUIG, NUIM and UCC. A report on this was drawn up along with a preliminary study of the tenure issue from a legal point of view and provided to legal counsel. This was the subject of another consultation and, at present, legal counsel is formulating a detailed Opinion on foot of the briefing, as a result of which IFUT will be able to decide on how it should proceed.

In some instances, drafts have been produced by employers of new contracts for full-time permanent academics and these have had to be scrutinised in the context of tenure as well. In particular, there was concern at a draft which emerged in NUIM, but this is still under consideration.

### 10. Quality Assurance

Some IFUT members attended the Third-Annual International Conference of the Irish Universities Quality Board on 28 and 29 January 2005 on the theme of *Engaging a Diverse Student Population*. They reported that it seemed that there was more emphasis on how many international students could be got rather than on quality. Details of this event are given as Addendum 6.

### 11. Expense Allowances & Tax

These have been reported on in previous Annual Reports as:

Professors -	€558 (previously €470)
Other Lecturers -	€475 (previously €400)
Temp Lecturers -	€256 (previously €216).

However, owing to repeated inquiries under this heading, we are again stating the changes that were made in respect of 2004-2006.

### 12. Other Matters

Other related matters that were looked at during the session were a Code of Practice in Relation to Terminal Examinations, Workload Models, Performance Verification, Health and Safety, New Contracts in general, Teaching Hours, Grievance/Disciplinary Procedures, Award of Tenure, Administrative Scales, and the general operation of Partnership Committees.

### 13. Personal Cases

Twenty-two cases were finalised during the year in the areas of: bullying, clamping of cars on campus, complaints, contact hours, contract, employment rights, employment status, fees remission, fixed-term indications, grade placement, job change, non-renewal of contract, pay increases, pension, publishing contract, remuneration, salary scale, sick leave, and tax relief.

Twenty-six cases are still ongoing in the areas of: additional responsibilities, benefit-in-kind, complaints, contracts, disability and disengagement payments, examination payments, fellowship, maternity leave, non-appointment to permanent post, pensions, promotions, PRSI contributions, remuneration, rotating headship, salary scales, staff development policy, suspension, and upgrading.

### 14. Services to Members

In terms of financial loans, Friends First revised its offer further to members during the session and this is given as Addendum 7.

## IV. GENERAL CONTACTS

### 1. Irish Congress of Trade Unions

Listed below are the Congress committees on which IFUT has representatives.

*Women's Committee* - Marie Clarke, UCD, and Colum Ó Cléirigh, SPCD.

*Health & Safety Committee* - Michael McKillen, TCD.

*Public Services Committee* - Daltún Ó Ceallaigh, General Secretary.

*Solidarity [3rd World] Committee* - Iain Atack, TCD.

*Retired Workers Committee*, Colum Ó Cléirigh, SPCD.

*Trade Union Task Force on Minority & Ethnic Groups* - Marie Clarke, UCD.

## 2. Trades Councils Representatives

IFUT is entitled to representatives on the following Trades Councils: Cork, Dublin, Galway, Kildare, and Limerick.

Representatives are as follows:

Cork - none.

Dublin - Colum Ó Cléirigh, SPCD.

Galway - Liam Carroll, NUIG.

Kildare - Mícheál MacGréil, NUIM.

Limerick - Seosamh MacÉinrí, MICL.

## 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. Other Teacher Union Congresses

IFUT was represented at these in 2005 as follows: The President, Breandán Ó Cochláin, at INTO; Colum Ó Cléirigh, SPCD, at ASTI; Paddy O'Flynn, UCD, at TUI; and Dónall MacDónaill, TCD, at UTU.

## 5. HERSC & Related

The President, Breandán Ó Cochláin, and the General Secretary attended a meeting of this body on 21 and 22 October 2004.

The main agenda of the first meeting was as follows:

- Bologna process follow-up -
  - National reports;
  - Preparation for Bergen Conference;
  - Relations with ESIB<sup>21</sup>, EUA<sup>22</sup>, EU;
- Outcomes of the EI World Congress (July 2004);
- Research matters ;
- Other ETUCE matters ;
- OECD (Ireland Tertiary review), UNESCO.

A News Release was issued as follows:

"The Standing Committee met in Gdansk on 21st and 22nd October 2004 at the University of Technology which was celebrating its centenary this month.

"The meeting was essentially dedicated to the reports on the implementation of the Bologna Process, in particular the national reports to be presented by Member States for January 2005, the preparation of the next Ministerial conference which

<sup>21</sup> European Students Information Bureau

<sup>22</sup> European University Association

will take place in Bergen in May 2005 and the Pan-European Conference to be held in February 2005.

"Representatives of national unions reported about activities and actions undertaken, in particular advocating our recognition as responsible partners and consultative members in the follow-up structures. It appeared that member organizations are better involved in the process of implementation; nevertheless aspects differ widely from one country to another. In spite of this improvement there is still a lot of work to be done so that academic staff and their unions are considered as uncontrived and regular partners,

"Concerning the preparation of the Pan-European Higher Education Conference which will be held in Brussels on 11th 12th February 2005 ... having been informed of the European Union's refusal to agree financing, the members of the Committee recommend that:

"- EI and ETUCE seek funds to allow the participation of member organizations in East and Central Europe with affiliates in higher education and research and belonging to the signatory countries to the Bologna Declaration.

"The Committee has also discussed the draft programme .... The main expected results are:

"- an improved understanding of the issues in the 'Bologna Process.

"- a higher profile for the representative organizations of academic staff within the Bologna Process,

"- an evaluation of the involvement of academics and their representative organizations,

"- an improved collaboration with students and institutions,

"- an improved exchange of information between national teacher organizations.

"Concerning research matters, the Committee has recommended developing contacts with the young doctorate students' organization EURODOC and to explore the possibility of organizing a seminar on research issues, in the line of what was done some years ago."

The President, Breandán Ó Cochláin, and the General Secretary attended a meeting of this body on 10 February 2005.

The main agenda for the second meeting was as follows:

- Bologna Process follow-up:

- National reports,
- Preparation Bergen Conference,
- Pan-European Conference "From Bologna to Bergen: A mid-term review from the Academics' point of view" - programme, HERSC involvement, projected outcomes;
- Research matters;
- Working programme for the Network 2005/2006;
- Other ETUCE matters ;
- OECD, UNESCO, WTO.

## 6. British & Irish Group of Teacher Unions

The General Secretary attended a meeting of BIGTU in London on 25 April 2005. The main agenda was as follows:

- Strategic review and future role of secretariat;
- Substantive activities flowing from the strategic review;
- European developments: EU Constitution;
- EI Pan-European structure.

