

Irish Federation of University Teachers

IFUT
2013

Cónaidhm Éireannach na Múinteoirí Ollscoile

IRISH FEDERATION OF UNIVERSITY TEACHERS

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CÓNAIDHM ÉIREANNACH NA MÚINTEOIRÍ OLLSCOILE

IFUT 2013

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GENERAL INTRODUCTION

I have the honour for the 7th time to present my Annual Report to the IFUT Annual Delegate Conference.

As I write this report (with substantial input from the Assistant General Secretary, obviously), a phrase from a fridge magnet kept coming into my head: "The faster I work, the behinder I get".

In one way the past year should have been an absolutely brilliant one for IFUT. We increased our membership for the 6th year in succession. We continued to win significant and ground-breaking industrial relations victories, in particular in the area of IFUT's greatest expertise, the Protection of Employees (Fixed-Term work) Act 2003 and, after a marathon struggle, we finally achieved total success in our battle to force TCD to implement in full the Labour Court Recommendation which ordered them to make good their breach of the 'Croke Park' Agreement concerning three compulsory redundancies.

But as fast as we bailed out, the problems kept pouring in. Here, in passing, I have to pay a huge tribute to Joan Donegan, Assistant General Secretary, for the enormous workload she has taken on with huge success, in the past year. And also to thank Phyllis Russell for the epic amount of sheer hard work and productivity which she produces for IFUT year in, year out.

As we achieved successes under the 2003 Act the Labour Court and Rights Commissioner opened up a very significant avenue of evasion for universities. I am referring here to the fact that some universities, notably and shamefully, TCD and NUIG, give employees nominal Contracts of Indefinite Duration and then continue to treat them as though they had never ceased to be Fixed-Term Employees and therefore vulnerable to dismissal on very questionable and deeply unfair grounds.

Regrettably, in a number of cases the Labour Court and Rights Commissioner have said that the mere fact that the university **says** that someone has a CID is enough to deny them locus standi under the 2003 Act. This despite the fact that the **actual** nature of the contracts are still unmistakably fixed-term.

We can only hope that this glaring attack on the integrity of the 2003 Act will soon be identified by more than just IFUT and will be dealt with and neutralised.

The other frustrating example of employers responding to our achievements by moving the goalposts occurs in the area of redundancy compensation.

Despite IFUT winning case after case where we had argued that Fixed-Term Employees are entitled to the same redundancy compensation as Permanent Staff, the Department of Education instructed HEI's over and over again to fight all such cases. When, in June 2012, they seemed to wake up to the reality of the rights conferred by law in 2003, they sanctioned equal redundancy compensation of 3 weeks pay per year of service plus statutory entitlement.

But in an act of gross cynicism they have applied a clause disbaring anyone who achieves this right from employment in the Public Service for a minimum period of 2 years.

Since Academics and Researchers have no employment opportunities other than those in the Public Sector, we have dubbed this "the Emigration Clause".

As I speak we await developments arising from the rejection of the state sponsored breach of trust known as the 'Croke Park Extension Proposals'. Only one thing is certain. There is more struggle to come.

But let us end on a positive note. IFUT is fighting fit. We have shown we can win, we are growing and we are resilient. We have wonderful members, dedicated and hardworking voluntary activists and representatives, an intelligent and savvy leadership and fantastic staff.

The challenges keep coming but we keep meeting them. We will continue to do so.

I. REMUNERATION/PAY AGREEMENTS

1. Public Service Agreement 2010-2014

Shortly before our ADC last year IFUT members balloted to accept the 'Croke Park' Agreement as clarified during the course of direct negotiations with the Department of Education and Skills.

The year since then has been dominated by our campaign to have the Agreement's embargo against compulsory redundancies honoured by TCD.

Shortly after the last ADC, the Labour Court upheld IFUT's contention that the redundancy of three members (two actual, one threatened), were contrary to the terms of the PSA. Although the Agreement also clearly stipulates that such rulings from the Labour Court are binding, TCD refused to comply. To spell out in detail the exhaustive campaign we were forced to wage to get TCD to reverse its position would take up far too much space in a summary such as this report is designed to be.

Suffice to say that TCD finally yielded fully to IFUT's demands. The threatened redundancy was cancelled, one other member was reinstated with full compensation for time lost, and the remaining member, who had found alternative employment, accepted an enhanced voluntary redundancy package together with compensation for lost time. In addition, other cases where TCD had broken the Agreement by refusing to engage with us were solved when they ended this practice and began attending LRC Conciliation Conferences.

Since then one other threatened redundancy has been cancelled and one actual redundancy has been reversed by way of reinstatement and compensation for lost time. Two similar cases are still in process.

2. 'Croke Park Extension'

As the heading of the first paragraph in this chapter confirms, the Public Service Agreement ('Croke Park') was agreed by all parties to be a 4-Year Agreement which was to remain in force up until 2014.

However, in late 2012 in a stunning breach of faith, the Government announced that they would insist on dramatic concessions not provided for in the original agreement and that, if agreement on these was not forthcoming, unilateral action by way of legislation would be taken to force through the changes.

The resulting "shotgun negotiations" led to the publication by the LRC of a set of draconian proposals involving pay cuts, increment freezing and reversal, abolition of allowances, additional

working time, attacks on work/life balance initiatives, reduced pensions and more.

Not surprisingly, the Executive of IFUT issued a strong call to our members to reject the proposals in an all-member ballot.

The result of the ballot was as follows:

Total votes issued:	2,150
Total votes returned:	945 (43.95%)
Spoiled/Invalid votes:	6
Total Valid Votes:	939
Votes in favour:	235 (25.02%)
Votes against:	704 (74.97%)

On 17 April 2013 the Public Services Committee of Congress declared the Proposals were defeated in an amalgamated ballot of all PSC affiliate unions.

3. Mater Dei Institute of Education

A compromise proposal was accepted by our members which brings them into line with the pay cuts in the wider Public Sector including DCU.

II. CONDITIONS OF EMPLOYMENT

1. Cases under the Fixed-Term Workers' Act

As in recent years we continue to fight (and win) more cases under this Act than in any other dispute area and also, in proportion to our size, more often than any other trade union in Ireland.

1.1 'Locus Standi' A very disturbing phenomenon has emerged whereby an employee is given a contract which is nominally one of Indefinite Duration, yet in its essential aspect (the clause concerning termination) it remains one of either fixed-term or fixed-purpose. What is most concerning about this development is the fact that these spurious contracts are, in some cases, being upheld by Rights Commissioners and the Labour Court.

This happened to us in two cases in the past year. In a case involving TCD the Labour Court said that our member lacked 'locus standi' because she was a permanent (i.e. not fixed-term) employee, while at the same time she had been dismissed because of a clause in her contract which said that her employment was not secure and therefore was legally terminatable. Fortunately, in this case we got redress under other procedures for this member.

