

ifut 2006

<i>Part</i>		<i>Page</i>
A	Annual Report 2005/06	5
B	Presidential Address 2006	39
C	Resolutions of 2006 ADC	41

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

Internet: 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 2005/06

I. EDUCATION & RESEARCH

1. University Funding	5
2. University Restructuring	5
3. NQAI	7
4. Bologna Process	8
5. GATS & Education	8
6. Third-Level Through Irish	8
7. National Council for Curriculum and Assessment	8
8. EU Services Directive & Education	9
9. General	10

II. REMUNERATION

1. 'Sustaining Progress' Increases	11
2. Post-SP Scenario	11
3. O'Brien Review Body	12
4. Benchmarking II	12
5. Ongoing Matters	12

III. CONDITIONS

1. Freedom of Information Act	12
2. APSCEH Grading Claim	12
3. Closure of St Catherine's	13
4. Promotions in UCD to Senior Lectureship	13
5. Promotion to Associate Professorship in UCD	13
6. Access to Professorships in UCD	13
7. Pensions	14
8. Fixed-Term Contracts	14
9. Tenure	14
10. Health & Safety	14
11. PMDS	14
12. 'Disputes Between or Among Members'	15
13. Semesterisation	15
14. Personal Cases	15

IV. GENERAL CONTACTS

1. Irish Congress of Trade Unions	15
2. Trades Councils Representatives	16
3. Inter-Union Committees	16
4. Other Teacher Union Congresses	16
5. HERSC & Related	16
6. ETUCE Seminars	17
7. ETUCE Council and Conference	17
8. British & Irish Group of Teacher Unions	17
9. IFUT-AUT Co-operation	17
10. EI World Congress	18
11. EIPES Equal Opportunities Committee	18

V. ORGANISATION & COMMUNICATIONS

1. Membership	18
2. Executive and Trustees	19
3. Council	19
4. IFUT Equality Committee & Related	19
5. Communications	19

IFUT Initials.....	20
ADDENDA	
ADDENDUM I: [UCC] Draft Performance & Development Review Policy	21
ADDENDUM II: IFUT Procedures Regarding Its Role in Problems Between or Among Members..	23
APPENDICES	
APPENDIX A: BRANCHES, BRANCH SECS & CENTRAL BRANCH CONVENORS 2005/06	25
APPENDIX B: COUNCIL & EXECUTIVE 2005/06	26
APPENDIX C: IFUT COMMITTEES & WORKING GROUPS 2005/06	28
APPENDIX D: IFUT AFFILIATIONS, MEMBERSHIPS & ASSOCIATIONS 2005/06	29
<i>Supplement</i> Documents, Articles, General Communications & References 2005/06	30

1. University Funding

One of the follow-throughs that seemed to occur during the session as a consequence of the OECD Review of Higher Education in Ireland was an increase in funding for third-level. This was reflected in the speech of the Minister for Finance, Brian Cowen TD, upon the launch of his budget on 7 December 2005, which also gave some indications of Government thinking generally in this area.

“Third Level Investment

“I mentioned earlier that any budget represents a moment in time on where we stand economically and where our priorities should be in light of the prevailing fiscal conditions. I referenced too the particular focus I want to give to education.

“Many of those - both in Ireland and more particularly externally - who have commented on our economic success tend to attribute a disproportionate amount of the cause to our taxation policy. Clearly this has been beneficial to attracting inward investment. However, it is my belief that the single biggest contributor to our economic success has been the exceptional wealth of intellectual capital available to both our indigenous and overseas investors. Ireland has become synonymous with the quality of our graduates.

“The investment in and reform of primary and secondary education through the sixties and seventies with the support of 3rd level in its wake has been pivotal to what has been achieved in Ireland over the past 15 years. That job is continuing and we will continue to deal with very real needs across both the primary and secondary levels.

“The basis for future growth and prosperity is investment in the knowledge skills and innovation capacity that will drive economic and social development in an increasingly competitive global environment. The higher education system must deliver people who will expand knowledge-based business located in Ireland. This will require substantial change and quality improvement in universities and centres of higher learning and the promotion of system-wide collaboration that can draw on the collective strengths of these institutions.

“A major initiative within this Budget is a commitment to the establishment of a new PhD level of education, a fourth level. Earlier this year my colleague the Minister for Education and Science signalled the Government’s intention to create a multi-annual Strategic Innovation Fund for higher education. To achieve what we have to achieve will require a commitment to substantial

change in all our 3rd level institutions. We must strip out unnecessary duplication. There must be an appetite from within the sector itself for greater collaboration. This is a small country. It is not sensible to have our 3rd level institutions pitched against each other across all key disciplines. Instead what we need is the promotion of a system-wide collaboration that can draw on the collective strengths of all of our 3rd level institutions.

“I am confident that such a commitment will be forthcoming. It must be if we are to deliver the required complement of people with PhD level qualifications for 4th level Ireland. We are competing in a global world and to compete and to retain the strength of our ‘offer’ demands an investment in the knowledge, skills and innovation capacity of this nation. Our edge in education is being challenged not just by the established sources of excellence but also by emerging nations across the globe. This Government believes such a programme is fundamental to our economic and social development. This then is a major plank of this Government’s policy. I am therefore announcing the allocation of €300 million to the Strategic Innovation Fund for higher education over the next five years. Competition for the new funds will stimulate excellence through collaboration and change. Details of the administration of the Fund will be announced by the Minister for Education and Science over the coming days.

“In addition, it is essential that investment in modern facilities is maintained in university and institute of technology campuses around the country. As a result, we are committing €900 million to the 3rd level sector over the next five years as part of the Department of Education and Science capital envelope. Of this €630 million will be exchequer capital funding and €270 million PPP funding. The physical development will have to reflect the changed approach where there must be greater co-operation between the institutions involved. This brings planned investment in capital spending and the Strategic Innovation Fund for 3rd level to €1.2 billion over the period 2006. These strands of planned investment in higher education form a core element of the Government’s strategy for developing skills and competencies. This will be an important element of the investment strategy for the new National Development Plan.

2. University Restructuring

IFUT action in this regard during the session was largely conducted at local level with the assistance of Head Office, as need be. Ongoing debate on the subject was captured quite well by some items of publicity as set out below.

John Kelly, a Professor Emeritus and former Registrar of UCD wrote as follows in ‘The Irish

Times' on 28 June 2005.

Newman's 'community of scholars' is doomed

"If corporate management techniques win control of our universities, the academic spirit will disappear and we will all be the losers.

"The 'community of scholars' ethos of our universities, so beautifully described by John Henry Newman in his 'The Idea of a University' back in 1854 appears to be in terminal and irreversible decline.

"The centuries-old philosophy that the university is a place of academic freedom, of learning for its own sake rather than for the national economy, seems now to be finally buried in the headlong stampede to bring top-down corporate governance into Irish universities.

"The rising obsession with quantification and precision in educational values, the frenzy of meaningless university rankings, and the replacement of education with research as the prime function of the university, are clear signals that the world of academe has changed utterly.

"The philosophies and associated structures of the community of scholars are profoundly different from the corporate-style management ones, and the university campuses they generate are likewise profoundly different.

"Effective governance in any enterprise, corporate or academic, is that which empowers persons at all levels in the enterprise to develop their personality and, through it, their contribution to the success of the enterprise to their fullest capability. In the business world, this is an established model that is most often achieved by a line-and-staff management structure, where all know their place in the management hierarchy, to whom they report and who reports to them.

"Most business persons have little understanding of academic management and tend to regard it as chaotic, speaking disparagingly and jocosely of the 'herding of cats' analogy to describe the management of academics. Indeed, it's an accurate analogy, and that's the way it should be in a properly-run university.

"In the traditional academic world as compared to the business world, the hierarchy is much less pronounced, whereby junior lecturers, and student scholars, do not regard 'the professor' or 'the dean' as 'the boss'. In that world, academic leadership comes from inspiration and achievement, and not from titles.

"To be sure, the professors and deans, selected by their peers, most often are responsible for the administrative backdrop to the academic world, looking after such matters as student admissions, lectures and examinations schedules, but they are not the managers as generally understood in the business world.

"The ethos which this creates provides for the emergence of the natural leaders in the academic domains of teaching and research. Very often it is the younger emerging scholars at graduate student or junior lecturer levels who turn out to be the international leaders in their disciplines and the most exciting of teachers.

"In the fast emerging corporate ethos in our universities, where there are now executive vice-presidents, executive deans, with the professors and directors of research institutes all appointed from the top, this community of scholars ambience is surely doomed. Thus it is that whilst everything from a business management viewpoint may look neater and more understandable to the outside business world, it is in danger of doing great damage to the academic spirit within the university.

"In the university world of yesteryear in Ireland, there was never any hesitation from academics, young or old, in criticising, constructively or otherwise, proposals for change, or indeed the lack of them. It has always been a volatile and challenging world, with academic staff associations continually engaged in profound debates on all aspects of 'The University Question', whatever it was on the day.

"The reversal by concerted academic opposition to the Government's decision to merge UCD and Trinity in 1967 is an outstanding example, but there have been many more since those heady days. It is an exciting experience for newly-appointed lecturers to discover that at the department or faculty meetings, or at staff association meetings, their voice and opinions were taken seriously along with the senior professors. They had an equal vote too for the dean of their faculty, and their view was solicited for a new professor of their department.

"In such an ambience, they had great freedoms and encouragement to develop their scholarship to the fullest extent and to institute change in their academic structures to suit student demands. Most of the academic developments in our universities in past years have come from the bottom up and not top down, were conceived at department levels, debated and maybe modified at faculty levels, and getting the final imprimatur, or maybe rejection, after a lively debate at the Academic Council. Is that process all gone now with the major shift of power to the top?