## 7. IFUT-AUT Co-operation

A meeting of the IFUT-AUT(NIAC)<sup>23</sup> Liaison Group was held in Belfast on 22 March 2005 with the President and General Secretary attending. There was a wide-ranging discussion on quite a number of issues: fixed-term contracts, tenure, benchmarking, university restructuring, non-EU income for universities, Universities Ireland, North-South Ministerial Council and Implementation Bodies re Third-Level, GATS, OECD Report on HE in Ireland, Amalgamation of NATFHE<sup>24</sup> and AUT, pay, and grading, and hours.

## 8. Liaison with TUI

A liaison meeting occurred between IFUT and the TUI on 3 May 2005. At this, the TUI put forward the following proposal:

“At a meeting between representatives of the leaderships of both unions held on May 3, it was agreed that a series of meetings between the two unions would take place in the coming months with a view to achieving closer organisational alignment. We believe that closer organisational links are needed to fruitfully address common problems across the third-level sector.

“Issues to be addressed:

- “- ensuring adequate rewards for members;
- “- defending conditions of service including permanency and tenure;
- “- sharing of resources between unions;
- “- joint decision making on some issues;
- “- progress report to be made to both unions by Dec 1, 2005.”

This was endorsed at a subsequent Council meeting and arrangements to follow this through are being made accordingly.

<sup>23</sup> Association of University Teachers - Northern Ireland Advisory Committee

<sup>24</sup> National Association of Teachers in Further and Higher Education

## 9. EI World Congress

This event took place from 21 to 26 July 2004 and was attended by the President and the General Secretary. The main agenda is set out below.

- Ratification of EI-WCT<sup>25</sup> Agreement.
- Amendments to the Constitution and By-laws.
- Election of the Congress Committees:
  - Members of the Elections Committee,
  - Members of the Resolutions Committee.
- Progress Report.
- Election of the Executive Board:
  - Election of the President, four Vice-Presidents and the General Secretary,
  - Election of ten Members (Regional Seats),
  - Election of seven Members (Open Seats).
- *Education for Global Progress: discussions on Congress theme and sub-themes:*
  - > Breakout session on Education: Public Service or Commodity?
  - > Breakout session on The Right to Teach: The Right to Learn.
  - > Breakout session on Recruitment and Retention of Qualified Teachers.
- Financial Reports.
- Resolutions.
- Amendments to the Declaration on Professional Ethics.
- Program and Budget 2005-2007.

## 10. EIE Equal Opportunities Committee

Marie Clarke of UCD attended a meeting of this body<sup>26</sup> on 27 and 28 September 2004. The main agenda was as set out below.

- EI 4th World Congress, July 2004.
- ‘EI/PSI<sup>27</sup> First LGTB Forum, July 2004’  
Rebeca Sevilla, EI Equality Coordinator (report).
- ‘A Constitution for Europe: its implications for non-discrimination, equality and the fundamental rights at work’, Ms Deindre Hodson, Unit of Anti-Discrimination, Fundamental Social Rights and Civil Society, European Commission
- Groups
  - Changes during the last 3 years on non-discrimination and gender equality in teachers trade union
  - New strategies suggested
  - Priorities
  - Actions.
- Presentation of conclusions and recommendations from small Groups

<sup>25</sup> World Confederation of Teachers

<sup>26</sup> Education International Europe

<sup>27</sup> Public Services International

## V. ORGANISATION & COMMUNICATIONS

- 'EI/PSI Pan European Conference on "Pay Equity" October 2004', Marta Scarpato, EI Equality Coordinator.
- 'ETUC Policy and activities on Non-discrimination and Equality at the Workplace', Catalene Passchier, ETUC.

Maureen Killeavy, UCD attended a meeting of this body on 26 and 27 May 2005. The main agenda was as set out below.

- Implementation of the recommendations of Equal Opportunities Committee:
  - Establishment of a Working Group,
  - Recommendations to the Regional Committee,
- EI Status of Women's Committee (report):
  - Resolutions on Gender Equality,
  - Beijing+10.
- 'Gender Audit: the ILO experience', ILO Gender Bureau presentation.
- Women's network in Central & Eastern Europe:
  - Strategies to develop,
  - Actions to be taken.
- Conclusions of group discussions.
- 'EI/PSI Permanent Forum on LGTB', Rebeca Sevilla, EI Coordinator UNICEF Regional Office CEE/CIS.
- Presentation on the Situation of Education in Central & Eastern Europe.
- Round Table on Equal opportunities in Europe.

### 11. Other Events

Marie Clarke of UCD participated in the Sixth and Seventh NGO Forums on Human Rights on 4 December 2004 and 11 June 2005 respectively.

### 12. Ministerial Meeting

On 18 April 2005 IFUT felt obliged to write to the Minister for Education and Science as follows:

"This is further to correspondence with you of 29 November and 10 December 2004 and 21 January 2005 (extra copies enclosed for ease of reference).

"At its last meeting, the national Council of the Irish Federation of University Teachers asked me to convey to you its concerns that none of these requests for a meeting has been acceded to. The Council felt that this was tending to continue the unfortunate precedent established by the last Minister for Education and Science whereby no request for a meeting with him was acceded to.

"The Council feels that it is highly desirable that an arrangement be made to meet you in the near future in order to discuss an agenda of issues which have already been raised and others that might be added, by agreement, beforehand."

### 1. Membership

The total membership of IFUT is 1,660 compared to 1,635 last year. The breakdown of this is as follows (last year's figures are in brackets): 1,365 (1,367) on higher rate of subscription, 41 (46) on lower, 30 (27) on leave of absence and 223 (195) retired, associate member 1 (0). Details of Branches are given in Appendix A.

### 2. Executive and Trustees

The Council elected the following Vice Presidents for 2004/2005: Joe Brady, John Dunnion and Marie Clarke, UCD; Hugh Gibbons, TCD; Daire Keogh, SPCD; and Anthony Harvey, RIA. Hugh Gibbons, was also elected by the Executive as Vice President-Finance. At its meeting 15 December 2004, the Executive co-opted Jerry Harpur of NUIM. The Executive met four times during the session.

The Trustees elected at the last ADC to serve for 2004/2005 were as follows: Seán Tobin, NUIG; Mícheál MacGréil, NUIM, and Pat Burke, SPCD.

### 3. Council

Council met five times during the year.

### 4. IFUT Equality Committee & Related

This Committee met once during the session. Below is the report which was submitted for ADC.