In NUIG a Rights Commissioner said that an employee who was made redundant by reference to the fixed-term nature of his contract lacked 'locus standi' because he was nominally a permanent employee. We could not appeal this bizarre

decision to the Labour Court because the member feared victimisation on the basis that the Labour Court would probably publish his name, and therefore we are pursuing the case by alternative means.

We have been dealing with another 'locus standi' case in UCC for almost two years now. In this case 'locus standi' was denied because the member, although made redundant from one part-time, fixed-term contract had another, ongoing, part-time permanent contract and therefore in the eyes of the Labour Court could not use the 2003 Act to secure equal treatment regarding her fixed-term employment. We are pursuing this issue through non-statutory industrial relations procedures on the basis of an entitlement to fairness and consistency of treatment.

1.2 TCD We have four cases where we are seeking guarantees of ongoing employment due to the possession of, or entitlement to, a CID. We have one ongoing claim for recognition of a CID and one case where we are negotiating on behalf of a fixed-term worker whose contract is soon to expire. We have also secured enhanced redundancy payment in a similar case where the contract has already expired and one other case is pending.

One further member has been offered enhanced redundancy (i.e. three weeks plus statutory redundancy) but is awaiting the outcome of the two-year ban before acceptance.

1.3 UCD We won a right to CID from a Rights Commissioner and, following an appeal by UCD, from the Labour Court.

We secured enhanced redundancy (i.e. three weeks plus statutory redundancy) for two fixed-term staff members on the non-renewal of their contracts (without the implementation of the two year ban as the claim preceded the June 2012 - Collective Agreement on Enhanced Redundancy Payments to Public Servants).

1.4 MICTL Although we secured enhanced redundancy for a fixed-term worker, this was slightly less than the norm elsewhere due to the discovery of a previously unknown redundancy deal done on behalf of Catering Staff in the College.

1.5 UCC We secured ex-gratia payment of 4 weeks pay per year of service for two fixed-term staff on the non-renewal of their contracts.

We secured enhanced redundancy (i.e. four weeks plus statutory redundancy) for four fixed term staff members on the non-renewal of their contracts (without the implementation of the two year ban as the claim preceded the June 2012 - Collective Agreement on Enhanced Redundancy Payments to Public Servants).

1.6 NUIG We have one claim in process for enhanced redundancy for a fixed-term worker.

We secured a Labour Court Recommendation for a Contract of Indefinite Duration for one fixed-

term staff member. Management has appealed this decision and we are awaiting a date for a hearing.

1.7 NUIM We secured a Contract of Indefinite Duration for one fixed-term staff member. We are currently pursuing at local level the implementation of a second Contract of Indefinite Duration.

1.8 NIBRT We secured enhanced redundancy (i.e. four weeks plus statutory redundancy) for one fixed term staff member on the non-renewal of his contract (without the implementation of the two year ban as the claim preceded the June 2012 - Collective Agreement on Enhanced Redundancy Payments to Public Servants).

2. Disputes regarding Promotion and Claims concerning Upgrading

2.1 SPD We secured a significant Labour Court Recommendation and obtained the implementation of an upgrade for one member from an anomalous grade of Tutor to the grade of Assistant Lecturer.

Our member had suffered the ongoing existence of inequitable pay rates since 2005. IFUT strongly suggested to the Court that the claim was not a cost increasing one and that the application of the appropriate rate for the job (Assistant Lecturer grade) should be implemented. We argued that the Public Service moratorium or the 'Croke Park' Agreement did not limit such an entitlement and that our claim sought only to correct the application of an incorrect salary structure rather than seek a pay increase.

The Labour Court duly agreed and recommended the upgrade.

2.2 TCD One case re unfair denial of promotion and two cases regarding anomalous and unfair pay are in process.

2.3 UCC We secured a significant win for one member who appealed a decision from an interview process and obtained a recommendation from the Governing Board Committee at UCC for an upgrade from Assistant Professor to full Professor. An example of how difficult this situation has been for our member is reflected in the fact that the President at UCC has now lodged an appeal against this decision. IFUT will continue to support this member until this matter is fully resolved.

2.4 UCD Two cases involving four members.

2.5 DIAS We secured a Rights Commissioner Recommendation for a job evaluation process to proceed for one member. Management at DIAS has refused to carry out this activity and we have appealed this decision to the Labour Court. We are awaiting a date for a hearing.

2.6 Tyndall Institute, UCC The Labour Court stated that the pay situation here is unfair and that UCC is the employer, yet they did not offer a solution or force UCC to do so. UCC has also declared that the pay and grading situation is unacceptable, yet they have not acted. We tried in

the course of the 'Croke Park Extension' process to get the Department of Education to intervene but they washed their hands of it. This is a dispute that will surely escalate next year.

2.7 UCC One case concerning placement at the top of the scale resolved to our satisfaction.

We continue to deal with a long running dispute concerning the continual undermining of one of our members and have now decided to refer this issue to a Rights Commissioner for investigation.

3. Pensions

Denial of Added Years The transfer of University pension funds and corresponding liabilities to the National Pensions Reserve Fund took place as at 31st March 2010 through Statutory Instrument No, 124 of 2010.

As a consequence, Universities must now on behalf of retiring staff members submit to the Ministers (via the HEA) an application for professional added years. In practice this means that in house professional added years' calculations are now being reduced by the retained benefits of service from previous employments that have been or could have been transferred to UCC and NUIG.

Under the Miscellaneous Provisions Act 2009 the ability to award added years transferred to the Department of Finance and the Department of Education and Skills.

An enormous amount of work has been put into this issue by the Assistant General Secretary and we also commissioned external assistance from a pensions expert.

9th June 2011 **IFUT wrote to all University IFUT Representatives regarding this issue.**

June 2011 **Meetings held with HR NUIG**

30th June 2011 **Correspondence sent to HR UCC**

8th September 2011 **IFUT wrote to the Recurrent Funding Unit Higher Education Authority**

9th September 2011 **IFUT met with Tom Boland Chief Executive, Higher Education Authority**

26th September 2011 **Received response from the Higher Education Authority to IFUT's correspondence**

December 2011 **IFUT Executive Committee Meeting discussed legal route**

30th January 2012 **IFUT referred this case to the Labour Relations Commission**

14th February 2012 **Response received by NUIG from the Pension Section, Department of Education and Skills**

15th March 2012 **Meeting with UCC Members**

5th September 2012 **Conciliation Conference – LRC**

September – November '12 **Pension Clinic at UCC with IFUT Pension Consultant**

30th May 2013 **Full Labour Court Hearing**

4. Transfer to Private Sector

NUIG - ICHEC We continue to assess and review the situation of ICHEC at NUIG as plans appear to be in place to formalize the position of ICHEC in 2016 into a permanent open-ended organization the details of which are still very unclear.