"Maybe not, but with the introduction of non-academic corporate management appointments with big salaries, it is a real fear with many academics. And with the message coming down from on top that the achievement of international ranking in research is the prime mission of the university, it is no wonder that the ambitious young academics are greatly tempted to keep the head down and away from debate outside their laboratories, do their research, write papers and

books, go to international conferences and do as little as possible with teaching and students, for which there is little or just token recognition. Why indeed in this new ethos should anyone bother their barney with students and teaching?

“Many academics believe the current changes in a number of Irish University structures are largely changes for change sake, and will greatly damage the academic vitality in their institution, but they seem to be powerless to cry stop.

“Our universities are indeed excellent institutions, with general academic standards of the highest international levels, with graduates second to none in the international marketplace. Accordingly, they should have no inferiority complex in comparison with other universities in Europe or beyond. Of course things could be improved, but the main product from our universities is our graduates and they are simply very good, both at home in, among other things, generating and maintaining the Celtic Tiger, and abroad where they are to be found at the top levels in many great companies, universities and organisations.

“We must be doing something right and so, please, let us stop crying out that our universities are inferior and urgently in need of drastic reform. We can surely hold our own with universities anywhere in the world. All that is needed is inspirational and courageous academic leadership at the top.”

Reacting to another article in ‘The Irish Times’, former IFUT President, Paddy O’Flynn, wrote as follows to the editor on 9 January 2006.

“Brigid Laffan, in her explanation of the thinking behind the restructuring of UCD (January 3rd), chooses a rather easy target in rebutting the simplicities of Eddie Holt. She needs to do better than that.

“She rightly points out that a university that receives only 4 per cent of its income from private sources is in no danger of being privatised. She might have gone on to regret that this figure is so low. What distinguishes the great private universities in the world is that they have money - private money - which enables them to pursue their academic goals to the highest levels. This money, by and large, comes from the benefactions of private philanthropists and alumni who demonstrate their affection for their alma mater by endowing it, as medieval princes endowed cathedrals and monasteries. The lesson for UCD may be to get its graduates to love it and to look back with gratitude and affection on their undergraduate experience.

“She justifies the reduction in the number of academic units on the grounds that the previous proliferation of faculties and departments inhibited

decision-making in the College. This is less than the complete picture of life in UCD over the years.

“The governing authority is the ultimate master of the university and no president of the university has ever failed to dominate that body and to have it agree to his policies, so long as they were reasonably presented. (I speak with sad experience here, having tried to oppose different presidents at various times over the years.) What was needed in the past was leadership and, when that leadership was enlightened, the college flourished.

“The new arrangements obviate the need for academic leadership skills - the ability to consult the academic community and its collective understanding and insight and to convince it of the wisdom of following a particular course of action. This is obviously convenient for academic administrators. What is in danger of being lost in the arrangements, however, is the particular contribution of the subject department to the health of the institution.

“The traditional university department is the essential building block of the university. It is not just an administrative unit but, rather, a nucleus around which the collective wisdom of a group of scholars in the same field combines. The department has a loyalty to the academic standards of its discipline, to the collective wisdom of the world of scholarship in its discipline outside its own university, and to its students - both undergraduate and postgraduate. These multiple loyalties may take it difficult on occasions to get the department to be a part of a master plan for the university as a whole. The ability to do that is the mark of a good university leader.

“To overcome this difficulty by abolishing departments and combining its members into larger amorphous units - schools or colleges - may lead to administrative ‘efficiency’ but runs the risk of destroying the essential core of the university - its academic integrity.”

During the year, a very worthwhile survey of members in UCD about restructuring and modularisation was undertaken by the IFUT Branch there and this may be accessed through the website www.ucdasa.org and clicking on ‘Summary Report’.

3. NQAI

Colum Ó Cléirigh of SPCD attended the following NQAI ¹ conferences on behalf of IFUT.

Policy implications of national qualifications systems and their impact on lifelong learning, OECD/NQAI, 20-21 October 2005.

The agenda items were as follows: European

¹ National Qualifications Authority of Ireland

Commission Consultation on a European Qualifications Framework; Presentation of the International Synthesis Report; Parallel Workshops - Qualifications Framework, Recognition of Prior Learning, Credit Accumulation and Transfer, and Policy Coordination and Coherence; Plenary 3 - Panel 'On the Way Forward'; and Plenary 4 - Concluding Remarks.

Qualifications Recognition - Ireland, NQAI, 25 April 2006. The agenda items were as follows: Qualification Recognition - Ireland; and Parallel Workshops - Migrant Perspective, Employment Perspective, Institute of Higher Education and Further Education and Professional Body Perspectives

4. Bologna Process

In the session, the DES agreed that IFUT should be represented on the National Steering group concerning the Bologna Process. Joe Brady of UCD was nominated in this regard, but there has yet to be a meeting involving him.

5. GATS & Education

This item was reflected during the session in a report given to Council by Anthony Harvey of RIA concerning his attendance at a TUI seminar which touched upon the subject of GATS.² An edited version is given below.

"The main thing was an outstanding 'wake-up call' from David Robinson (Associate Executive Director of IFUT's sister organization CAUT, the Canadian Association of University Teachers) about the imminent danger posed to our concerns by aspects of the GATS agreement. Specifically, when a country (or in our case the EU) signs up to GATS, Article 1:3 *legally forbids* governments from supplying services, except on a commercial basis, where there are private providers in competition. (In the case of Hibernia College, for example, this would potentially mean either that SPCD and MICL would lose their State funding or else that the Government would have to fund Hibernia College on an 'equivalent' basis.) As regards education, it is true that the EU has (so far) only made GATS commitments on 'privately-funded' services, but (to quote the CAUT handout directly) 'it is not the case that a whole education institution has to be a for-profit outfit for the GATS to apply. Any of its constituent services - from frontline ones such as teaching, to cleaning, school meals services and the school library - could fall under the GATS if private capital is involved'. In particular, if our institutions 'actively seek external sources of funding', as the OECD review recommends, (or,

indeed, arguably if fees were re-introduced), then this would risk fully exposing them to GATS.

"The CAUT conclusions were that we and fellow unions should do all we can to insist that the EU and Irish authorities: (1) carefully assess trade implications of educational policy changes (apparently Jamaica wishes it had, but now it's too late!); (2) ensure any reforms are protected under the definition of 'public services' in GATS; and (3) ensure that international trade agreements make explicit allowance for both maintaining and expanding public services (apparently Ontario wishes that Canada had done this in respect of health, as it now finds it is legally barred from expanding some public health provisions in the Province; again, now it's too late, because irreversibility is effectively built into GATS)."

6. Third-Level Education Through Irish

In connection with the UCG (Amendment) Bill, at the Council meeting of 4 February 2006, the President proposed that an amendment be suggested to the Bill as follows: "the words 'the provision of education at the College through the medium of the Irish language' occurring in Section 3.(1), shall be construed to include 'the revision of a wide range of academic courses through the medium of the Irish language and the creation of a functional bilingual communication culture within the system and the management and administration practices of the College'."

On 24 February 2006, the General Secretary reported to the Executive that he had sent the IFUT proposed amendment to the UCG (Amendment) Bill 2005 to fourteen members of the Dáil, from the Taoiseach downwards. There had been a number of anodyne replies, but the amendment had not been accepted. However, at least, in Section 3 (1) the word "principal" had been placed before "aim" in connection with the "provision of education at the College through the medium of the Irish Language".

7. National Council for Curriculum and Assessment

During the session, Eugene Wall of MICL was nominated by IFUT to serve on the new NCCA Council with effect from February 2006.

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

Council:

Eugene Wall, MICL;

Primary Curriculum Co-ordinating Committee:

Eugene Wall, MICL;

Primary Assessment Working Group:

Eugene Wall, MICL;

² General Agreement on Trade & Services

Early Childhood & Primary committee:

Eugene Wall, MICTL;

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, MICTL.

8. EU Services Directive & Education

On 14 November 2005, the General Secretaries of the British and Irish Group of Teacher Unions (BIGTU) wrote to the President of the European Union at that time, Prime Minister Tony Blair MP, as follows.

"The General Secretaries of the twelve main teachers' unions in the United Kingdom and the Republic of Ireland met in Edinburgh on 7 November. They considered the continuing dialogue on the proposed Services Directive, particularly in the light of the continued failure to agree on key aspects of the Directive in the European Parliament's Committee on Internal Market and Consumer Protection (IMCO). This failure is at the heart of our concerns: the scope and content of the proposed Directive are highly flawed and conflicting.

"As representatives of teachers in the UK and Republic of Ireland, and as members of the European Trade Union Committee for Education [ETUCE] representing teachers throughout the EU, we urge very strongly that Education should be explicitly excluded from the scope of the Directive if it is enacted.

"While certain assurances have been given, the outright exclusion of Education from the Directive is the only approach which would give us confidence. However, we are concerned about the broader issue of the general threat which the proposed Directive poses to public services. We believe that, if put into effect, the Directive would be used to promote the outsourcing and fragmentation of public services crudely on the basis of the cheapest source of supply. This would have disastrous effects on quality and accessibility, jobs and conditions of employment, and ultimately on the actual viability of key services. The proposed Directive has the potential to undermine seriously social cohesion and quality of life in the European Union.

"We urge you, as the current President, to end the uncertainty over this flawed and controversial legislation and to use the means at your disposal to ensure that the Directive in its present form is not put into effect, and that any legislation which is brought forward in this area fully recognises and protects the special status and role of the public services, including education."

Mr Blair replied as follows on 28 November 2005.

"Thank you for your letter of 14 November setting out your concerns about the proposed Directive on services in the internal market.