#### "Introduction

"The Equality Committee of the Irish Federation of University Teachers has represented IFUT in a number of national and international contexts during 2004/2005. These bodies include the Irish Congress of Trade Unions (ICTU) Women's Committee and the National Women's Council of Ireland and the Equal Opportunities Committee of Educational International.

#### "ICTU Women's Committee

"In relation to the ICTU Women's Committee a number of interesting issues was discussed in relation to equality and the promotion of an equality agenda. In particular the *Report of the Impact of the Fourth Equality Programme 1999-2004* and proposals for the Fifth, which were presented at the Biennial Delegate Conference in Belfast, June 2005, are especially interesting. Childcare continues to be a key issue for unions promoting gender equality. Reconciling Work and Family Life is another area central to achieving gender equality as indeed is the provision of equal opportunities, particularly in the context of gender proof agreements, practices and policies. Another significant issue in this debate is the encouragement of the active par-

ticipation by women at all levels of the trade union movement. The poor performance of Ireland in implementing the European Employment Strategy around the participation of women has been criticised, particularly in relation to the provision and affordability of childcare and the gender pay gap. Ireland is also among a minority of states that does not provide a payment for parental leave resulting in less than 20% of those entitled to take the leave availing of it. More women are also at risk of poverty than men; in the Irish context the proportion of women at risk of poverty after pensions and social transfers is the highest in the EU. Older women with inadequate pensions are at risk of poverty. Unions face a major challenge involving and maintaining women in their structures, which has a knock-on effect on the numbers of women who make their way up through union organisations. These are issues that are central to the work of the Equality Committee in IFUT. IFUT is represented on the ICTU's Women's Committee by Dr Marie Clarke, Education Department, UCD, and Colum Ó Cléirigh, Music, SPCD.

#### ***“National Women’s Council***

“In relation to the National Women’s Council of Ireland IFUT also has representation and four meetings of this body were held during the period 2004/2005. The National Women’s Council during this period has focused on a range of very important issues in relation to equality, which was reflected in the budget submission made during November 2004, and in relation to the role of Women’s Groups nation-wide which seek to promote an equality agenda for women and recognition of the work that is done in this context. IFUT’s representative on the National Women’s Council of Ireland is Dr Anne Lodge, Education Department, NUI, Maynooth.

#### ***“ETUCE and EI***

“IFUT was represented at a number of Equal Opportunities Committee meetings of ETUCE and EI. These meetings focused on a number of key issues pertaining to equality in a broader European and global context. One of the key debates concerned the rights of gay and lesbian teachers in their professional contexts. All members were asked to bring back such issues for discussion and debate in their national organisations. Dr Maureen Killeavy represented IFUT at these meetings.

#### ***“Research Activity***

“The current research activity of the Equality Committee concerns the representation of women on boards of public bodies in the Republic of Ireland. It is envisaged that this work will be completed in the coming year and presented to IFUT Council. The Equality Committee has convened a number of

meetings in relation to the progression of this research during the 2004-2005 period.

#### ***“A Vote of Thanks***

“Dr Joan Byrne has served as Convenor/Secretary of the Equality Committee for a number of years. She is continuing as a member of the Committee but has stepped down from her formal role. The committee wish to thank Joan most sincerely for her work in IFUT in relation to the pursuit of the equality agenda. Her insights and dedication to this area are evident throughout the period of her office and this has contributed enormously to the profile of IFUT in this area in the national and international context.

#### ***“Committee Profile***

“Anne Clune, Noirín Kearney and Colum Ó Cléirigh and the newest member of the Equality Committee, Anne Lodge, have made excellent and varied contributions to the promotion of the equality agenda and are continuing in their roles in the coming year.

#### ***“Note to Branches***

“All branches which do not have a representative on the IFUT Equality Committee are urged to elect a member at the first meeting of their ASA Committees in the coming academic year.”

## **5. Communications**

Communications included *IFUT 2004*, the report of the 2004 ADC, and several documents, circulars and memoranda, some of which are reported on elsewhere. A major feature of the year was a massive increase in e-mail communications, including various attachments, aimed at various levels of the Federation, as appropriate. However, it needs to be made clear which e-mails that are available for forwarding to all members have actually been so transmitted in order to avoid repetition in the overall communication strategy of the union. During the year, the union’s website was the object of a radical restructuring and enhancement, while still avoiding unnecessary fussiness in presentation which slows up downloading. An updated edition of *IFUT ADC Resolutions*, inclusive of those in 2004, was also produced.

*Daltún Ó Ceallaigh,  
General Secretary,  
21 June 2005*

## IFUT INITIALS

<b>APSCEH</b>	Association of Professional Staffs in Colleges of Education & Humanities
<b>CB</b>	Central Branch
<b>CICE</b>	Church of Ireland College of Education, Rathmines, Dublin
<b>DDH</b>	Dublin Dental Hospital
<b>DIAS</b>	Dublin Institute for Advanced Studies
<b>FCE</b>	Froebel College of Education, Sion Hill, Dublin
<b>HRB</b>	Health Research Board
<b>MIE</b>	Marino Institute of Education
<b>MDIE</b>	Mater Dei Institute of Education
<b>MICL</b>	Mary Immaculate College, Limerick
<b>MITP</b>	Milltown Institute of Theology & Philosophy
<b>NUIG</b>	National University of Ireland, Galway
<b>NUIM</b>	National University of Ireland, Maynooth
<b>RCSI</b>	Royal College of Surgeons in Ireland
<b>RIA</b>	Royal Irish Academy
<b>ST A</b>	St Angela's College, Lough Gill, Sligo
<b>ST C</b>	St Catherine's College of Home Economics, Sion Hill, Dublin
<b>SPCD</b>	St Patrick's College, Drumcondra, Dublin
<b>SPM</b>	St Patrick's College, Maynooth (Pontifical)
<b>TCD</b>	Trinity College Dublin
<b>UCC</b>	University College Cork
<b>UCD</b>	University College Dublin

*ifut 2005*  
**Supplement**

**DOCUMENTS, ARTICLES, GENERAL COMMUNICATIONS & REFERENCES SENT TO BRANCHES  
2004/05**

(Dates, those of issuance, but listing in chronological order of despatch.)