Our representatives at local level are monitoring this situation on an ongoing basis.

6. Non-Payment of Exam Fees, UCC

Despite conceding our claim over 2 years ago UCC has not implemented its pledge yet. The issue has been referred to the Labour Court.

Exam Fees in all Colleges are set for elimination if the 'Croke Park Extension' proposals are accepted.

6. Age Discrimination Case – SPD

A Labour Court Determination is awaited in this long-running dispute.

7. Alleged 'Overpayment' of Associate Professors, NUIG

This dispute is ongoing.

8. Enhanced Redundancy/Two-Year Ban

After years of instructing Colleges to fight cases taken by IFUT for equal severance payments for fixed-term employees being made redundant, the Department of Public Expenditure and Reform conceded in June 2012 that all redundancies are equal and sanctioned an ex-gratia payment of 3 weeks pay per year of service in addition to statutory entitlement.

However, in a fairly cynical move which will affect Researchers and Academics more than practically any other public servants, the Department inserted a clause to the effect that anyone being paid the ex-gratia amount is ineligible for employment in the Public Sector for at least 2 years. Since there is, in reality, no other employment available for such employees, we have dubbed this the "Emigration Clause" and are fighting against it vigorously with the support of our

colleagues in ASTI, INTO & TUI.

9. Other Cases

We have dealt with (or are still dealing with) approximately 25 other cases of various types on behalf of individual members.

III. GENERAL CONTACTS

1. Irish Congress of Trade Unions

The General Secretary has continued to be an active member of the Congress Executive Committee.

IFUT members participated in the Anti-Austerity Demonstrations in February 2013.

Recently, in the aftermath of the 'Croke Park 2' talks, serious tensions have emerged within Congress between pro and anti-trade unions. For the first time in decades the unity of the Irish Trade Union Movement appears to be under threat. This crisis will require sensitive and intelligent handling over the coming months.

Ann Louise Gilligan, SPD was elected as Vice-Chair of the Congress Women's Committee. Rose Malone, Incoming President also represents IFUT on this important committee.

Heather Laird, UCC represents IFUT on the Congress International Solidarity Committee.

2. Teacher Unions

Although relations between and co-operation amongst the four unions continued to be excellent during the year, there was little or no progress recorded by way of any practical moves towards greater unity.

3. Trades Councils

Our representatives on Trades Councils are as follows:

Dublin Council of Trade Unions: Hugh Gibbons, Outgoing President.

Cork Council of Trade Unions: Michael Delargey, UCC.

Galway Council of Trade Unions: Liam Carroll, NUIG.

Kildare Council of Trade Unions: Tony O'Farrell, NUIM.

Limerick Council of Trade Unions: Tony Bonfield, MICL.

4. International Work

4.1 Education International The European Region of EI is known as ETUCE. At its Triennial Conference in November 2012 the General Secretary was elected as European Treasurer of EI, thus giving him the status of Vice-President of ETUCE.

4.2 EU Sectoral Dialogue in Higher Education

The Assistant General Secretary, Joan Donegan, on behalf of IFUT holds the Irish Trade Union seat on this EU Commission - financed Body. It consists of Employer and Union Nominees from each EU Member State. IFUT has succeeded in getting Gender Equality in Higher Education and the position of Researchers adopted as two of the three priority areas for the Committee's work. The Assistant General Secretary also made a very well received presentation on Gender Issues in HE to the Full Plenary of the Dialogue Group.

4.3 Bologna Follow-Up Group (BFUG) The General Secretary represents IFUT on the Irish Bologna Committee and has also been recently nominated to represent EI on the European BFUG Sub-Group on Funding and Governance.

Some years ago the Higher Education Ministers of the European Higher Education Area adopted a communiqué which included a commitment to creating "a supportive environment for academics". Since then EI has campaigned hard to turn this commitment into a reality and has pushed on issues including pay and conditions, career prospects, academic freedom, adequate financing, encouragement of research etc as essential components of a "supportive environment". In the coming year EI will be conducting a major European Survey as part of this campaign and the President, Dr Marie Clarke, has already played a pivotal role in the design and work plan for the entire project.

4.4 TUAC The General Secretary represents IFUT on the OECD's Trade Union Advisory Committee. Our main focus has been, in conjunction with our European, Canadian and USA colleagues, to continuously try to influence the OECD not to adopt or support simplistic HE Ranking Systems which devalue and undermine the real work and worth of universities worldwide.

4.5 Higher Education and Research World Conference, Buenos Aires, Argentina The President and the General Secretary attended this conference on behalf of IFUT. The General Secretary was invited to be a Panel Speaker for one session and also spoke at other sessions.

4.6 EQAR Daire Keogh, SPD is the EI representative on the European Quality Assurance Register.

4.7 BIGTU The British and Irish Group of Teacher Unions is a biennial meeting of all Education Unions in Ireland and the UK. This year the Secretariat of the Group has been assigned to ASTI

4.8 Fraternal Visit The General Secretary of the New Zealand Higher Education Union addressed a meeting of the IFUT Executive and accompanied the General Secretary to one session of the 'Croke Park' talks while on a private visit to Dublin.

V. ORGANISATION & COMMUNICATIONS

4.9 Other International Work IFUT receives numerous invitations to address seminars and union conferences on higher education issues. Most of these have to be declined due to a lack of time and resources and invitations can only be accepted where the host finances the visit. One such visit was the address by Rose Malone, Incoming President to a Norwegian Trade Union Congress meeting. She was asked to speak on the topic of Higher Education in Ireland.

We are also grateful to other representatives who attend various teacher conferences here and in Northern Ireland and the UK on behalf of IFUT.

5. SCOTENS

Dr Marie Clarke, President, represents IFUT on this body.

7. National Council for Curriculum and Assessment

IFUT is represented on the NCCA by Dr Rose Malone, Incoming President and Dr Daire Keogh, SPD.

7. Teaching Council

Dr Marie Clarke, President of IFUT, is the ICTU nominee on the Teaching Council.

8. Qualifications and Quality Ireland

Dr Ann Louise Gilligan, SPD was nominated by the Minister for Education to a position on the Board of Qualifications and Quality Ireland (QQI).

IV. EDUCATION & RESEARCH

1. Review of Initial Teacher Education

The report of the Review Body calls for major (and controversial) "rationalisation" in the ITE Sector which will affect IFUT members in very substantial ways. We have set up a Working Group to co-ordinate our response to this and to complement our negotiations in each individual college.

2. Review of Nursing & Midwifery Degree Programmes

With IFUT's active involvement this review has been completed and the intention now is to move to the implementation phase which will require our vigilance and continuing attention.