"While the UK strongly supports the market opening objectives of the proposed Directive, we are committed to ensuring that the Directive does not affect sensitive policy areas, such as publicly funded health care, occupational pensions and health and safety at work.

"Under the UK Presidency, the Council Working Party has made significant technical progress on this Directive, including important clarifications to the scope of the Directive, to its relationship with existing EC posting of worker legislation and to the provisions on free movement of services. We will continue to work with all Member States to explore the difficult issues and pave the way for constructive discussions under the forthcoming Austrian Presidency.

"As you note, the proposal is currently the subject of debate in Committee in the European Parliament, with the EP first reading being expected in January 2006. These discussions will cover all aspects of the Directive, controversial or otherwise, and like others we look forward to seeing the outcome of Parliament's deliberations after their Plenary session.

"With regard to education, the technical discussions under the UK Presidency have clarified that educational courses provided in the context of a national education system do not fall within the scope of the Directive, along with all other services of general interest whose provision is of a non-economic nature.

"And for public services, generally, the Directive will not alter the position in relation to economic services entrusted to providers which are subject to public service obligations (services of general economic interest), the Directive now makes clear the position remains as it is. It will continue to be for Member States, in accordance with Community law, to define, organise, finance and decide what obligations they should be under.

"I hope this reassures you and your colleagues in the other unions."

The matter was the subject of much toing and froing during 2006. The main development as far as IFUT was concerned was reflected in the statement

by the ETUCE Executive Board of 10-11 May 2006.

“Based on the vote in the European Parliament on 16 February 2006 in their first reading of the draft Services Directive, the European Commission has on 4 April issued an amended proposal for the Directive. ETUCE acknowledges that the Commission has sought to secure greater legal certainty in relation to the Directive’s application to the education sector, such as the redrafting of recital 16 which now explicitly states that the Directive does not cover the national education systems. However, in the opinion of ETUCE, the approach taken by the Commission does not ensure sufficient legal certainty.

“As set out below, numerous uncertainties remain regarding how the Directive will affect the education sector. The consequence of these legal uncertainties will undoubtedly be an increased number of court cases at the European Court of Justice (ECJ) determining the application of the EU trade and competition laws in the education sectors at national level. Based on the firm belief that the power to organise, fund, and regulate the education sectors should lie fully with national governments, ETUCE strongly calls on the Council of Ministers to secure a complete exclusion of the education sector from the draft Services Directive.

“ - The question of whether education activities are covered by the Directive depends on whether the given course of education falls within the category of Services of General Interest (SGI) or the category of Services of General Economic Interest (SGEI), with the former excluded and the latter covered by the Directive. No legal basis exists however for the definition of SGI or SGEI; the definition rests on the case-by-case judgements of the European Court of Justice. Although Member States have the right to define their national application of the categories SGI/SGEI in accordance with Community law, it is ultimately the ECJ who decides in case of disputes about the national definitions.

“ - In the opinion of ETUCE, a question as crucial as whether certain parts of the education sector should be governed by open competition and market regulations in the EU internal market or whether it should be governed by public regulations, should be entirely determined at national level and should, most importantly, be subject to political accountability at national level, not subject to the judicial practice of the ECJ.

“ - Considering the various mix of private/public funding and/or provision of education courses, the categories of SGI and SGEI are by no means easily transferable to the national level. Private institutions receiving public funding, public institutions receiving private funding, or public-private partnerships of various kinds, are familiar phenomena in many Member States. Based on the previous rulings of

the Court of Justice, the category of SGI can be defined as comprising courses of education funded ‘essentially out of public funds’, provided by a non-profit making institution, and serving a general interest purpose, whereas the category of SGEI can be defined as comprising education courses ‘funded essentially out of private funds’, provided by an institution aiming to make a profit, and entrusted with a specific public interest task by the authorities at national level. But does the Court of Justice’s interpretation of the boundary between SGI and SGEI ensure sufficient legal clarity, considering the mix of private/public funding and/or mix of private/public provision in education?

“ - In addition, ETUCE will question whether the approach in the Services Directive does not undermine the competences in education and vocational education and training granted to member states in article 149 and 150 of the Treaty. According to article 149 and 150, Member States maintain full responsibility over the organisation and content of the national education and training systems. But, evidently, if education is included in the Services Directive, the adoption of the Directive will in fact mean that part of the competences to regulate the education sector is moved from the national level to a decision taken by a majority vote in the Council of Ministers, i.e. the decision to let education courses in terms of SGEIs be covered by the Directive’s trade provisions.

“ETUCE highlights that the issue at stake is whether the protection of the right to free trade and free establishment should stand above Member States’ efforts to ensure high quality in their education systems. EU Member States evidently have great interests in a highly educated population, particularly raising the educational attainment levels of the less educated groups of the population. But genuine equal access and high quality in education are not brought about by increased commercialisation of the education sector and increased trade in education services. The draft Services Directive and its implications for the education sector give rise to a crucial political question: What should be granted higher value, the right to free trade in an open education market or Member States’ rights to fully regulate their education sector with a view to securing high quality and equal access throughout life to its population?

“In conclusion, ETUCE urges the Council of Ministers to eliminate all legal uncertainties and exclude the education sector from the Services Directive.”

9. General

The China Education Association for International Education Exchange made contact with IFUT

during the year with a view to Chinese academics visiting Irish Universities, both to exchange views about their disciplines with their Irish colleagues and to improve their English. It was also suggested that Irish academics might be facilitated in visiting China also for an exchange of views regarding disciplines, while at the same time giving an added opportunity to their Chinese counterparts to practise English. Any details which will develop under this heading will be supplied to members.

The new Ambassador of the Republic of South Africa asked to meet the IFUT General Secretary, Daltún Ó Ceallaigh, about similar exchanges in respect of that country. Here, the emphasis was more on Irish visiting academics helping to address the deficiency in South Africa of the knowledge of students in certain disciplines such as mathematics, and the sciences generally, which had been a consequence of the apartheid regime.

At the request of Educate Together, IFUT decided to support the campaign for proper funding from the Government for multi-denominational education in Ireland.

The following conferences, seminars and courses were participated in during the year.

*ELFE*³ Conference, ETUCE, 23 November 2005 (Deirdre Butler, SPCD). The agenda was as follows: EU Commission's policy on promoting use of ICT in education; The use of ICT in education: the role of ICT for school development and the preparation of teachers for this process; ELFE project: aims and approach; ELFE findings - analysis of practices and experiences in schools; ICT in education: a pedagogical challenge that changes the working methods and the workload for students and teachers; Presentation of draft ETUCE policy paper on ICT in Education; Working Groups on the draft teachers unions' policy for a paper on ICT in education; School-to-school visits: a teacher's perspective; Reports from working groups - suggested revisions; Summing up - comments and suggested revisions; and the further process regarding the ETUCE policy paper on ICT in education.

Education Conference: Teaching for the Future, TUI, 26 November 2005 (Hugh Gibbons, TCD). The agenda was as follows: The Role of The Teaching Council in the Professional Life of the Teacher; Leadership and Collegiality; Terra Incognita: Teachers, Curriculum and the Future; "Teachers Matters" - an OECD Perspective; "One eye openwide, one eye closed, and between the two the picture gets composed..." - Contexts Challenges and the Future of Teaching; and TUI Response to "Teachers Matters".

A Celebration of Socrates 1995-2005, Socrates Advisory Committee, 28 November 2005 (Paddy

³ European eLearning Forum for Education

O'Flynn, UCD). The agenda was as follows: Update on proposals for the Lifelong Learning Programme (2007-13); Keynote Address: The European Dimension in Education; View Socrates Exhibition; Socrates Stories (1995-2005); and Open Forum.

Higher Education Short Cycle, EURASHE,⁴ 10 February 2006, Breandán Ó Cochláin, NUIG. The Agenda was as follows: Applied Research in Partnership with Industry and Universities; Quality Assurance on a European Level; Workshops on Applied Research and Quality Assurance; and Intercultural Competencies: Impact on Graduates' Employability.

II. REMUNERATION

1. 'Sustaining Progress' Increases

The last two general increases due under this national agreement were 1.5% w.e.f. 1 December 2005 and 2.5% w.e.f. 1 June 2006.

However, a difficulty arose in one IFUT institution, viz MICL, in connection with the 1.5%. This was because of a problem concerning the 5th Report from the College concerning Action Plans and pursuant to the SP agreement. The ESPVG⁵ was not satisfied with drafts of this and the payment had thus been withheld.

IFUT made appropriate representations to the college and to the ESPVG and, eventually, on 14 June 2006, acceptance of the latest draft of the 5th Report by the ESPVG had been confirmed and sanction given for payment of the 1.5% from the due date. The template for the 6th Report is now being issued to the College and it is hoped that this can be completed and accepted, with sanction then being given after the Summer recess for the 2.5%.

2. Post-SP Scenario

A Special Delegate Conference of ICTU, which took place on 25 October 2005 regarding the Post-'Sustaining Progress' Scenario, was attended by Hugh Gibbons, TCD.

Subsequently, attempts were made to get negotiations going on a successor to 'Sustaining Progress', but these proved very difficult for a number of reasons.

Eventually, a draft new agreement was produced in the working week ended 16 June 2006 entitled provisionally 'Towards 2016'. This will be supplied shortly to affiliates of ICTU for their consideration.

If accepted, the pay increases entailed will be as follows:

⁴ European Association for Higher Education

⁵ Education Sector Performance Verification Group

- 3% from 1 December 2006;
- 2% from 1 June 2007; except for those earning up to and including €400 per week (€20,859 per annum), where a 2.5% increase will apply;
- 2.5% from 1 March 2008; and
- 2.5% from 1 September 2008.