- *Final Draft 'Sustaining Progress - Mid-Term Review'*, Government & Social Partners, 22.6.04
- *'Sustaining Progress - Mid-Term Review'*, ICTU, 25.6.04
- *Memo 'Sustaining Progress - Mid-Term Review'*, D Ó C, 02.7.04
- *'S P' Extracts*, 07.7.04
- *'Sustaining Progress - Mid-Term Review' & Emergency Resolution of IFUT ADC 2004*, 07.7.04
- Link to the summary of the *Report of the High Level Groups on University Equality Policies*, HEA, April 2004
- *Code of Practice in Relation to Terminal Examinations*, NUIM, 23.6.04
- *Big Demand for College Places from New E U States*, Irish Independent, 16.7.04
- *Hibernia Lays Down the Law in New Course*, Sunday Independent, 18.7.04
- *Private College to Face Questions on its Courses and Operations from Oireachtas Committee*, Irish Independent, 19.7.04
- *Language Committee (English and Gaeilge)*, NCCA, 30.6.04
- *Resolutions of 2004 ADC*, IFUT, 22.7.04
- *Citizens Information*, Citizens Information Phone Service, July '04
- *New Rights for Same Sex Couples at Work, Seminar 14.9.04*, ICTU, 5.8.04
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- *Education and Training Programme 2004-2005*, ICTU
- *Shops Stewards Introductory Course 12-14 October*, ICTU 29.9.04
- *Human Rights and the Workplace - 28 October 2004*, Irish Trade Union Trust, SIPTU's Social Solidarity Service & Belfast Trade Union Council.
- *Employment Equality Training Course 23-25 November 2004*, ICTU, 22.10.04
- *Draft Voluntary Code of Practice in Relation to Terminal Examinations*, UCC, 10.04
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- *New IFUT Executive*, 20.10.04
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- *Final Report on Appraisal*, CHIU, 2004
- *Changes in Adoptive Leave*, Department of Justice, Equality and Law Reform, 22.10.04
- *S I No. 667 of 2004 re Adoptive Leave*, Department of Justice, Equality and Law Reform, 22.10.04
- *Protest at University Restructuring in TCD*, TCD ASA, 3.11.04
- *IFUT Response to OECD Report on Higher Education in Ireland*, IFUT, 4.11.04
- *Workloads - Draft Policy Document*, P Bourke, UCC, 18.11.04
- *Workloads - Draft Policy Document*, Daire Keogh, 18.11.04
- *How the college might look after its reorganisation*, Irish Times, 23.11.04
- *Faculties may be let opt out of TCD restructure*, Irish Times, 23.11.04
- *Issue of third-level fees must be revisited if universities to prosper*, Irish Times, 23.11.04
- *Hanafin announces 82m deal for third-level Projects*, Irish Independent, 15.11.04
- *Starving universities of funds a costly folly*, Irish Independent, 15.11.04
- *Universities warn cuts will degrade services*, Irish Independent, 22.11.04
- *Hanafin announces go ahead for third-level Capital Projects*, DES, 12.11.04
- *Education likely to get 11% spending increase*, Irish Times, 18.11.04
- *Poor record in research has damaged UCD, Experts report*, Irish Independent, 17.11.04
- *UCD 'needs image makeover to boost world Class status'*, Irish Independent, 18.11.04
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- *Backing Reform in the Universities*, Irish Times, 26.11.04