3. Higher Education Grants Review Body

The President, Marie Clarke, sits on this body on the nomination of the Minister for Education.

1. Membership

The total membership of IFUT is 2,146 compared to 2,093 last year. The breakdown of this is as follows (last year's figures are in brackets): 1,465 (1,436) on higher rate of subscription, 178 (174) on lower, 40 (39) on leave of absence and 463 (444) retired. Details of Branches are given in Appendix A.

2. Representatives' Training Course

For the first time, we organised a highly successful Training Course for IFUT representatives in November 2012. The Course was attended by seventeen representatives and the feedback was extremely positive.

3. IFUT Files and Archives

We employed a professional Archivist to assist us in dealing with reducing the amount of material kept on file in Head Office. The Archivist also provided advice to IFUT Council on dealing with Branch files.

4. IFUT Procedures for Dealing with Disputes between Members

We reviewed and amended these procedures to bring them into line with current best practice.

5. Membership Plus

This Discount Card was provided to each member at a cost to IFUT of €1.25 per card. Feedback so far has been very positive and we intend to continue with the scheme next year.

6. Executive and Trustees

The Executive met 12 times during the course of the year.

The Members of the Executive are: Marie Clarke, UCD (President); Rose Malone, Incoming President; Hugh Gibbons, TCD (Vice President Finance); Russell Higgs, UCD; David Murphy, UCC; Breandán Ó Cochláin, NUIG; Peter Murray, NUIM; Cora Cregan, SPD; Aislinn O'Donnell, MICTL; Ruby Morrow, CICE; and Joan Byrne (HRB) Central Branch.

At a meeting of the Executive held on 28 June 2012 Dr Hugh Gibbons, TCD was elected as Vice President-Finance.

The Executive also allocated the following portfolios:

IFUT Website: David Murphy, UCC

Cursáí Gaeilge: Breandán Ó Cochláin, NUIG

Tenure & Related Matters: Russell Higgs, UCD

Administration & Finance: Hugh Gibbons, TCD

Equality: Cora Cregan, SPD

Academic Freedom: Rose Malone, Incoming President.

International Affairs: Ruby Morrow, CICE and

Peter Murray, NUIM

Research Matters: Marie Clarke, President and Rose Malone, Incoming President

The following **Trustees** were re-elected at the 2012 ADC: Gerard Jennings, NUIG; Colum Ó Cléirigh, SPD. Donal Fitzsimons, UCD.

7. Council

The Council met three times during the year.

8. IFUT's 50th Anniversary

On 25 May 1963 at a meeting held in UCG (as it was then known) it was agreed to establish the organisation which became IFUT. The first meeting of IFUT's Council was held in TCD on 19 June 1965.

The IFUT Executive and Council has decided, therefore, to celebrate our 50th Anniversary between those dates in 2013 and 2015. Details of events organised are available on the IFUT website.

9. IFUT Website

During the year our website was substantially updated and modernised. Our thanks to David Murphy, UCC for this work.

*Mike Jennings,
General Secretary.*

22 April 2013

IFUT Initials

AH	All Hallows College
CB	Central Branch
CICE	Church of Ireland College of Education, Rathmines, Dublin
CITC	Church of Ireland Theological College
DDH	Dublin Dental Hospital
DIAS	Dublin Institute for Advanced Studies
FROEBEL	Froebel College of Education
HRB	Health Research Board
MDIE	Mater Dei Institute of Education
MICL	Mary Immaculate College, Limerick
MITP	Milltown Institute of Theology & Philosophy
NERI	Nevin Economic Research Institute
NUIG	National University of Ireland, Galway
NUIM	National University of Ireland, Maynooth
RCSI	Royal College of Surgeons in Ireland
RIA	Royal Irish Academy
SFI	Science Foundation Ireland
ST C	St Catherine's College of Home Economics, Sion Hill, Dublin
SPD	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

APPENDIX A

BRANCHES, BRANCH SECRETARIES & CENTRAL BRANCH CONVENORS 2012/13

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

- 1 Trinity College Dublin (417/393) & Dublin Dental Hospital (14/15)**
Secretary – Aidan Seery, Education
Library Convenor – Seán Hughes, Berkeley Library
DDH Contact - Frank Houston, Restorative Dentistry
- 2 University College Dublin (407/403)**
Secretary – Rita Collins, Nursing & Midwifery
- 3 University College Cork (459/459)**
Secretary – Angela Flynn, Nursing & Midwifery
- 4 National University of Ireland, Galway (124/123)**
Secretary – Alastair McKinstry, ICHEC
- 5 National University of Ireland, Maynooth (255/240)**
Secretary – Tony O'Farrell, Mathematics
- 6 Royal College of Surgeons in Ireland (66/67)**
Secretary – Celeste Golden, Admissions Office
- 7 St Patrick's College, Drumcondra (149/149)**
Secretary – Orla Nic Aodha, Library
- 8 Church of Ireland College of Education (23/18)**
CICE Convenor – Éamonn McCauley, Special Education Needs
- 8 Mary Immaculate College, Limerick (148/144)**
Secretary – Cathy Swift, Irish Studies
- 9 Central (88/82)**
ALL HALLOWS COLLEGE (2/1)
Convenor – Bernadette Flanagan, Spirituality

CHURCH OF IRELAND THEOLOGICAL COLLEGE (1/1)
Convenor – Patrick Comerford, Spiritual Formation

FROBEL COLLEGE OF EDUCATION (4/1)
Convenor – Liam MacAmhlaigh, Roinn na Gaeilge

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

DUBLIN INSTITUTE FOR ADVANCED STUDIES (14/13)
Convenor (Senior Professors/Registrar Group) - Fergus Kelly, Celtic Studies
Convenor (Non-Sen. Prof. Staff Group) – **No Convenor**

MATER DEI INSTITUTE OF EDUCATION (30/32)
Convenor – Noel Jackson, IT Services

NEVIN ECONOMIC RESEARCH INSTITUTE (1/1)
Convenor – Mícheál Collins, Senior Research Officer

ROYAL IRISH ACADEMY (18/16)
Convenor - Anthony Harvey, Dictionary of Medieval Latin from Celtic Sources

MILLTOWN INSTITUTE OF THEOLOGY & PHILOSOPHY - c/o Head Office (3/3)

ST CATHERINE'S COLLEGE OF EDUCATION FOR HOME ECONOMICS - c/o Head Office (10/10)

SCIENCE FOUNDATION IRELAND – Rory Jordan (1/0)

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

APPENDIX B

COUNCIL & EXECUTIVE 2012/13

*(Executive: President and 10 Members)