3. O'Brien Review Body

On 20 June 2005, the DES had written to IFUT putting forward the case for including Professors within the scope of the Review Body on Higher Remuneration in the Public Sector (for short, the O'Brien Review Body). This would involve Professors being looked at directly by the O'Brien Review Body along the lines of benchmarking, with a view to determining what their rate of remuneration should currently be. The grades linked to Professors would then be affected accordingly. This would be rather than Professors and equivalents automatically having a relativity whereby they receive increases of the same order as Assistant Secretaries in the Civil Service. Instead, if such a linkage were to continue, it would have to be on the basis of a recommendation of the Review Body.

In July 2005, the Government sanctioned the O'Brien Review Body's Recommendation for an interim increase for everybody covered by it of 7.5%, with this to be implemented on the basis of 3.75% w.e.f. 1 July 2005 and the same amount w.e.f. 1 January 2006. IFUT claimed this for the members concerned.

In regard to the DES position, a ballot was held of the members in question with a recommendation from Council for a 'no' vote in respect of going into the O'Brien Review Body. This was carried and the DES advised as a consequence. However, the official side then began to adopt the stance that neither the 7.5% interim increase nor any final increase coming out of O'Brien in the second half of 2007 would be paid to Professors and equivalents unless the former came within the scope of the Review Body.

It was then eventually agreed that the two sides would go to the Labour Relations Commission for some guidance on whether or not Professors should stay outside the Body. But, from IFUT's point of view, this was only on condition that the interim increase would be sanctioned. Finally, the latter was conceded.

In the light of the LRC's advice, Council decided that the only way forward would in fact be to make a submission to the Review Body in order to seek to benefit from a final increase next year and advised the members concerned accordingly. This advice was accepted. Obviously, the submission will endeavour to secure no less from the Review

Body than the amount going to Assistant Secretaries. A submission is now being put together by consultants engaged by IFUT.

4. Benchmarking II

In the session, the General Secretary continued on the Negotiating Group of the PSC (ICTU) concerning benchmarking. This provided a valuable opportunity for input and feedback. It was also decided to set up a Benchmarking Group to monitor the situation both of the Public Service Benchmarking Body (PSBB) and the O'Brien Review Body. Consultants were engaged by IFUT for the latter were also asked to produce a submission for the PSBB. Submissions are underway at present. IFUT had argued, with some success, that the next PSBB Report should have some clarity attached to it as to the reasons for making awards. There is a precedent for this in connection with the Review Body on Higher Remuneration in the Public Sector.

5. Ongoing Matters

Those which are ongoing include salaries in the Royal Irish Academy and those for Senior Experimental Officer and Chief Technician I in TCD, the latter being in the light of the MLS connection.

III. CONDITIONS OF EMPLOYMENT

1. Freedom of Information Act

Finally, on 9 June 2006, the Minister of State at the Department of Finance, Tom Parlon TD, wrote to IFUT confirming the extension of the Freedom of Information Act to the Dublin Institute for Advanced Studies, Royal Irish Academy, and Royal College of Surgeons in Ireland. Other bodies to which it was extended, which could be of interest to IFUT, were: FETAC;⁶ HETAC;⁷ Irish Research Council for Science, Engineering and Technology; Irish Research Council for the Humanities and Social Sciences; and Science Foundation Ireland. The relevant legal instrument was made operative from 31 May 2006. With regard to institutions in which IFUT organises, this now means that there is only one, viz Milltown Institute of Theology & Philosophy, which is outside the scope of the Act.

2. APSCEH Grading Claim

Following the Labour Court Recommendation on this, reported on at the last ADC, there have been

⁶ Further Education and Training Awards Council

⁷ Higher Education And Training Awards Council

various communications and interactions regarding its implementation in Mary Immaculate College, Limerick and St Patrick's College, Drumcondra.

Eventually, agreement was reached in St Patrick's on a management offer which was viewed by the union as a stepping stone to a fuller realisation of IFUT's objective in this area.

In the case of Mary Immaculate College, and taking account of different academic demography there, the management offer did not go far enough to meet the demands of members. Consequently, the Branch decided on a course of strict adherence to contract until such time as a more accommodating offer is forthcoming from the employer. This recently led to a negotiation session involving the General Secretary. Agreement could still not be reached and the strict adherence to contract continues. Further details are available from Head Office on request.

3. Closure of St Catherine's

Despite the promising meeting of 30 May 2005 that was reported on last year between the DES, on the one hand, and representatives of St Catherine's and the General Secretary, on the other, there was little sign of official activity after that for some time. As a result, the General Secretary had to threaten the DES with going to the Minister unless there was some progress.

As a consequence, an Information Questionnaire was finally issued from the DES in draft form on 21 October 2005. At end-November 2005, all St Catherine's staff were invited to a meeting with representatives of the DES, which the General Secretary had attended as well. It involved an open-ended discussion about the options available in the context of the closure.

Early in the New Year, the final draft of the Questionnaire was completed and distributed to members. It was then generally returned to the DES, with some assistance being given to individual members, as requested. Recently, interviews have been occurring between representatives of the DES and individual members with a view to further identifying possibilities for redeployment. It is hoped that, at least early in the new session, some ideas about actual redeployment would begin to be forthcoming.

4. Promotions in UCD to Senior Lectureship

In respect of a Special Round of Promotions to Senior Lectureship for persons who were advanced in their careers but did not fit too easily into the new local benchmarking process, during the session, UCD began to resile from a commitment earlier given to hold this.

As a result, before the end of the calendar year

2005, the matter was referred back to the Labour Relations Commission. Early in the New Year, the LRC decided that it would be best, in the circumstances, to proceed to a full Labour Court Hearing.

This was eventually scheduled for 25 May 2006. However, at the beginning of that week, the university eventually decided to accede to the union's demands that it return to its original position of holding the special round in question and, therefore, the Hearing did not have to go ahead.

5. Promotion to Associate Professorship in UCD

Pursuant to the positive Labour Court Recommendation which IFUT had secured in regard to an appeals mechanism connected to the last round of promotions at this level, UCD wrote, on 21 September 2005, to members concerned inviting appeals. The General Secretary had a meeting on 4 October 2005 with Branch representatives and the members about a reaction to this invitation. Appeals then got underway.

6. Access to Professorships in UCD

The item of concern here is the document from UCD of 13 May 2005 entitled *Promotion to Associate Professor/Professor-Senior Management Pathway (Draft)*. The aim of this was to provide for access to Professorships outside of the normal procedure. The UCD Branch has been making representations in this regard and a Conciliation Conference took place at the LRC on 12 October 2005. It did not resolve the issue and so the matter was referred to a Labour Court Hearing which was then scheduled for 11 January 2006.

However, shortly before this, it had transpired that SIPTU was adopting an approach which was regarded as unsound by IFUT and this had not been apparent at the Conciliation Conference. As a result, the Branch communicated with the Labour Court saying that it wished to withdraw from that Hearing and have a separate one. The Court responded by saying that it was agreeable to the proposal, provided that the consent of the employer was obtained. UCD was e-mailed accordingly. Apparently, however, communications had broken down in the Personnel Department of UCD and its representatives turned up at the Hearing unaware of IFUT's position.

The matter might now have to go back to local bilateral discussions and another Conciliation Conference before a Hearing will be held, if necessary.

7. Pensions

Throughout the year, there were discussions involving ICTU and the Civil Service concerning Public Service pension changes. These, as in the normal course of events, would eventually have significance for the university area, at least in connection with new recruits. Therefore, IFUT kept the documentation emanating from this process under scrutiny. Any final positions and their implications for current and future members will be dealt with accordingly.

A specific position which IFUT did adopt during the session was to agree with the stance being taken by some other unions about the freezing of superannuation benefits to age sixty-five, pursuant to the Public Service (Miscellaneous) Act 2004.

Section 10(1) of the Public Service Superannuation (Miscellaneous Provisions) Act 2004 provides that “no superannuation benefit other than death benefits shall be paid in respect of service as a new entrant before he or she reaches the age of 65 years”. Section 2(1) defines a new entrant as “a person who is not serving in a public service body on 31 March 2004 but becomes a public servant on or after 1 April 2004.”

In regard to ex-Carysfort members and pension contributions in UCD, and the demand for return of same after integration into the standard Pension Scheme, along with interest and payment of the legal costs of IFUT, this dragged on throughout the year without resolution. Despite the basic concession UCD of 6 October 2004, as reported on in last year’s Annual Report, that basic contributions should be refunded, the contacts and interactions between the union’s solicitor and that of the College failed to make progress. The latest position, as advised by the union solicitor on 31 May 2006, is as follows:

“(a) Notice of Trial has been served in the matter.

“(b) Counsel’s Advice on Proofs has been sought.

“(c) In accordance with the advice of Counsel, a letter requesting Voluntary Discovery has been sent to the College Solicitors. There has been no response from College to that request and I will be shortly issuing a Motion for Discovery against the College.

“(d) Further particulars as to the dates and amounts of the various pension deductions were sought from the payroll office of UCD on 28 February 2006 but to date no response has been received.”

8. Fixed-Term Contracts

In the case of NUIM, three cases have been settled by way of disengagement from the university on acceptable financial terms. In the fourth case there,

an agreement was reached on advertising a permanent post and the person in question going for same as a result of which he secured this. In respect of UCC, one person left the employ of the College and three others were to have their cases considered in the context of guidelines referred to last year for processing cases short of a Rights Commissioner Hearing. However, the union’s attempts to get UCC and the DES into discussion on such guidelines did not prove fruitful.

As a consequence, the union secured from UCC a guarantee of continued employment into next academic year for the three, during which time it is hoped that the longer perspective can be sorted out one way or the other. It is understood that the HEA is now to communicate with the universities generally about the involvement of all of them in the preparation of the guidelines mentioned.