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- *Hanafin announces new education body*, Irish Times, 30.11.04
- *440m overseas market 'can grow'*, Irish Times, 30.11.04
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- *Top 10 [universities]*, Irish Times, 30.11.04
- *IFUT Response to OECD Report on Irish Higher Education*, IFUT, 1.12.04
- *Shanghai Jiao Tong University's Ranking of Universities*, 30.11.04
- *Guidelines for quality Provision in Cross Border Higher Education Jointly Elaborated Between The OECD and UNESCO*, 19.11.04
- *Third-level fees tax threshold increased to €5,000*, Irish Independent, 2.12.04
- *Threat of legal action over reform plan at top university*, Irish Independent, 2.12.04
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- *[Extracts] Education at a Glance - OECD Indicators*, OECD, 2004
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- *Sharing Quality Higher Education Across Borders: A Statement on behalf of Higher Education Institutions Worldwide*, International Association of Universities, May 2004
- *UCD president to unveil college reform plan*, Irish Times, 3.12.04
- *Third-level disadvantaged funding should be linked to results, says report*, Irish Times, 3.12.04
- *Globalization, GATS, and Higher Education*, EI, 7.04
- *Future of the Irish Universities*, Professor Nicholas Canny, NUIG, Irish Times, 6.12.04
- *ITs pass targets for 'non-traditional' intake*, Irish Times, 13.12.04
- *Decision time at UCD*, Irish Times, 14.12.04
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- *Schools demand assurances over online teacher training*, Katherine Donnelly & John Walshe, Irish Independent, 17.12.04
- *Attitudes to higher education need a shake-up*, Garret FitzGerald, Irish Times, 20.12.04
- *ASA-IFUT Survey of Members regarding the Provost's restructuring/resource-allocation proposals*, TCD ASA, 15-12-04
- *Talks on UCD plan to go ahead*, Katherine Donnelly, Irish Independent, 22.12.04
- *Congress Time for Asia Campaign*, ICTU, 14.1.05
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- *Human Resources Conference*, CHIU, 24-25.11.04
- *International Conference on Civic Engagement and Service Learning 23-246.05*, CELT, NUIG
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- *College links with top Chinese university*, Irish Independent, 21.1.05
- *Debate on the Future of Higher Education*, Irish Times, 21.1.05
- *Bologna Process - National Report 2004-2005*, DES, January 2005
- *Bologna Advisors - Letter to Min for Ed*, IFUT, 22.12.04
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- *Education major seller*, Sunday Business Post, 23.1.05
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- *Equality Audit at UCD sparks controversy (also note at end on Professorships)*, Industrial Relations News, 27.1.05
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- *New reforms drawn up for Trinity*, John Downes, Irish Times, 18.2.05
- *Third-level centre planned for Offaly*, Mark Hennessy, Irish Times, 19.2.05
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- *Three-point strategy aims to keep Ireland on top*, Ed Walsh, Sunday Business Post, 27.2.05
- *Campus commander*, Paul Colgan, Sunday Business Post, 27.2.05
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- *How can third-level research best serve our SMEs?*, Danny O'Hare, Irish Times, 8.3.05
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- *New position 'created' for mandarin in health fiasco*, John Walshe, Irish Independent, 10.3.05
- *Universities angry at how HEA job was filled*, Seán Flynn, Irish Times, 11.3.05
- *Commission Recommendation on the European Charter for Researchers and on a Code of Conduct for the Recruitment of Researchers*, European Commission, 11.3.05
- *Report threatens third-level values*, Pádraig Hogan, Irish Times, 11.3.05
- *Unions want say in plan for UCD reform*, Seán Flynn, Irish Times, 12.3.05
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- *Report About The Europass Launch Conference January 31-1 February 2005*, EI, 14.3.05
- *Letter re. Tenure*, Séamus Mac Mathúna, Rúnaí, NUIG, 15.3.05
- *Statute CCLXXXI on Suspension, Demotion & Dismissal Procedures*, NUIG, 5.3.04
- *Academic Disciplinary Procedure*, NUIG, 5.3.04
- *Summaries of WERCC Reports on women accessing higher education*, Joan O'Connor, Women's Education, Research and Resource Centre, 10.04
- *Learning Partnership*, Joan O'Connor, WERCC, 2004
- *European Mobility: A Boarding Pass to Opportunity*, Jim Mullins, Léargas, 8.04
- *Rival universities battle for top crop of autumn students*, Irish Independent, 16.3.05
- *UCD head to push for cuts in radical shake-up*, John Walshe, Irish Independent, 16.3.05
- *Green light radical shake-up at UCD*, Katherine Donnelly, Irish Independent, 17.3.05
- *UCD plan gets guarded response*, John Downes, Irish Times, 18.3.05
- *Benchmark deal to see new hike in public pay*, John Walshe and Brendan Keenan, Irish Independent, 19.3.05
- *Ruling on workers' rights appealed*, Chris Dooley, Irish Times, 19.3.05
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- *Contract Memo*, Margaret Ramsay, UCD, 18.3.05
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- *Social Welfare Rates of Payment 2005*, Department of Social & Family Affairs
- *UCD to be radically restructured*, Seán Flynn, Irish Times, 23.3.05
- *New-look UCD ready to open in autumn*, Katherine Donnelly, Irish Independent, 23.3.05
- *Academic Structures at UCD - Discussion Document*, UCD, 1.2.05
- *Presentation to the Academic Council on Reform of UCD's Academic Structures*, Hugh Brady, UCD, 2.05
- *HEA member quits over Kelly appointment*, John Downes, Irish Times, 24.3.05
- *Third-level sector leaderless - USI President*, Gordon Deegan, Irish Times, 1.4.05
- *USI leader's concern at HEA post*, Gordon Deegan, Irish Times, 2.4.05
- *Cabinet endorses OECD third-level report*, Seán Flynn, Irish Times, 26.3.05
- *Doctor receives highest ever award in fixed-term contract case*, Tony Dobbins, Industrial Relations News, 17.3.05
- *The failure to comply with a directive on fixed-term workers could cause problems for government*, Louise McBride, Sunday Business Post, 3.4.05
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- *Report of the 1st European eLearning Forum for Education (ELFE) Conference*, ETUCE, 22-23.11.04
- *Strong Universities for Europe*, José Manuel Barroso, President, European Commission, 2.4.05
- *Minutes*, Irish Coalition of the Global Campaign for Education, 16.12.04
- *About Us*, Global Campaign for Education, 8.3.05
- *Principles*, Global Campaign for Education, 8.3.05
- *Europe Needs Teachers*, ETUCE, 18.2.05
- *Ministers and senior public servants in line for pay rise*, Chris Dooley, Irish Times, 14.4.05
- *Government appoints members to Review Body on Higher Remuneration in the Public Sector*, Department of Finance, 14.4.05
- *Performance Management Development System (PMDS)*, RIA, 2005
- *Third-level education report 'seriously flawed'*, Katherine Donnelly, Irish Independent, 15.4.05
- *Teaching Council launched*, In Touch, April 2005
- *Access to Employment by Non-EEA Students*, ICTU, 8.4.05
- *Labour Court Recommendation No. 055 - DC/DB Pensions*, Labour Court, 16.2.05
- *Eircom contract worker's pension claim rejected*, Industrial Relations News, 14.4.05
- *RIA's planned PMDS documentation*, A Harvey, RIA, 18.4.05
- *Performance Management and Development System (PMDS)*, RIA, recd.18.4.05
- *Consultation on the Role of Universities in the Europe of Knowledge - Main Comments Received on Specific Key Issues*, European Commission. 2.05
- *Towards a Global Understanding of Lifelong Learning: Making a Difference - Annual Conference 6-8 July 2005*, Forum for the Advancement of Continuing Education, recd. 24.3.05
- *Opinion re [i] Temporary Staff & [ii] Language Teachers & Tenure*, Anthony Kerr BL, 4.4.05
- *Bologna - A Dream to Reality*, Tessa Blackstone, Times Higher Education Supplement, 1.4.05
- *Strong Universities for Europe*, Jàn Figel, Member of European Commission, 31.3.05
- *Presiding over Galway's renaissance*, John Downes, Irish Times, 19.4.05
- *Why are students not making themselves heard?*, Danny O'Hare, Irish Times, 19.4.05
- *International students to get working visas*, John Downes, Irish Times, 19.4.05
- *EU's Higher Education achievements and challenges: Frequently Asked Questions (FAQ)*, European Commission, 20.4.05
- *Students 'should get a chance to assess lecturers'*, John Walshe, Irish Independent, 21.4.05
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- *Mobilising the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy*, European Commission, 2005
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- *Glasgow Declaration - Strong Universities for a Strong Europe*, European University Association, 15-4-05
- *The Funding of University-Based Research and Innovation in Europe - An Exploratory Study*, Bernadette Conraths & Hanne Smidt, European University Association, 2005
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- *Universities strike the right tone over quality*, John Walshe, Irish Independent, 26-4-05
- *Review of Quality Assurance Procedures in Irish Universities*, HEA, 2005
- *Positive Review of University Quality Assurance Procedures*, HEA News, 25.4.05
- *Discussion Paper - Progressing the action plan: Funding to achieve equity of access to higher education*, HEA, April 2005
- *Letter re. Funding to Achieve Equity of Access: Discussion Paper*, HEA, 26.4.05
- *Review of Quality Assurance in Irish Universities, Sectoral Report*, European University Association, February 2005
- *Launch of the EUA 'Review of Quality Assurance in Irish Universities'*, Mary Hanafin, Minister for Education & Science, 25 April 2005
- *University reforms need to be challenged*, David Edelman, Village, 29.4.05
- *Government must fill the university fees gap*, Danny O'Hare, Irish Times, 10.5.05
- *French protest over Bologna*, Jane Marshall, Times Higher Education Supplement, 29.4.05
- *Education for all*, Irish Independent, 11.5.05
- *Radical changes planned for Cork university*, Barry Roche, Irish Times, 12.5.05
- *All seven of Irish colleges crippled by debts*, Daniel McConnell, Sunday Independent, 15.5.05
- *Education sector urged to attract foreign students*, John Downes, Irish Times, 17.5.05
- *32m for scientific research*, Dick Ahistrom, Irish Times, 18.5.05
- *Strategic Initiatives Scheme*, HEA, 2005
- *Cross Border Programme for Research & Education Contributing to Peace and Reconciliation*, HEA, 2.6.05
- *Cross Border Programme for Research & Education Contributing to Peace and Reconciliation, Details of Conference*, HEA, 2.6.05
- *Top class university cannot be all things to all people*, Andreas Hess, Irish Times, 27.5.05
- *Wanted: Integrated planning for third-level*, Danny O'Hare, Irish Times, 31.5.05
- *Waterford's cutting edge*, John Downes, Irish Times, 31.5.05
- *Policy Statement on the Bologna Process in the 'Bergen' Round*, EI, 12.2.05
- *The European Higher Education Area Achieving the Goals*, Conference of European Ministers Responsible for Higher Education, 19-20.5.05
- *Third-level students get a chance to rate their lecturers*, John Downes, Irish Times, 13.6.05
- *University Challenge*, Ed Walsh, Sunday Business Post, 12.6.05
- *UCD president makes radical changes to management*, Seán Flynn, Irish Times, 15.6.05
- *Universities 'need major funding'*, John Walshe, Irish Independent, 16.6.05
- *Review Body on Higher Remuneration in the Public Sector*, DES, 20.6.05
- *Review Body on Higher Remuneration in the Public Sector*, IFUT, 21.6.05