BRANCH ENTITLEMENT

DEPARTMENT

TCD 9/9 + 1 Exec

Dónall A. MacDónaill	<i>Chemistry</i>
*Hugh Gibbons (<i>Vice Pres-Finance</i>)	<i>Computer Science</i>
Aidan Seery	<i>Education</i>
Pat Wall	<i>Education</i>
Liam Dowling	<i>Electronic & Electrical Engineering</i>
Darryl Jones	<i>English</i>
Mícheál O'Siochrú	<i>History</i>
Cormac Ó Cuilleanáin	<i>Italian</i>
Seán Hughes	<i>Library</i>
Gobnait Byrne	<i>Nursing & Midwifery</i>

UCD 9/9 + 1 Alternative + Pres

Paddy O'Flynn	<i>Chemical Engineering</i>
John Dunnion	<i>Computer Science</i>
Gordon Cooke [alternative]	<i>Conway Institute</i>
*Marie Clarke (<i>Pres</i>)	<i>Education</i>
Maureen Killeavy	<i>Education</i>
Phyllis Gaffney	<i>French</i>
Joe Brady	<i>Geography</i>
*Russell Higgs	<i>Mathematics</i>
Regina Joye	<i>Nursing & Midwifery</i>
Rita Collins	<i>Nursing & Midwifery</i>
Gerard Casey	<i>Philosophy</i>

UCC 10/10

Mike Murphy	<i>Applied Psychology</i>
*David Murphy	<i>Computer Science</i>
Adrian O'Riordan	<i>Computer Science</i>
Michael Delargey	<i>Education</i>
Virginia Conrick	<i>Library</i>
Brendan Palmer	<i>Medicine</i>
Tom Andrews	<i>Nursing & Midwifery</i>
Angela Flynn	<i>Nursing & Midwifery</i>
John Doyle	<i>Tyndall</i>
Eoin Sheehan	<i>Tyndall</i>

NUIG 6/6 + 1 Exec

*Breandán Ó Cochláin	<i>Chemistry</i>
Catherine Emerson	<i>French</i>
Keith Sullivan	<i>Education</i>
Barry Glynn	<i>Natural Science</i>
Alastair McKinstry	<i>ICHEC</i>
Tony Wheatley	<i>Physiology</i>
Donal Leech	<i>Chemistry</i>

NUIM 7/7

Rose Malone (*Incoming Pres*)
 Mary Gilmartin
 Andrew Sliney
 Tony O'Farrell
 Aileen O'Carroll
 Saranne Magennis
 *Peter Murray

Education
Geography
Library
Mathematics
NIRSA
Quality Promotions
Sociology

RCSI 0/4

None

MICL 6/6 + 1 Exec

Michael Finneran
 *Aislinn O'Donnell
 Deirdre McMahon
 Cathy Swift
 Gerard Enright
 Marek McGann
 Patrick Connolly

Education
Education
History
Irish
Mathematics & Computer Studies
Psychology
Theology & Religious Studies

SPD 6/6 + 1 Exec + 1 Trustee

*Cora Cregan
 Pat Burke
 Eugene McNulty
 Ruth McManus
 Carla King
 Orla Nic Aodha
 Colum Ó Cléirigh (*Trustee*)
 John O'Flynn

Careers
English
English
Geography
History
Library
Music
Music

CICE 2/2

*Ruby Morrow
 Keith O'Sullivan

Special Education
English

CENTRAL 2/5

Anthony Harvey
 *Joan Byrne

DMLCS, RIA
Microbiology, HRB-TCD

NOTE:

In addition to the President ex officio, there were entitlements to 69 representative places, of which 62 were filled. Therefore, there were 62 people on Council out of a potential 69.

APPENDIX C

IFUT COMMITTEES & WORKING GROUPS 2012/13

Standing Committee

EQUALITY

Joan Donegan (<i>Convenor</i>)	Deputy General Secretary
Marie Clarke (<i>Pres</i>)	Education, UCD
Maureen Killeavy	Education, UCD
Rose Malone, (<i>Incoming Pres</i>)	Education, NUIM
Aislinn O'Donnell	Education, MICL
Ann Louise Gilligan	Religious Studies
Cora Cregan	Careers, SPD

APPENDIX D

IFUT AFFILIATIONS, MEMBERSHIPS & ASSOCIATIONS 2012/13

British and Irish Group of Teacher Unions (BIGTU)

Education International (EI)
& its Higher Education & Research Standing Committee (HERSC)
European Trade Union Committee for Education (ETUCE)

Educational Studies Association of Ireland (ESAI)

IFUT-NIAC Liaison – (Nth Ireland Advisory Committee/University & College Union)

Irish Congress of Trade Unions (ICTU)
& its Councils of Trade Unions in Dublin, Cork, Limerick, Galway and Kildare

Irish Labour History Society (ILHS)

National Women's Council of Ireland (NWCI)

Nevin Economic Research Institute (NERI)

Network for Education and Academic Rights (NEAR)

People's College (ICTU)

Standing Conference on Teacher Education North and South (SCoTENS)

Society for Research into Higher Education (SRHE)

B. PRESIDENTIAL ADDRESS

27 APRIL 2013.

Dr Marie Clarke

Introduction

Thank you for your address Minister Rabbitte on behalf of your colleague Minister Quinn, who regrettably, could not be present with us today. However, we were glad to hear that the Minister will meet with the Executive soon so that we can discuss these matters in more depth. Higher education is one part of the education system, which itself reflects, transmits and modifies the values of the whole society. Any analysis must take the national policy making context into account; the policy implementation processes; the agents involved in the process and the identification of needs. All of these are interconnected.

1. Being a public servant?

Public service is a commitment to community and solidarity. The central feature of modern public services is based on the principle of mutual support across communities, founded on shared social objectives. The provision of public services is not defined by economic rules alone, such decisions, which have social consequences involve political choices, which should be mediated through discussion and public debate.

Public service is more than just a job — it is a responsibility and a precious opportunity to make a difference. Irish academics understand that responsibility and opportunity. Among their colleagues in Europe, they have the highest levels of involvement in community organisations along with their colleagues in Norway. They rank third in their involvement in political service, after colleagues in Switzerland and Portugal, and rank third in the extent to which they work with local, national and international social services (Culum *et al.*, 2013).

Our profile of service makes us keenly aware that public servants makes a contract with the people to serve them and we carry it out based on our word. The character trait most commonly associated with this partnership between the public service and the people is integrity. It is based on a promise, and a promise is something that must be kept.

Members of Government and public representatives are also public servants and are expected to adhere to the same code. Indeed, the Programme for Government states under the heading ‘Showing Leadership’, “Politicians should be treated in the same manner as all other public servants” (Programme for Government 2011).