9. Tenure

An Opinion from legal Counsel on tenure, as the issue currently stands, was received during the session and this was quite positive from an IFUT point of view. Currently, a consultation with legal Counsel on the basis of this is being sought.

A particular aspect of the tenure question has been raised in respect of the School of Nursing in UCD and this was the subject of local attention and then the involvement of Head Office during the session. The matter has now been referred to the LRC and a date is awaited for a Conciliation Conference. It will then become apparent as to whether or not a Labour Court Hearing will be necessary.

10. Health & Safety

During the session, the Official Guide to the Health & Safety Act 2005 was circulated to Council and Branches. It is available to any members not currently in possession of it.

11. PMDS

PMDS⁸ draft schemes were the subject of discussions during the year locally. And the information forthcoming in connection with same was monitored by Council. The scheme that was most favoured by that body emanated from UCC and is reproduced as Addendum 1 to this report. Apart from that, there has been concern in other institutions about what management has been trying to insert into such schemes.

⁸ Performance Management Development System

12. 'Disputes Between or Among Members'

During the year, a document was finalised on this matter. It is reproduced as Addendum 2.

13. Semesterisation

Concern was expressed during the session at the consequences under this heading for the amount of time being spent additionally in examining and administration. Branches are now seeking, as appropriate, to secure the establishment of certain parameters in these regards, particularly so that the opportunity for research should not be impinged on.

14. Personal Cases

Twenty-three cases were finalised during the year in the areas of: job description, office space, promotion, change of conditions, health and safety, leave, maternity leave, dispute between members, examination papers, complaint re. performance, leave of absence, and terms of employment.

Twenty-seven cases are still ongoing in the areas of: contract job status, f/t-p/t status, p/t position, job share post, non-appointment to permanent post, promotion, remuneration, salary scale, upgrading, leave, Head of Department allowance, pension, teaching practice, discipline and suspension, disciplinary proceedings, dismissal, redundancy, and retired person and Fixed-Term Act.

IV. GENERAL CONTACTS

1. Irish Congress of Trade Unions

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

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.

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

ICTU Women's Committee

(The following report on the latter was provided by Marie Clarke.)

Care continues to be a key issue for the trade union movement. IFUT was represented at the conference by Marie Clarke and Anne Lodge. A full report of the conference is attached (See below). 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 participation by women at all levels of the Trade Union Movement. These are also issues that are central to the work of the Equality Committee in IFUT and will form a central focus of the work of the Equality Committee of IFUT during the coming year 2006/2007.

The following events were attended by IFUT as outlined.

The ICTU Biennial Women's Conference was attended by Marie Clarke of UCD and Anne Lodge of NUIM on 10 and 11 March 2006. The agenda was as follows:

- Keynote Speaker - Kathleen Lynch, UCD,
- Motions on Women and Work,
- 'Caring - the Nordic Model',
- 'Caring for the Future ... Who cares?',
- Keynote Address - Monica McWilliams, Chief Commissioner, N.I. Human Rights Commission,
- Motions on Women and Society,
- Motions on Women and Trade Unions,

Biennial Women's Conference

(A full report of the latter was prepared by the IFUT participants as follows.)

The theme of the conference was *Women, Work and Caring*. The Conference was opened by Congress President, Peter McLoone

Keynote speakers included Prof Kathleen Lynch of the Equality Studies Centre, UCD who presented a challenging and well-received paper entitled *Love, Care and Women's Work*. Professor Lynch's contribution generated a warm and lively response on the part of delegates and she touched on a wide range of issues of direct concern to women in the Trade Union movement.

A series of motions that were particularly focused on the theme of women, work and care were presented on Friday and Saturday. These focused in particular on a number of related issues including the ongoing differences between women's and men's pay as highlighted again in a recent report by the Women's Work and Rights Commission in the UK. There were motions concerned with pension rights and issues for women, the right to flexible working, gender violence and racism. A special emergency motion was introduced by the INO on sex trafficking and the world cup. This was enthusiastically supported by conference delegates. The IFUT representatives supported all motions presented to the conference for consideration.

Paula Carey presented an ICTU document entitled *Caring for the Future - Who Cares?* This

document set out the urgent need for a comprehensive, integrated national care initiative in the Irish context. It argued that while some investment is being made in the area of care in Ireland, there is little evidence of an acceptance that the development of a caring infrastructure is accepted as a crucial dimension of economic and social prosperity. The presentation of this document and the debate that followed set an interesting context which IFUT should consider in relation to this lively and important topic.

The conference did not limit its focus to the Irish context. There was an interesting presentation on Friday by Anneli Palm of the Swedish Trade Union Confederation outlining the Nordic perspective on the issue of care. This highlighted the progress made in Scandinavian countries, in particular Sweden in relation to the care agenda. On Saturday morning, colleagues from Zimbabwe made a very interesting presentation outlining the specific issues and barriers facing women in that country in relation to the care agenda and engagement in the trade union movement.

A reception was held on Friday evening for the LIFT project (Leadership Initiative Females in Trade Unions). This project supports initiatives that promote gender equality within the Trade Union Movement itself and also focuses on ensuring that such initiatives are integrated into the wider trade union agenda. It recognises that women are excluded from the upper echelons of decision-making in particular at present within the Trade Union Movement.

The theme of the conference - work and caring - is very relevant for IFUT members, both female and male. There are a number of key issues that need to be considered and clarified in the context of university employment which include maternity, parental and carer's leave in relation to employment conditions for full-time, contract and part-time personnel in the university sector in the Republic of Ireland. Parents working in the third level sector have ongoing concerns regarding access to creche facilities. There is limited recognition of men's right to engage equally in care work.

The ICTU Biennial Delegate Conference was attended in July 2005 by Breandán Ó Cochláin, NUIG.

Irish Ferries Dispute

Further to a letter of 30 November 2005 from ICTU, Council resolved that: "IFUT supports the Day of Action organised by the Irish Congress of Trade Unions in connection with the Irish Ferries dispute and encourages members, where possible, to attend protests in their localities." Branches and the news media were advised accordingly.

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 - William Carroll, NUIG.

Kildare - Mícheál MacGréil and Michael Clarke NUIM;

Limerick - Tony O'Grady, 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 2006 as follows: Pat Burke, SPCD, at INTO; Hugh Gibbons, TCD, at ASTI; Colum Ó Cléirigh, SPCD, at TUI; and Dónall MacDónaill, TCD, at UTU.⁹

5. HERSC & Related

The President, Breandán Ó Cochláin, attended a meeting of HERSC¹⁰ from 26 to 28 September 2005.

The main agenda of the meeting was as follows:

- Training session on Networking,
- TRACE¹¹ project,
- Outputs from Bergen [Bologna Process],
- The European economic and social context,
- The education context: mobilising the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy,
- The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers,
- The 7th Framework Programme, a tool for mobilising the research community?,
- Discussion and finalisation of the Questionnaire for the study on 'New forms of recruitment and career developments: the impact of privatisation and casualisation and the functioning of institutions and career developments (including the 'brain drain issues'),
- The international context: OECD, UNESCO

⁹ Ulster Teachers' Union

¹⁰ H E & Research Standing Cttee [ETUCE]

¹¹ Trade Unions Anticipating Change in Europe

initiative. GATS and Trade agreements: a State of affairs,

- Follow-up of Bergen: A new challenge for the trade union movement, and
- Panel with stakeholders: students, institutions.

The General Secretary attended a meeting of this body from 16 and 18 March 2006.

The main agenda of the meeting was as follows:

- Update about Draft Directive on Services in the internal market,
- European Qualifications Framework,
- EU activities on higher education and research,
- How the European Union works,
- Joint OECD/UNESCO Guidelines on Cross Border HE,
- OECD Scenarios on the Future of Universities,
- GATS and trade agreements - update and Hong Kong follow-up,
- Bologna follow-up process;
- Reports concerning the Bologna Follow-Up Group (BFUG),
- Preparation of the London [Bologna] Ministerial Conference, May 2007,
- EI preparatory Conference and Mobility Seminar (Spring 2007),
- Preparation for Bologna Follow-Up Group meeting in April 2006,
- Relations with the BFUG partners.

6. ETUCE Seminars

The General Secretary attended meetings organised by ETUCE about 'Social Dialogue in the Education Sector' in July and September/October.

The main agendas were as follows:

2-3 July 2005

- Presentation of the Report on 'The state of social dialogue in the education sector',
- Comments on the Report,
- Working Groups on the outcome of the Report,
- Reports from Working Groups,
- Plenary discussion.

29 September-1 October 2005

- Presentation of the Report on 'The state of social dialogue in the education sector';
- Presentation of the ETUCE draft 'Action Plan on Social Dialogue',
- Introduction to Group Sessions,
- Working Groups,
- Plenary reports from Working Groups,
- Debate in Plenary,
- Developments in the trade union movement on the quality of social dialogue,
- Employers' Perspective,
- National Teacher Unions' Perspectives.

The President, Breandán Ó Cochláin, NUIG,

attended the following meeting on 9 & 10 March 2006 on *Developments in [ETUCE] Education Network*.

The main items on the agenda were as follows:

- Networking in ETUCE: Presentation of the Education & Training 2010 Process: Political objectives and reformed coordination structure,
- Current issues within Education & Training 2010:
 - > Key Competences for Lifelong Learning;
 - > Quality of Teacher Education;
 - > European Qualifications Framework;
 - > Indicators on teachers,
- National teachers' unions' views on EU education,
- ETUCE policies,
- Special session for members of the ETUCE Quality Panel,
- Hands-on Session: Training in the use of the 'First-Class' system for electronic networking,
- Introduction to Working Group sessions,
- Working Groups, and
- Reports from Working Groups.