APPENDIX A

BRANCHES, BRANCH SECRETARIES & CENTRAL BRANCH CONVENORS 2004/05

(First figure in brackets, current; second figure, last year's.)

- 1 Trinity College Dublin (342/319) & Dublin Dental Hospital (15/15)**  
*Secretary* - Breffni O'Rourke, Centre for Language & Communication Studies  
*DDH Contact* - Frank Houston, Restorative Dentistry
- 2 University College Dublin (341/341)**  
*Secretary* - Gerald Mills, Geography
- 3 University College Cork (315/316)**  
*Secretary* - William Sjostrom, Centre for Policy Studies
- 4 National University of Ireland, Galway (80/81)**  
*Secretary* - Jane Conroy, French
- 5 National University of Ireland, Maynooth (174/170)**  
*Secretary* - Andrew Sliney, Library
- 6 Royal College of Surgeons in Ireland (60/63)**  
*Secretary* - Judith Harmey, Surgery
- 7 St Patrick's College, Drumcondra (134/131) & Church of Ireland College of Education (7/7)**  
*Secretary* - Daire Keogh, History, (SPCD)  
*CICE Convenor* - Valerie Coghlan, Library
- 8 Mary Immaculate College, Limerick (121/121)**  
*Secretary* - Susan Tebbutt, German
- 9 St Catherine's College of Home Economics, Sion Hill (16/18)**  
*Acting Secretary* - Dara Breaden, Library
- 10 Central (55/53)**  
HEALTH RESEARCH BOARD (4/4)  
*Convenor* - Joan Byrne, Microbiology  
  
DUBLIN INSTITUTE FOR ADVANCED STUDIES (15/15)  
*Convenor (Senior Professors/Registrar Group)* - Luke O'Connor Drury, Cosmic Ray Section  
*Convenor (Non-Sen. Prof. Staff Group)* - Malachy McKenna, Celtic Studies  
  
MATER DEI INSTITUTE OF EDUCATION (6/8)  
*Convenor* - Brendan McDonnell, History  
  
ROYAL IRISH ACADEMY (12/11)  
*Convenor* - Anthony Harvey, Dictionary of Medieval Latin from Celtic Sources  
  
FROEBEL COLLEGE OF EDUCATION, SION HILL (14/11)  
*Convenor* - David Carey, Special Education  
  
MILLTOWN INSTITUTE OF THEOLOGY & PHILOSOPHY (1/1)  
*Convenor* - Bernadette Flanagan, Spirituality  
  
CHURCH OF IRELAND THEOLOGICAL COLLEGE - c/o Head Office (0/1)  
  
MARINO INSTITUTE OF EDUCATION - c/o Head Office (1/1)  
  
EX-CARYSFORT - c/o Head Office (1/1)  
  
ST ANGELA'S COLLEGE - c/o Head Office (0/1)

APPENDIX B

COUNCIL & EXECUTIVE 2004/05

\*(Executive members: President and 7\* Vice Presidents)

BRANCH, REPS & ENTITLEMENT

DEPARTMENT

**TCD 7/8**

Dónall A MacDónaill  
\*Hugh Gibbons  
Peter Conroy  
Valentine Rice  
Pat Wall  
Anne Clune  
Cormac Ó Cuilleanáin

*Chemistry*  
*Computer Science*  
*Education*  
*Education*  
*Education*  
*English*  
*Italian*

**UCD 8/8**

Paul Ryan  
Paddy O'Flynn  
\*John Dunnion  
Donal Fitzsimons  
\*Marie Clarke  
Maureen Killeavy†  
\*Joe Brady  
Gerard Mills  
Russell Higgs

*Banking & Finance*  
*Chemical Engineering*  
*Computer Science*  
*Education*  
*Education*  
*Education*  
*Geography*  
*Geography*  
*Mathematics*

**UCC 4/8**

Michael Creed  
Mike Mansfield  
Richard Moloney  
Patrick Bourke

*Civil & Environmental Engineering*  
*Physics*  
*Policy Studies*  
*Statistics*

**NUIG 3/4+1**

\*Breandán Ó Cochláin (*Pres*)  
Gerard Jennings  
Catherine Emerson  
Seán Tobin

*Chemistry*  
*Experimental Physics*  
*French*  
*Mathematics*

**NUIM 6/7**

Maeve O'Brien  
\*John (Jerry) Harpur\*  
Andrew Sliney  
Anthony O'Farrell  
Mary Corcoran  
Deirdre Kirke

*Ancient Classics*  
*Computer Science*  
*Library*  
*Mathematics*  
*Sociology*  
*Sociology*

**RCSI 3/3**

Philip Curtis  
Mary McDermott  
Judith Harmey

*Media Studies*  
*Physiology*  
*Surgery*

**MICL 5/6**

Michael Finneran

*Education*

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† Maureen Killeavy replaced Russell Higgs in February 2005 as the latter was on leave and unable to attend Council for several months.