This relationship has been threatened in recent times. A concerted campaign has been mounted in sections of the media, which has vilified and demonised public servants. This campaign has been aided and abetted by some in politics and the bile and venom goes largely unchallenged. The result is that the trust between the state and its employees has been seriously damaged. A further blow, perhaps a death blow, has been dealt by this Government's attitude to its own promises.

The first Croke Park agreement set out a number of guarantees, which are being breached by this Government. This has fundamentally undermined the trust that was a traditional feature of negotiations between unions and government. We can no longer believe that any current or future guarantees will be honoured by the state.

The original Croke Park deal with the Government was due to expire in 2014. We were working to fulfil our part of the agreement and we expected the Government to honour its guarantees. We did not expect a unilateral reneging, on the existing guarantees nor a forced "negotiation" on new terms. In fact it seems ridiculous to use the term "negotiations" together with the statement that "you will get the result one way or another". In fact there were no "negotiations" in any reasonable meaning of that word, threats and bullying more accurately describe the so called negotiations.

Under the original agreement we have sustained up to 25% cuts in our salaries to date and this new Croke Park extension was designed to impose a further cut of up to 8%. Taken together the proposed cuts and reductions over recent years would mean that every single pay increase achieved since the year 2000 had been eroded for all academics below the level of Professor. When adjustments are made for increases in the Consumer Price Index, the deal would have meant that a college lecturer would be earning 3.6% less than in April 2000 (Jennings, 2013; UCC ASA, IFUT Branch, 2013; St. Patrick's College Drumcondra IFUT Branch, 2013).

As academics we have made our contribution, not only in terms of reduced salaries. Our colleges and universities now operate with fewer staff, more students and far less resources than 5 years ago. However, this is never acknowledged, particularly by politicians. Like our colleagues, we have suffered from the divide and conquer strategy, which resulted in the demonization of public servants generally.

This is unacceptable and we have sent that message to this Government in the clearest terms through our vote. Our situation is in stark contrast to the position in the private sector where according to IBEC almost 40% of Irish employers expect to increase basic pay this year (Wall, *Irish Times*, Dec 2012).

The protected status of our public servant positions is referred to regularly. Almost uniquely in the public sector, significant numbers of staff in the universities and colleges face the threat of

compulsory redundancy. IFUT has been forced to fight all such threats on a case by case basis. During the Croke Park Extension talks, the Department of Education and Skills refused to insert any wording into the new proposals, which would give more job security to academics and researchers.

Colleagues we should never be complacent about job security in our sector and we must bear in mind that it is the most junior members of our profession that are most vulnerable in this regard.

We are all aware that progressive taxation on income at central government level is the most efficient for redistribution, because it draws on the widest pool of potential contributors. Further the personnel, expertise and organisation to deal with taxation is in place. Yet, this Government has turned its face against this and is beginning to promise tax cuts as early as 2016. Have we learned nothing?

In common with our European colleagues, Irish academics take our role as public servants very seriously. We are very proud of our contribution and achievements and we make no apology for being paid to do our job on a daily, weekly, monthly and yearly basis.

We are aware of the state's stark financial pressures, which have been reiterated on so many occasions by Minister Quinn. Regrettably the Minister seems reluctant to accept that investment in higher education is essential to economic recovery and future growth. Minister Quinn is not alone in this view, confronted with demands of world economic crises governments are reluctant to increase public funds for long-term investment in higher education (Castagnos & Echevin, 1984).

Trusting educational professionals is a natural consequence of a generally well-functioning civil society. It is evident that this is not the view held by successive Governments with reference to policy direction and development in higher education.

2. The policy narrative in Irish higher education

2.1 Higher education policy in Ireland

Good policy requires a clear explanation of the problem and an equally clear explanation of how the policy solution will solve it (Gash & Roos, 2012). This has not been articulated in any of the policy documents published by the HEA which include the *National Strategy for Higher Education to 2030* (2011); *Towards a Future Higher Education Landscape* (2012); *Review of Funding Model for Higher Education Institutions: Consultation Document*; *Completing the Landscape Process for Irish Higher Education* (2013).

We are cognisant of the fact that the HEA is sensitive to criticism. On 26th September 1996 during the debate on the introduction of the Universities Act [1997], Ronan Fanning, Emeritus Professor of Modern Irish History at UCD suggested that the HEA's "appetite for power over the universities is insatiable". On 29th October 1996, the HEA funded an advertisement in *The Irish Times* suggesting that the public debate around the Universities Bill was 'marked by a series of erroneous conceptions, even bordering on the bizarre' (Walshe, 1999, p. 148). It pointed out that the HEA was an important element in maintaining that 'critical distance' between the universities and the State and its statutory role was to allocate funds made available by Government to the universities and to ensure that deficits were not incurred (Walshe, 1999, p. 148).

But deficits were incurred, massive deficits in fact and the question still remains, why did the HEA let that happen? Equally, given its past performance, why should anyone be confident that the HEA is capable of either planning or managing the reform agenda that has been set out for higher education?

The HEA does not maintain a critical distance between the universities and the State and this is clear from the various policy documents it has recently commissioned and published.

In the *Review of Funding Model for Higher Education Institutions: Consultation Document*, it is proposed that funding be allocated for a specified number of courses and that core funding, strategic/earmarked funding and performance funding would form the three elements of this model. It was proposed that the performance-funding element would be linked to satisfactory performance in relation to agreed targets. The HEA (2012) stated that "we need to encourage and reward the development of a more cost effective sector. Programme rationalization and greater collaboration between HEIs have been identified as priority areas for action in 2012/13". In order to achieve this, it is proposed that each HEI will agree a funding contract with the HEA which will set out the key outputs, outcomes and level of service to be delivered and the resources allocated to achieve these (HEA, 2012).

What we are being asked to believe, colleagues, in the absence of any evidence, is that the centralised and technical approach proposed by the HEA, which distributes educational and research activity amongst institutions, will be better. No rationale has been provided for the kind of centralised system being proposed and no projected cost efficiencies have been outlined. No evidence has been provided that points to inefficiencies in the Irish higher education system and no evidence has been presented that suggests that the existing model is not working.

This Government is committed to a "strong agenda to promote shared services, common procurement and the outsourcing of services where appropriate within the public sector" (Quinn, 2012). We have witnessed first-hand how this has operated so far with reference to the reorganisation of the student grants system. It has proven a very, very expensive financial lesson for the DES. Extra staff had to be appointed to address the deficiencies in this new system and

current staff had to be paid extra over-time to deal with the issues that arose. More importantly, in human terms, it has impacted negatively financially and emotionally on students and on their families who have endured such uncertainty due to delays in the processing of their applications and their accurate assessment. This is not a model or an approach that is appropriate for our public services in general nor for our higher education system in particular.