7. ETUCE Council and Conference

The ETUCE Council and Conference were attended by Anthony Harvey, RIA, on 5 and 6 December 2005. The main agenda was as follows:

- Education and Lisbon Process,
- Teacher Competences and Key Competences for Lifelong Learning: European Cooperation,
- Challenges and Opportunities for Lifelong Competence Development in Europe: lessons from the Maastricht Study and the 2006 Joint Progress report,
- Teacher Education and the Bologna Process,
- European Qualifications Framework;
- European and National implementation.

8. British & Irish Group of Teacher Unions

The General Secretary attended a meeting of BIGTU on 28 March 2006. The main agenda was as follows:

- Developments in the Pan-European structure,
- Electoral strategy in the EI Pan-European structure,
- Globalisation/GATS,
- Aid and Development,
- The European Services Directive - implications for education.

9. IFUT-AUT Co-operation

Further to an e-mail of 3 March 2006 from the Association of University Teachers in relation to a strike which both it and NATFHE were to undertake in universities across the United Kingdom on 7 March 2006 concerning pay issues, Council noted

that the Executive had decided to proffer the moral support sought for this action.

10. EI World Congress

This event took place from 7 to 9 December 2005 and was attended by the President and the General Secretary.

The main agenda is set out below:

- Round table on challenges and trends in the Asia-Pacific region,
- Brain Drain/Brain Gain,
- GATS: privatisation and education,
- Review of EI activities since Dakar Conference,
- Academic freedom in a context of commercialisation and security,
- Internationalisation and conditions of staff,
- Workshops:
 - > 1. GATS on follow-up of the Task Force recommendations and Congress resolution;
 - > 2. The advancement of the interests of academics and general staff;
 - > 3. Staff and ethnics issues: a challenge?,
- Stakeholders Panel,
- Workshop report-back and discussions,
- Internationalisation of higher education in a context of commercialisation: an overview of different international initiatives,
- Future of universities.

11. EIPES Equal Opportunities Committee

Maureen Killeavy of UCD attended a meeting of the EIPES¹² Equal Opportunities Committee on 20 and 21 April 2006.

The main agenda was as set out below:

- Migrants, minorities and education with an analysis of some school-based integration measures for migrant children;
- The situation of women in Europe, in the labour market and within the teaching profession;
- Changes in the world of work and its consequences for equality.

Report

(The following report was also supplied by Maureen Killeavy.)

The meeting was opened by Martin Romer General Secretary ETUCE and the Opening Address was given by Charlie Lennon, EI European Chief Coordinator.

The meeting was attended by representatives of twenty-four countries all of whom presented a national report of the activities of their union's Equality or Equal Opportunities Committee

The following Education International policy resolutions and other matters were discussed and

certain recommendations were agreed.

A full version of the papers presented at the meeting is available.

Gender and Migration

The discussion paper of 7 February 2006 was debated with reference to the following areas:

- Migration in a globalized labour market,
- The Feminization of Migration,
- Migration and Women from the Education sector.

The Role of EI and member organizations

To collect information on matters related to migration,

To foster and support research on migration and related areas,

To explore issues related to migration including the brain drain, HIV/AIDS Family law etc,

To advocate the labour and trade union rights of migrants.

The Impact of Pension Reform on Equality

Educating for Tolerance - The LGBT¹³ Forum's Profile

Resolution on Trafficking in Women, Girls and Boys

This matter was discussed at length with reference to the World Football Cup in Germany 2006. It was considered that the EI Pan European structure and its member organization should be urged to take action on the new 3,000 meter brothel in Berlin which has been built next to the main venue to accommodate 650 male clients. The implications for organized crime and the illegal trafficking in women, boys and girls were outlined. The following two recommendations were agreed:

(i) That the EI Pan European structure requests Education International (EI) to intensify international and regional campaigns to help unions around the world to stamp out all forms of forced labour through trafficking of women, young people and children.

(ii) That the EI Pan European structure calls upon EI to send protest letters to the relevant authorities (Chancellor, the Ministry of Home Affairs, President FIFA, and EU)

V. ORGANISATION & COMMUNICATIONS

1. Membership

The total membership of IFUT is 1,711 compared to 1,660 last year. The breakdown of this is as follows (last year's figures are in brackets): 1,395 (1,365) on higher rate of subscription, 40 (41) on lower, 24 (30) on leave of absence and 251 (223) retired, associate member 1 (1). Details of Branches are given in Appendix A.

¹² Education International Pan-European Structure

¹³ Lesbian, Gay, Bi-sexual, Transgender

2. Executive and Trustees

The Council elected the following Vice Presidents for 2005/06: Joe Brady and Marie Clarke, UCD; Hugh Gibbons, TCD; Daire Keogh, SPCD; Anthony Harvey, RIA, and Anthony O'Farrell, NUIM. Hugh Gibbons, was also elected by the Executive as Vice President-Finance. The Executive met four times during the session.

The Trustees elected at the last ADC to serve for 2005/06 were as follows: Seán Tobin, NUIG; Pat Burke, SPCD; and Maureen Killeavy, UCD.

3. Council

Council met five times during the year.

4. IFUT Equality Committee & Related

IFUT is represented on the National Women's Council of Ireland as follows:

Marie Clarke, Education, UCD; and
Anne Lodge, Education, NUIM.

The following report on the NWCI was supplied by Marie Clarke.

NWCI

The National Women's Council has focused on a range of very important issues in relation to equality which was reflected in the budget submission made during November 2005 and in relation to the role of Women's Groups nation-wide who seek to promote an equality agenda for women and recognition of the work that is done in this context. Anne Lodge attended the presentation of and consultation with affiliate members about the final draft *NWCI 2006-2010 Strategic Plan* on 4th May 2006. Key strategic aims include a focus on the recognition of care work within social and economic systems and the facilitation of a sharing of that care work by women and men and the increase of women's political representation.

IFUT Committee Profile

Anne Clune, Noirin Kearney, Colm Ó Cléirigh, Anne Lodge and the newest member of the Equality Committee, Maeve O'Brien, 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 Branch Committee in the coming academic year 2006/2007.

5. Communications

Communications included *IFUT 2005*, the report of the 2005 ADC, and several documents, circulars and memoranda, some of which are reported on elsewhere. See also the Supplement to this Annual Report.

*Daltún Ó Ceallaigh,
General Secretary,
21 June 2006*

IFUT Initials

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

ADDENDUM I

[UCC] DRAFT STAFF PERFORMANCE & DEVELOPMENT REVIEW POLICY

INTRODUCTION

The development of staff and the delivery of a quality service at UCC is a joint responsibility shared by individual staff members, supervisors/managers/heads of department and the University. Reviews will be compulsory for all University staff, who work more than 0.5 FTE and have more than one year remaining on a contract of employment. Normal exemptions will apply, e.g. those on maternity leave, long-term sick leave, etc. Those within one/two years of retirement may also be deemed exempt. Participation in the review process is a requirement under the 'Sustaining Progress' Agreement.

DEFINITIONS & PRINCIPLES

Performance and Development Review may be defined as a joint process, which enables a staff member and the person(s) to whom one reports to agree together relevant objectives, which are clearly linked to the mission of the department/area and the University, and any associated support, which is needed to help attain the agreed objectives.

Four general principles underpin the Performance and Development Review System:

- (1) Self-Assessment;
- (2) Development of the University, Departments and all Staff;
- (3) Facilitation of staff in reaching their full potential;
- (4) A means of enhancing quality.

Responsibility for staff review and development is threefold:

The personal responsibility of individual members of staff to engage in self-assessment;

- (1) The responsibility of supervisors/managers/heads of department to facilitate the review;
- (2) The responsibility of the University to provide the support needed to help individual staff members attain the agreed objectives.

GUIDELINES

1. There is no link between the Performance and Development Review System and pay, promotion and discipline.
2. The Training and Development Unit of the Department of Human Resources will facilitate the implementation of the system in terms of staff orientation and reviewer training. The Training and Development Unit will also be responsible for implementation of appropriate training interventions arising from the reviews.
3. Reviews shall be conducted once every two years, but annually if requested by an individual staff member.
4. The Review Form is protected as a 'Personal Record' under FOI.
5. The paperwork associated with the system shall stay at local level and have a lifespan of 4 years.

PROCEDURES

- (1) Each staff member will have a choice between having a review with the 'Person to whom one reports or with a 'Peer committee'. This decision should be made at least two months in advance of the review to allow for scheduling.
- (2) The 'Peer committee' will comprise two or three members, as follows:
 - i. the person to whom the reviewee reports;
 - ii. a departmental colleague, agreed between the reviewee and the person to whom the

- reviewee reports;
- iii. at the request of the reviewee, a third member, representative of the reviewee's grade, may be selected at random from a panel of trained reviewers established through nomination by each staff category.
- (3) The membership of the 'Peer Committee' will be agreed and known to both the reviewee and the members of the 'Peer Committee' within one month of the reviewee having opted for review with a 'Peer Committee'.
 - (4) A date and time is then agreed to conduct a review discussion.
 - (5) Each staff member will conduct a self-review, using the 'Self Review Form', during which one will reflect upon one's own performance and development, together with any issues or constraints one has experienced.
 - (6) At least one week prior to the review date, the 'Self Review Form' is forwarded by the reviewee to the reviewer(s).
 - (7) The review discussion will be based on the pre-review self-assessment documentation.
 - (8) The result of the review discussion is a record of clear and specific outcomes. A summary of the review discussion is recorded, normally during the last ten minutes of the review meeting.
 - (9) All review participants sign the 'Agreed Record of the Review Discussion' to indicate that it is a reasonable reflection of the review discussion.
 - (10) The Head of Department collates the outcomes arising from all reviews and compiles a brief, non-personalised, summary of collective needs and issues highlighted by the process.
 - (11) A non-personalised summary of training and development needs is forwarded to the Training & Development Unit, Department of Human Resources.
 - (12) The Head of Department will notify the Department of Human Resources regarding the completion of staff reviews.