\* Resigned towards end of session.

**ifut 2005**

Stiofán Newman  
Deirdre McMahon  
Gerard Enright  
Eugene Wall

*Gaeilge*  
*History*  
*Maths & Computer Studies*  
*Registrar*

**SPCD/CICE 6/6**

Therése Dooley,  
Pat Burke  
\*Daire Keogh  
Orla Nic Aodh  
Colum Ó Cléirigh  
Ann Louise Gilligan

*Education*  
*English*  
*History*  
*Library*  
*Music*  
*Religious Studies*

**ST C 1/2**

Paul McElwee

*Education*

**CENTRAL 3/3**

\*Anthony Harvey  
Brian Tubbert  
Joan Byrne

*Dict. of Medieval Latin Celtic Studies (DMLCS)*  
*Education, Froebel*  
*Microbiology, HRB-TCD*

**NOTE**

The above information indicates that there were entitlements to 55 representative places of which 46 were filled. Therefore, along with the President, there were 47 people on Council.



APPENDIX C

IFUT COMMITTEES & WORKING GROUPS 2004/05

**Standing Committees**

*APSCEH*

Philomena Donnelly	Education, SPCD
Therése Dooley	Education, SPCD
Ciarán Sugrue	Education, SPCD
James Kelly	History, SPCD
Tony Bonfield	Education, MICL
Michael Finneran	Education, MICL
Frank Flanagan	Education, MICL
Deirdre McMahon	History, MICL
Gerard Enright	Mathematics & Computer Studies, MICL
Máire Uí Mhaicín	Irish, CICE

*EQUALITY*

Marie Clarke ( <i>Joint Acting Sec</i> )	Education, UCD
Maureen Killeavy ( <i>Joint Acting Sec</i> )	Education, UCD
Joan Byrne	Microbiology, HRB
Nóirín Ní Nuadháin	Adult Education-English, SPCD
Anne Clune	English, TCD
Catherine Emerson	French, NUIG
Grace Neville	French, NUIG
Angela Ryan	French, UCC
Colum Ó Cléirigh	Music, SPCD
Noreen Kearney	Social Studies, TCD

*UNIVERSITY FINANCE & OECD REPORT*

Anthony Harvey ( <i>Convenor</i> )	Dictionary of Medieval Latin from Celtic Sources [DMLCS], RIA
Paddy O'Flynn	Chemical Engineering, UCD
Dónall MacDónaill	Chemistry, TCD
Hugh Gibbons	Computer Science, TCD
Pat Burke	English, SPCD

**WORKING GROUP**

*BENCHMARKING - MARK II*

Joe Brady, Geography ( <i>Convenor</i> )	Geography, UCD
Michael Creed	Civil Engineering, UCC
Hugh Gibbons	Computer Science, TCD
Jerry Harpur	Computer Science, NUIM
Pat Burke	English, SPCD
Judith Harmey	Surgery, RCSI

**APPENDIX D**

**IFUT AFFILIATIONS, MEMBERSHIPS & ASSOCIATIONS 2004/05**

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)

IFUT-NIAC [AUT] Liaison - (N Ireland Advisory Cttee/Association of University Teachers)

Education International (EI)  
& its Education International Pan-European Structure (EIPES)  
& its Higher Education & Research Standing Committee (HERSC)

European Trade Union Committee for Education (ETUCE)

Educational Studies Association of Ireland (ESAI)

People's College [ICTU]

National Women's Council of Ireland (NWCi)

Network for Education and Academic Rights (NEAR)

Society for Research into Higher Education (SRHE)

Irish Labour History Society (ILHS)

### C. ADDRESS BY PRESIDENT AT 2005 ADC

**Professor Breandán Ó Cochláin, Chemistry, NUIG,**

This time last year I remarked that Higher Education would change more in the present decade than in the previous fifty years; benchmarking of salaries had arrived and university lecturers were reeling from a blatantly unfair salary award. Personal Performance Management was being introduced and the running of Higher Education institutions on business lines was being mentioned for the first time. Since then the pace and portents of change have accelerated and the Irish Federation of University Teachers which is the expert trade union at tertiary level has been active in all these areas of change: the OECD report on Higher Education in Ireland was published in September 2004; all the university institutions are now engaged in reorganisation and they are all desperately trying to outdo each other; Benchmarking Mark II is upon us and congratulations to our General Secretary who has been nominated to the Negotiating Group of the PSC<sup>1</sup> of ICTU; contract appointments are getting ever more common and much union time is being expended on them. The Review of Quality Assurance in Irish Universities commissioned from the European University Association (EUA) has been publicly launched by the Minister for Education and Science.

We have an excellent history of tertiary level education in Ireland: the work of Irish doctors, engineers, scientists and business personnel is known throughout the world; in the humanities too, we have contributed more than our share. Moreover, the EUA which has conducted reviews of some 135 universities in 33 countries during the past ten years stated in its review *“the Irish universities have established a quality assurance system which is well organised and now yielding results. In doing so, the universities have gone well beyond the legislative requirements contained in the 1997 Act”*.

However for the Union there are several stings in the tail of the EUA report. For example the report contains the following statements:

(i) “now that the Quality Assurance system exists and has been operating successfully for several years, it is time to move to a new phase. This should build on the existing system, linking it more closely to strategic management.”

(ii) “The EUA teams were pleased to learn that Personal Performance Management has recently been agreed with the labour unions and will soon be introduced across the universities. This potentially powerful tool should be closely articulated within the Quality Assurance framework.”

(iii) “The EUA endorses the OECD recommendation that governing authorities be reduced in size.”

(iv) “The EUA recommends that coherent and regular feedback from students on all courses and modules be obtained and that the feedback be an explicit input to the QA process.”

(v) “The EUA has adopted the recommendation of the Enterprise Strategy Group that the quality of Irish graduates be benchmarked internationally.” I think that all this assessment could eventually lead to paralysis by analysis.

All of these changes will inevitably add to the workload of our members. IFUT must endeavour to ensure that our members are adequately rewarded for the extra responsibility and work these recommendations will entail, if not in monetary terms then at least by recognition of the amount of administration time they will consume. Also we have to ensure that Personal Performance Management, which really should be called Personal Development and the details of which should be kept confidential, if it is to be integrated with QA, is not used against our members as a method of hindering promotion. Student feedback or student assessment of lecturers can be very biased and can ultimately lower academic standards. We have all heard the tale about who is the best lecturer in the department according to the students: he/she is the lecturer who gives the least amount of homework and the most examination hints.