2.2 The policy process in higher education

During the last decade a number of major reviews of the higher education system in Ireland have been published. The *National Strategy for Higher Education to 2030 – Report of the Strategy Group* (2011) provided projections regarding the future numbers participating in the Irish higher education sector. In the year 2012 following the publication of the Strategy Group the HEA commissioned **another report to be undertaken by the ESRI on future demand for higher education. Some doubts were cast on the ‘usefulness’ of the Strategy group projections by the ESRI report which stated:**

On the basis of current participation rates and demographic projections, the number of potential undergraduate HE entrants is expected to grow from 41,000 in 2010/2011 to 44,000 in 2019/20 (7%) and to just over 51,000 by 2029/2030. The Economic and Social Research Institute (ESRI) estimates are broadly in line with recent projections produced by the Department of Education and Skills (DES). These estimates are not considerably impacted when the underlying assumptions relating to migration are altered. Both the ESRI and the DES estimates lie substantially below the projections that were used in the National Strategy for Higher Education to 2030. **Consequently, any policy suggestions centred on the projections contained in this National Strategy document require re-examination** (ESRI, 2012, p. 7).

Questions concerning the existence of a ‘discrepancy’ and the reasons why such a discrepancy is a repeated feature of Irish education policy discourse and planning requires investigation. All too often policy decisions concerning the future of major aspects of our higher education system have been taken in the absence of adequate policy and planning considerations.

2.3 Teacher Education

In February 1986 the then-Minister for Education, Ms Gemma Hussey, announced the decision to close the 111-year old Carysfort College. She attributed the decision to “falling pupil numbers, a young teaching force, which was giving rise to few retirements, and the need to contain public expenditure and achieve a better allocation of resources” (Dáil Debates, 1986). Surprisingly, very shortly after the closure the numbers of students were increased significantly for the other colleges. **The need to contain public expenditure may well have been the basis for this decision, however, no analysis of the situation,**

identification of the processes involved, or the projected savings was ever presented (Clarke & Killeavy, 2012).

In 2012, two reports were published on this area. *A review of the structure of initial teacher education provision in Ireland: Background paper for the international review team* (Hyland, 2012) and *Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland: Review Conducted on behalf of the Department of Education and Skills* (Sahlberg, et al., 2012). Hyland (2012) focused on the structure of teacher education provision in Ireland and the question of teacher supply. Sahlberg, et al. (2012, p.6) placed initial teacher education firmly at the centre of Ireland's economic and social structures and asserted that teachers and teacher education are core to 'the implementation of national programmes for sustainable economic growth and prosperity'. Like Hyland (2012) the report emphasised the need for the Government and teacher education providers to address the issues of teacher supply. **Further, they recommended that two teacher education providers be closed and that teacher education be reconfigured into six centres across the country as a means of achieving critical mass (Sahlberg, et al., 2012). However, no definition of "critical mass" was offered (Clarke & Killeavy, 2012). Given the lack of clarity concerning teacher supply needs in the system this is not surprising. The increasing presence of private provision in pre-service primary and post primary teacher education makes this situation more problematic, particularly as private bodies are not subject to any quotas on student intake.**

Proposed change in the organisation and delivery of teacher education in Ireland was reported in the *New York Times* on [25 November 2012] which stated that:

St. Patrick's College, Drumcondra has been training teachers for more than 135 years, for the past two decades as an autonomous college of Dublin City University. But in September, it received a letter saying that it would become a much more integral part of the university.

The author **Christopher Schuetze goes on to note that such proposed mergers between teaching colleges and universities are part of a Government plan to allow the Irish higher education system to educate more people better with less money.** The article quotes Malcolm Byrne of the HEA as saying:

There was need for changes anyway, but obviously now working against a background diminished resources, it brings an urgency.

Further on in the article, the following comments are attributed:

There will be fewer institutions: A lot of the smaller institutions will have been merged and institutions will be encouraged to specialize Mr. Byrne said. "The word in the system is doing more with less".

The Irish Higher Education Authority is eager to promote the kind of education and training that leads directly to jobs.

Even if our graduates can't get a job in Ireland, it is important that we put our graduates in a position that they can get jobs anywhere in the world Mr. Byrne said.

It is clear that little has changed with reference to the policy process in the intervening period between the closure of Carysfort College and the current situation. The approach adopted is one of restructuring, where the structural reforms are introduced as solution, without any attempt to identify and deal with any actual problems within the system. Once again the narrative suggesting that there will be less inefficiencies in terms of "scale", or "critical mass", is put forward as the rationale for the proposed changes. Once again no evidence is provided in terms of the national educational or international research contexts.

In the context of teacher education, the Irish Federation of University Teachers will defend the rights of our members with reference to their terms and conditions of employment, this is our duty as a trade union. We will demand representation in any discussions surrounding amalgamations that would potentially threaten any diminution of their current conditions. Equally, as a professional federation with the single largest range of expertise in teacher education in the country, we will demand representation in any such discussions. It is imperative that the cost cutting rationale, regardless of how it is 'dressed up' can no longer be justified as the rationale for system change.

2.4 Competitiveness within higher education: the HEA view

There is a view within the HEA that education is not a public good or service.

During 2012, the HEA indicated that high quality private sector institutions will continue to be a feature of the system, and could have an expanded role where they meet particular economic or other demands (HEA, 2012).

At a meeting of the *Joint Committee on Education and Social Protection* (13 March 2013), the Chair Ms Joanna Tuffy, requested Dr Sean Rowland, founder of Hibernia College to state the profit margins of the company. He replied:

We absolutely do not discuss that. It would not be appropriate. It is policy. We have to report everything under Irish law, which is as it should be.

He went on to say that:

The information would be accessible through freedom of information provisions. That is the way we direct people who are interested in that area.

It seems somewhat strange to refuse this information to such a body on the grounds that it would be of “interest to our competitors”. Presumably these competitors are the colleges of the National University of Ireland, Dublin City University and Trinity College Dublin, the University of Limerick and possibly other private colleges in embryo. Of course, competitors may also apply to providers outside of the state. It is fortunate that, as Dr Rowland did point out that recourse may be made through FOI for this company to disclose the profits.

Mr John Hennessy, Chair of the HEA is a keen supporter of the private sector in education:

As a growing sector, the private sector has the potential to add significantly to the overall capacity of the system (Hennessy, 2012). **Competition is as important in education as it is in industry and commerce - every institution is in a way an ‘economic check on its competitors’.** The ability to react and anticipate the needs of the economy also echoes the ability of the sector to offer ‘an opportunity to periodically reassess the value for money and effectiveness of public providers; where private providers can offer better value for money” (Hennessy, 2012).

Mr Hennessy takes this position, due perhaps, to his over-optimistic view of how markets work and that private sector is ‘obviously’ more efficient than the public sector.