[Related form available from IFUT on request.]

ADDENDUM II

IFUT PROCEDURES REGARDING ITS ROLE IN PROBLEMS BETWEEN OR AMONG MEMBERS

8 April 2006

1. DISPUTES OR PROBLEMS BETWEEN OR AMONG MEMBERS

It is increasingly the state of affairs that the union's services, locally or centrally, are called upon in connection with a problem between two members or among three or more. It is therefore necessary to be clear about proper procedures in such a situation, taking account of the union's obligations to all the members concerned. For the sake of simplicity, the example will be used throughout this document of a problem between two members. The position involving more than two can then be inferred, *mutatis mutandis*.

2. APPROACH TO THE UNION

2.1 Where a member contacts the union for advice and/or involvement concerning a problem in respect of a second member, he/she shall be told that the union cannot give advice or become involved until the procedures herein are accepted.

2.2 Should the first member not so accept, he/she may refer any objection to the procedures to the national Executive of the union for its deliberation.

2.3 The union may not then give advice or become involved in respect of the problem until such time as these procedures or alternative ones that may be put in place by the Executive are accepted.

2.4 If the first member objects to any of the procedures herein and does not wish to take the objection to the national Executive, it will therefore be noted that that member has not been advised by the union nor has it become involved regarding the problem.

2.5 The latter will also be the case if any alternative procedures put in place by the Executive are not accepted.

3. PROCESSES

3.1 Upon contacting the union, a member shall be informed that it is possible for the union initially to give advice on a one-to-one, confidential basis.

3.2 However, should the second member concerned also contact the union for advice and/or involvement or simply to inquire if the first member has been in contact or been given advice, the second member shall also then be asked to accept the procedures in this document as in 2.1, and 2.2 to 2.5, shall also apply in respect of him/her. If he/she so accepts, he/she will be informed of the fact of contact by the first member and whether or not any advice was given to him/her, without going into the specifics of any exchanges in this regard. The first member shall then be informed likewise.

3.3 Apart from 3.2, if the first member requests it, contact will be made with the second member by the union to inform him/her of the fact and substance of the first member's problem and the advice given, and with a view to offering the services of the union through further advice, facilitation and mediation, as the case may be.

3.4 If the situation in 3.3 is not the position, and the first member requests a communication by the union to the authorities of the employing institution at any level or to some other authority, he/she shall be told that the union must, before any such possible communication, contact the second member in the manner of 3.3.

3.5 Where the provisions of 3.3 and/or 3.4 prove insufficient to solve the problem, it may then be necessary to make the kind of communication just referred to on behalf of one or both members. Towards this end, there shall have been set up by the union a Panel of Advisers with appropriate experience from within or without the union⁼ and such Advisers may be drawn upon by the two members to represent them, but with no Adviser representing more than one person. Both Advisers may consult the General Secretary for expert assistance.

3.6 Should the problem begin to go through a process drawing upon a Personnel Office or a Disciplinary, Grievance or Complaints Procedure, the union will be available to be involved and present, as the case may be, at the request of one or both members in the same manner as laid out in 3.5.

3.7 Should a problem go to any sort of Hearing, the union will continue to be available to be present and

⁼ For example, a Lecturer in Industrial Relations or another ICTU trade union official.

involved at the request of one or both members in the same manner as laid out in 3.5.

4. ASSESSMENT OF ISSUE

4.1 The role of the union throughout will be to give an objective and professional assessment of the problem to the members concerned. (For example, it will not be a matter of automatically taking a person's side, just because that person contacted the union before the other.)

4.2 Moreover, in giving any advice, it will be made clear to a member that, where it is not immediately feasible to check otherwise, this rests on the assumption that what the member is saying is factually accurate and comprehensive. Advice may clearly be altered if this turns out not to be the position in any respect.

5. DOCUMENTATION

5.1 In regard to any documentation supplied by a member for an initial consultation and the second member not being aware of the consultation, and the issue goes no further vis-à-vis the second member or a third party, the documentation will be filed for 2 years and not circulated in any way, on the basis of qualified confidentiality.

5.2 If the issue does go further, the union will decide, after communicating with the first member, what documentation, if any, needs to be supplied to the second member, according to the criterion of fairness. If the union and the first member do not agree on this, the issue will not be taken any further by the union, subject to a right of appeal by the first member to the Executive.

6. GENERAL

6.1 A member who is in dispute or has a problem vis-à-vis a second member, should, in deciding whether or not to contact the union, bear these procedures in mind and the second member's right of service from the union.

6.2 In respect of ascertaining whether a second person with whom a member is having a problem is also in the union, the first member has the right, upon inquiring of Head Office, to be informed about the membership status of the second person before deciding on whether or not to use these procedures.

6.3 Where not specified, it shall be taken that the procedures in this document also apply regarding a 'second' member in respect of a 'first' member, *mutatis mutandis*.

6.4 This document is being circulated to all members and will be given to new members upon recruitment.

APPENDIX A

BRANCHES, BRANCH SECRETARIES & CENTRAL BRANCH CONVENORS 2005/06

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

- 1 Trinity College Dublin (360/342) & Dublin Dental Hospital (14/15)**
Secretary - Breffni O'Rourke, Centre for Language & Communication Studies
DDH Contact - Frank Houston, Restorative Dentistry
- 2 University College Dublin (356/341)**
Secretary - Marie Clarke, Education
- 3 University College Cork (324/315)**
Secretary - Michael Delargey, Education
- 4 National University of Ireland, Galway (79/80)**
Secretary - Annmarie Groarke, Psychology
- 5 National University of Ireland, Maynooth (183/174)**
Secretary - Andrew Sliney, Library
- 6 Royal College of Surgeons in Ireland (62/60)**
Secretary - Denise O'Mara, Clinical Teaching
- 7 St Patrick's College, Drumcondra (129/134) & Church of Ireland College of Education (13/7)**
Secretary - Daire Keogh, History, (SPCD)
CICE Convenor - Valerie Coghlan, Library
- 8 Mary Immaculate College, Limerick (125/121)**
Secretary - Tony Bonfield, Education
- 9 Central (66/71)**
ST CATHERINE'S COLLEGE OF HOME ECONOMICS (16/16)
Acting Convenor - Mary Anne O'Carroll, Home Economics

HEALTH RESEARCH BOARD (3/4)
Convenor - Joan Byrne, Microbiology

DUBLIN INSTITUTE FOR ADVANCED STUDIES (12/15)
Convenor (Senior Professors/Registrar Group) - Fergus Kelly, Celtic Studies
Convenor (Non-Sen. Prof. Staff Group) - Malachy McKenna, Celtic Studies

MATER DEI INSTITUTE OF EDUCATION (6/6)
Convenor - Brendan McDonnell, History

ROYAL IRISH ACADEMY (12/12)
Convenor - Anthony Harvey, Dictionary of Medieval Latin from Celtic Sources

FROEBEL COLLEGE OF EDUCATION, SION HILL (13/14)
Convenor - David Carey, Special Education

MILLTOWN INSTITUTE OF THEOLOGY & PHILOSOPHY (2/1)
Convenor - Bernadette Flanagan, Spirituality

EX-CARYSFORT - c/o Head Office (1/1)

ST ANGELA'S COLLEGE - c/o Head Office (1/1)

APPENDIX B

COUNCIL & EXECUTIVE 2005/06

*(Executive members: President and 6 Vice Presidents)

BRANCH, REPS & ENTITLEMENT

DEPARTMENT

TCD 8/8

Dónall A MacDónaill
*Hugh Gibbons (VP)
Peter Conroy
Valentine Rice
Pat Wall
Anne Clune
Caitríona Leahy
Cormac Ó Cuilleanáin

Chemistry
Computer Science
Education
Education
Education
English
Germanic Studies
Italian

UCD 8/8

Paul Ryan
Paddy O'Flynn
John Dunnion
Donal Fitzsimons
*Marie Clarke (VP)
Maureen Killeavy
*Joe Brady (VP)
Gerard Mills

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

UCC 5/8

Michael Creed
Tony Lewis
Michael Delargey
Michael Mansfield
Patrick Bourke

Civil & Environmental Engineering
Civil & Environmental Engineering
Education
Physics
Statistics

NUIG 3/4+1 ex officio ♦

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

Chemistry
Experimental Physics
French
Mathematics

NUIM 3/7

Margaret Kelleher
Andrew Sliney
*Anthony O'Farrell (VP)

English
Library
Mathematics

RCSI 3/3

Philip Curtis
Mary McDermott
Judith Harmey

Media Studies
Physiology
Surgery

MICL 5/6

Michael Finneran
Frank Flanagan
John O'Flynn
Deirdre McMahon
Gerard Enright

Education
Education
Education
History
Maths & Computer Studies

SPCD/CICE 6/6

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

Education
English
History
Library
Music
Religious Studies

CENTRAL 4/4

*Anthony Harvey (VP)
Úna McCabe
Mary Anne O'Carroll
Joan Byrne

Dict. of Medieval Latin Celtic Studies (DMLCS)
Drama, FCE
Home Economics, St Catherine's
Microbiology, HRB-TCD

NOTE

In addition to the President ex officio, there were entitlements to 54 representative places, of which 45 were filled. Therefore, there were 46 people on Council out of a potential 55.