During the year IFUT issued a considered response to the OECD report. The report, which has been accepted by the government is likely to affect the fundamental base of tertiary education and the quality of our graduates for years to come, contains many flaws and in several instances goes against trade union practice. It recommends that the probation period should be made longer and that tenure decisions should be significantly delayed perhaps to the fifth year of service as in the US. In addition the OECD believes that salary restrictions need to be removed so that institutions can act in a more entrepreneurial way to attract or retain particular individuals who have key skills, academic expertise or experience that the institute needs. If these recommendations became policy, we would find ourselves in the same position as our colleagues in the AUT where local bargaining has been introduced and tenure has almost vanished. IFUT must keep a careful watch that the 1997 Act is not interfered with to the detriment of our members. Already the Minister has said that she intends to introduce legislation that will give effect to the recommendation that governing authorities be reduced in size. The OECD report barely mentions the humanities as if they

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<sup>1</sup> Public Services Committee

were an uneconomic distraction from the real business of the universities, which is to deal in economically-worthwhile science; as if to emphasise this point, the word “economic” appears repeatedly in the report. The proposal that Science Foundation Ireland (SFI) should take over responsibility for direction in the area of humanities as well as science shows that a price is being put on all areas of education - will Irish students of the future be allowed to study subjects that would broaden their education, or if they do, at what cost?

IFUT accepts that change at Tertiary Level is inevitable and supports change as long as it does not impinge on the rights of our members and also as long as it does not damage our education system. Although the idea seems to be going out of fashion in the present decade, all academics should have time to think. They are being increasingly pressurised to quantify their time and effort; the most important objective laid before them seems to be how much funding they can bring into the institution. IFUT must make every effort to oppose this trend before it gets out of hand. Our members take on an academic career, not for the sake of high salaries but with a great love of their subject which borders on a vocation, in order to further knowledge by research and to teach students (I refuse to call students “education consumers” or “clients”), and in order to help those students pass their examinations and get jobs. In the gobbledygook of the language used in education circles these days, academics are described as “internal stakeholders in a so-called high quality, mission oriented, benchmarked university sector which is run on business lines in order to achieve the targets of the Lisbon Strategy by hard-pressed institutions which are themselves implementing overarching strategic plans while simultaneously competitively fighting for a share of the Strategic Innovation Fund”.

The Irish language which is one of the oldest written languages in Europe does not even rate one solitary mention in the OECD report. Tá stáid na Gaeilge ag an triú leibhéal ag dul in olcas leis na blianta. Nuair a bhí mise i mo mhac léinn b'fhéidir an chéim B Sc ar fad a dhéanamh i ngach ábhar trí Ghaeilge, ní féidir é sin a dhéanamh in ollscoil ar bith anois. Léimear le goirid go bhfuil stáid oideachas na Gaeilge san Ghaeltacht i gcruachás. Ní haon íonadh é sin: muna bhfuil cúrsaí céime trí Ghaeilge le fáil san ollscoil san eolaíocht, leigheas, agus ábhair eile cé'n fá go ndéanfadh daltaí ábhar ar bith trí Ghaeilge ag an dara leibhéal? Mar toradh ar sin ní bheidh múinteoirí líofa le Gaeilge ar fáil ag an dara leibhéal amach anseo. Nach mór an náire sin, go háirithe nuair atá an teanga t'réis ardú céime agus aitheantas oifigiúil a fháil ó'n Aontas Eorpach? Ba chóir do'n Rialtas gníomhaíocht láithreach - is léir nach bhfuil na hollscoileanna iad féin ábalta feabhas a chur ar an scéal.

University reorganisation occupied a lot of IFUT's time during the year; of course we are not against reorganisation but we have to be careful that the rights of our members are not infringed or their contracts violated. The Minister has stated that an independent outside body will recommend how the Strategic Innovation Fund is divided among the various institutions, but a guiding principle for the awards will be that the institution must introduce changes in management systems in order that it is run in a business-like manner. Will the awarding body place any value on learning or will it decree that a business-like approach is paramount and contribute further to the ruin of our education system?

We in IFUT have endeavoured to build upon our good relations with other educational trade unions so that together we can protect education and ensure that it will remain as a basic human right available to all. During the year we have had meetings with AUT<sup>2</sup>, and BIGTU<sup>3</sup>; we have attended EI<sup>4</sup>, HERSC<sup>5</sup> and OECD (TUAC<sup>6</sup>) meetings; with regard to the EI meetings we have insured that Ireland's position with regard to Bologna is kept up to date. There are exciting times ahead in university education; 85% of the tertiary level students are under 19 years of age - mol an óige agus tiocfaidh sí. IFUT will be there to look after the interests of its members and to safeguard our higher education system for future generations.

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<sup>2</sup> Association of University Teachers - UK

<sup>3</sup> British & Irish Group of Teacher Unions

<sup>4</sup> Education International

<sup>5</sup> Higher Education & Research Standing Cttee - EI Europe

<sup>6</sup> Trade Union Advisory Cttee

## **D. RESOLUTIONS OF 2005 ADC**

### **POLICY**

#### **(1) Free Exchange of Ideas & Free Movement of Scholars**

IFUT reaffirms its commitment to the free exchange of ideas and the free movement of scholars as essential prerequisites for the success of the academic mission, and declares its rooted opposition to efforts to subvert such exchange and movement.

#### **(2) Alteration of Academic Careers**

This ADC views with concern the attempts by the management of Irish Universities to alter the nature of the academic career and calls on IFUT to take all appropriate measures to protect members' rights.

#### **(3) Diminution of the Role of Academics in University Governance**

This ADC condemns any moves to diminish the role of academics and the HEA in University governance and calls on IFUT to resist any such proposals.

#### **(4) University Restructuring**

This ADC calls on University management to ensure that University restructuring takes place only as a result of a process of inclusive debate and negotiation.

### ***REMITTED MOTION***

#### **Commitment of the University of Haifa**

IFUT notes and commends the commitment of the University of Haifa to the principles of equality, due process and freedom of expression, including, without limitation, the expression of religious and political opinion, and welcomes its unequivocal affirmation that persons holding tenure there have lifelong job security.

### **RULES AMENDMENTS**

- (i)** In Rule 11(b)(i) to (vii), insert the words "in question" after all references to "Conference".
- (ii)** In Rule 11(d), delete the words after "Federation" and substitute "shall serve for two years and may, if then re-elected, serve for a third and final year. The President may nominate him/herself as a candidate for a third and final year."

*[The effect of the above two amendments is to give the President a two-year term with the possibility of election for a third term in the manner stipulated.]*