APPENDIX C

IFUT COMMITTEES & WORKING GROUPS 2005/06

Standing Committees

APSCEH

Daltún Ó Ceallaigh (<i>Convenor</i>)	General Secretary
Philomena Donnelly	Education, SPCD
Therése Dooley	Education, SPCD
Ciarán Sugrue	Education, SPCD
James Kelly	History, SPCD
Tony Bonfield	Education, MICT
Michael Finneran	Education, MICT
Frank Flanagan	Education, MICT
Deirdre McMahon	History, MICT
Gerard Enright	Mathematics & Computer Studies, MICT
Máire Uí Mhaicín	Irish, CICE

EQUALITY

Maureen Killeavy (<i>Convenor/Sec</i>)	Education, UCD
Nóirín Ní Nuadháin	Adult Education-English, SPCD
Anne Lodge	Education, NUIM
Maeve O'Brien	Education, SPCD
Marie Clarke	Education, UCD
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

WORKING GROUP

BENCHMARKING - MARK II

Joe Brady, Geography (<i>Convenor</i>)	Geography, UCD
Daltún Ó Ceallaigh	General Secretary
John Dunnion	Computer Science
Hugh Gibbons	Computer Science, TCD
Pat Burke	English, SPCD
Seán Tobin	Mathematics, NUIG

APPENDIX D

IFUT AFFILIATIONS, MEMBERSHIPS & ASSOCIATIONS 2005/06

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 Liaison - [N Ireland Advisory Cttee/Association of University Teachers]

Education International (EI)
& its EI 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 (NWCII)

Network for Education and Academic Rights (NEAR)

Society for Research into Higher Education (SRHE)

Irish Labour History Society (ILHS)

* EIPES covers all of Europe, while ETUCE operates as an autonomous unit within this on the basis of EU-EFTA membership.

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B. PRESIDENTIAL ADDRESS

Professor Breandán Ó Cochláin, Chemistry, NUIG

This is my third and final report as President of the Irish Federation of University Teachers.

During the year, IFUT through its Executive and Council dealt with a wide range of trade union issues ranging from conditions of employment, Sustaining Progress salary increases, the O'Brien Review and Benchmarking II to closure of St Catherine's, Modernisation Agenda for Universities and Sustaining Progress II: these items are all dealt with in the General Secretary's Report.

IFUT takes great care to expend a considerable amount of its effort on educational matters and of course particularly on tertiary education. In recent years a lot of this work has devolved from the Lisbon Agreement. By way of background, the Lisbon strategy was adopted by the European Council when it met in Lisbon in 2000; the outcome was a decision to make the EU the most competitive knowledge-based economy in the world by 2010 and also to ensure that the EU would be "capable of sustainable economic growth with more and better jobs and greater social cohesion". As a result, to a large extent in this country social cohesion has become equated with economic development which has in turn been equated with scientific well-being and income generation, particularly in the universities. A review of the Lisbon Agenda was held in 2004 by a group of experts chaired by the Dutch prime minister; it was recommended that, since such little progress had been made up to then, new priorities should be set and, in particular, much more responsibility should be given to the EU's twenty-five member states to carry out the necessary economic reforms. The member states were asked to devise their own national action programmes and to introduce their own technological innovations; it would seem that the current drive for university restructuring with the ultimate aim of making a profit on scientific and medical research has its origin in this development. Profit making was also one of the aims of the OECD report. If everyone in the universities is supposed to aim for making a profit, what is going to happen to teaching? What is going to happen to the non-scientific disciplines such as the humanities which cannot be expected to make money? This philosophy of making money at all costs, certainly at the expense of traditional education targets, even at the expense of culture and moral values, seems to be becoming the norm, and is even being applied to Shannon Airport and RTÉ Radio 1; what hope is there then for tertiary education? What hope is there for the humanities? A Department of Education that effectively oversees the downgrading of the humanities which are central to social cohesion is not really worthy of the great effort our members put into the tertiary education system.

There may be even more difficulties down the road: there are plans to set up a European Institute of Technology (EIT) along the lines of the Massachusetts Institute of Technology (MIT). An organisation known as the European Research Council (ERC) already exists and its function is to avoid duplication of research schemes. Will the EIT, with a budget of €1- 2 billion take funds away from the ERC and put even more pressure on research in the universities in this country? The areas reserved for the EIT are innovative medicine, nanotechnology and opto-electronics; wouldn't it be an interesting development if Irish universities were selling medical technology for profit and thus bringing in money to do even more research, while patients were still untreated on trolleys? University staff are confronted by a seemingly never-ending series of challenges which originate in the DES and are elaborated on and conveyed by the presidents/provost.

IFUT will have to continually monitor the situation in higher education; we must ensure that our members are protected and that they can carry out their research (whether it is pure or applied or whether it is in accordance or not with strategic plans); the union will want to ensure that they can perform their teaching and examining duties without interference and look after the intellectual welfare of their students as heretofore. If tertiary level institutions are going to be open 24 hours a day, 7 days a week, we want to ensure that our members will not be taken advantage of and that they have time to think and publish their research.

The Irish Federation of University Teachers, or Cónaidhm Éireannach na Múinteoirí Ollscoile, has always had an interest in the Irish language. It was very disappointing when the 1929 Act relating to NUI, Galway was amended during the year; no regard was taken of IFUT's proposed amendment; a reply was received from one minister which was factually incorrect. We have now arrived at a situation where it is impossible to study through the medium of Irish for any full degree (except business studies in DCU) in any Irish university; where will staff trained in the Irish language come from in the future? It is interesting to compare the present situation pertaining to Irish with that of the increasing numbers of the so-called "new Irish" or "non-nationals", who, to their great credit, organise publication of newspapers, social gatherings and religious services in their own languages; they may in the future have far more success with their languages than we have had with Irish. Leo Tolstoy learned Greek as an adult so that he could translate

Aesop's fables into Russian for use in his school to promote the Russian language and culture; he was so successful in fostering Russian that his school was razed by the Nazis. Similarly, Patrick Pearse wrote several books and poetry in Irish and founded an Irish school; he could rightly be regarded as the Irish Tolstoy. I wonder what would Pearse think of the Ireland of today, a country where most civil servants in the Department of Education cannot speak Irish or where it is impossible to study for a degree through the medium of the Irish language. Would any other country propose, or would its people condone a proposal, that its national tongue not be a compulsory subject in its examination system? This is an issue that IFUT must continue to pursue; we are not just a trade union, we also have a deep interest in education and the maintenance of our ancient culture.

During the year IFUT contributed to several international meetings organised by education trade unions e.g. the EI (Education International) World Higher Education Conference in Melbourne, the ETUCE (European Trade Union Committee for Education), education network meeting in Malta and the Short Cycle Higher Education Seminar in Blois, France.

Special contact was maintained with the TUI and I hope this cooperation will be fostered in the years ahead; I believe that closer links would benefit both unions.

Mar adúirt mé thuas tá súil agam nach ndéanfar faillí ar an nGaeilge; is ceann de na teangacha is sine san Eoraip í; d'éir mar a fheicim, chun bheith mar meán oideachais ag an tríú leibhéal beidh sí ag brath amach anseo ar gach tacaíocht agus cúnamh ó CEMO; gan an tacaíocht sin, caillfear í. Tá go leor daltaí ag déanamh ábhair trí Ghaeilge ag an gcéad agus an dara leibhéal í láthair na huaire agus teastaíonn uathu leanacht ar a gcuid staidéir trí Ghaeilge. Is rí-mhasla do'n teanga náisiúnta agus do'n líon mór daoine a d'oibrigh go dian dúthrachtach agus do na tírghráitheoirí uile a thug a saoil ar a son, nach féidir céim ollscoile a dhéanamh ins na gnáth ábhair trí Ghaeilge. Is in olcas atá an scéal ag dul leis na blianta. Cé'n mhaitheas dúinn an tuafás airgid agus brabach má chailleann muid ár dteanga féin; an dtiocfaidh an lá go mbeidh, mar shampla, an Pholainnis agus an Rúisis dá labhairt in Éirinn, agus an Ghaeilge básaithe? Iarraim ar CEMO gan ligint do sin tárlú.

It has been my privilege and pleasure to serve as President of IFUT for three years and I very much appreciate the tremendous support, enthusiasm and commitment members have shown me and IFUT. I particularly acknowledge the kindness and excellent service of our Office Secretary Phyllis Russell who runs the office like clockwork and the expertise and professionalism of the General Secretary, Daltún Ó Ceallaigh; we are very lucky to have two such committed staff. But today is the time to hand over to the new President and I wish Dr Joe Brady and all our members every success in the future.

C. RESOLUTIONS

(1) Career Advancement for Employees of RIA

IFUT deplores the absence of any defined structure of career advancement for employees of the Royal Irish Academy, and calls upon those responsible to rectify this anomaly forthwith.

(2) Income Tax Credit re. Irish Research and Development

This ADC instructs the General Secretary to enter negotiations with the Department of Finance and the HEA to secure a new annual income tax credit for IFUT members in recognition of their immense contribution to Irish research and development.

(3) Co-operation Between IFUT and TUI

In the light of the proposed entry of the Institutes of Technology to the remit of the HEA, this ADC calls for increased co-operation on matters of mutual concern between the Teachers' Union of Ireland and the Federation to be developed and maintained.

(4) 'Sustaining Progress'

That this IFUT ADC strongly deplores the failure of the management of Mary Immaculate College Limerick to ensure that the pay increases due to staff under 'Sustaining Progress' have been delivered pursuant to Labour Court Recommendation No. 18067.

(5) Academic Promotional Opportunities

That this IFUT ADC strongly deplores the failure of the management of Mary Immaculate College Limerick to put in place an equitable and progressive system of academic promotional opportunities.