We reject both his assertion and the basis of this assertion. Empirical evidence and theory suggest that this assumption is wrong. **There is little systematic evaluation of whether competition in itself raises standards (Gash & Roos 2012).** The Finnish economist Johann Willner reviewed empirical evidence from comparative studies in a range of sectors, which showed that public ownership is no less efficient in more than half of the studies he reviewed. **We argue that in higher education the universal, mutual-solidarity function of public services must remain the priority – not the market.**

Within the policy framework and process there seems to be an over reliance on international experts to tell us what is appropriate for our system.

In 2012, the HEA commissioned inputs from six international experts on the future of Irish higher education. In their report *A Proposed Reconfiguration of the Irish System of Higher Education: Report prepared by an International Expert Panel for the Higher Education Authority of Ireland* (HEA, 2012) they argued:

[That there has] been a growing concern that while the laissez-faire development of the Irish higher education system has achieved successes in some areas – higher participation and research activity - it has also led to mission drift, confusion over the role and mission of institutions, growing institutional homogeneity, unnecessary duplication and fears about the quality and sustainability of the system. **There is a widespread agreement among policy makers and the public that the system should be reformed (HEA, 2012, p. 5).**

No evidence for this statement was provided by the HEA. There was no discussion with the universities or IFUT and “the panel worked solely on the basis of a portfolio of information and statistics about Irish higher education” (HEA, 2012, p. 5). They worked over three days and one member of that panel did not even come to Dublin but submitted a report (HEA, 2012, p. 6). This panel claimed that their proposals would assist institutional diversity, expand capacity within constrained budgets and ensure less duplication, while also ensuring each institution will be of a sufficient size to sustain a comprehensive range of research programmes and teaching.

Mr Tom Boland (2011) CEO of the HEA in his vision of higher education has referred to the:

era of laissez faire in higher education and its replacement by what might be termed “directed diversity.

Minister Quinn has commented in the past that the “harsh reality is that as a country we can no longer afford to indulge plans that are not based on credible and realistic analysis of likely outcomes” (Quinn, 2012).

I suggest that the harsh reality is that Irish higher education requires a coherent narrative and little that has emerged from HEA policy documents indicates that the narrative is either coherent or indeed based on “credible and realistic analysis of likely outcomes”.

The debate should not be about whether education reforms are needed, but rather about the kind of reforms, and the conditions for success (Ball & Youdell, 2008).

3. Lack of investment in higher education

While investment in higher education in Ireland increased from the mid 1990s onwards, **however per capita expenditure remained modest by international standards throughout the period of growth and this expenditure has significantly decreased since 2009.** The OECD (2004) reported that Ireland’s investment into its education system as a whole was lower than the OECD average. In public expenditure

terms it ranked only 25th out of 30 OECD countries and with private expenditure added to public, 23rd out of 27 countries for which data were available (OECD 2004). In fact public expenditure declined from 4.7% to 4.1% as a proportion of a rapidly growing GDP between 1995 and 2000 (OECD, 2004).

We never had appropriate levels of investment in our higher education system compared to other OECD countries.

Between 2008 and 2012 recurrent grant allocations to universities and colleges fell by 25%. The largest cuts in recurrent grants were at UCD, which experienced a reduction of over 25%. Other universities have taken major cuts, including TCD (- 22%), UCC (-21%), NUI Maynooth (-18%) and NUIIG (-16%). The recurrent grant to St Patrick's College, Drumcondra was cut by 25% and Mary Immaculate College in Limerick was down 18% in the four-year period reviewed. The budget introduced in 2013 brought a further 7.4% reduction in general recurrent funding levels for the third level education sector.

The HEA achieved and surpassed the targeted staff reductions set out in the first Employment Control Framework, which expired in December 2010 (HEA, Annual Report, 2011).

There are 10,300 WTE core staff employed in Universities and Colleges, of which 4,701 (45.5%) are academic and 5,599 (54.4%) are non-academic (HEA Key Facts and Figures 2011-2012). We have a higher proportion of non-academic staff than academics employed in our universities. This is a matter of grave concern and highlights the over bureaucratisation of Irish universities at the expense of their core academic teaching and research function.

In order to deal with existing budgetary deficits and resulting cuts in state expenditure, higher education institutions have begun to focus on measures involving staff student ratios, research income metrics, the recruitment of international students and cuts in non-pay budgets. Cuts in expenditure affecting staff student ratios tend to be blunt measures that are taken with the objective of saving money and educational issues are rarely - if ever - considered in justifying these measures. Typically, reductions in full-time staffing take the form of non-replacement of existing staff on their retirement. This means that areas of course work can no longer be provided for students and their experience deteriorates (Clarke & Killeavy, 2012).

The extensive nature of these cuts highlights the seriousness of the crisis that is now facing Irish universities.

4. Student access to and experiences in higher education

It is important that we retain an expansive view of the university as an engine for social change and economic self-direction. Central to this is equity of access and opportunity and these values are at

risk in current budgetary arrangements. Higher education should remain accessible to all who meet entry qualifications, regardless of their personal circumstances.

4.1 Student Grants

The research evidence indicates that the proportions of young people in receipt of student grants varies considerably across different socio-economic groups, particularly across employee and self-employed groups. The value of grant payments has also declined over time (McCoy *et al.*, 2010). **The reduction of 3% in the rates of grants announced in Budget 2012 was implemented for all existing and new student grant holders from January 2012. The decline in grant eligibility by students from lower non-manual backgrounds, such as personal services, sales and clerical workers, is particularly striking (McGuinness *et al.*, 2012).** These groups are also likely to be at the margins of the income thresholds in relation to any fee exemptions.

These issues are all the more pressing in the current climate as families are struggling to provide financial support to their sons and daughters on entering higher education. Young people themselves face difficulties in securing part-time employment to support their studies. A situation is developing where parents are afraid to take on available work, or work hours that might put them in excess of the income thresholds whereby they would lose grant eligibility for children at third level. This is not acceptable in a country that promotes education as a key to economic recovery.

Foreign national students who have been educated at primary and secondary school in this country face serious challenges in securing grants if they have not applied for citizenship in their own right even if their parents have done so. This often occurs because of lack of information. Such students need appropriate support to ensure that they actually know what steps they must take if they are not to be disadvantaged when it comes to securing support for third level education.

The issues in relation to shared services with reference to the student grant system have been debated extensively elsewhere. **It is not possible to easily share information across databases from social welfare, revenue and education. This requires legislation and should be a priority for the ministers involved so that a proper service can be provided for our students who wish to access higher education. Every child in this country has a right to expect to receive a university education and should receive the necessary supports to do so.**

4.2 Transition from secondary to university

Greater collaboration between universities and the second level education system with reference to enhanced curricular alignment has been proposed. Curricular change is also influenced by the availability

of existing resources, shared vision, and appropriate organizational infrastructure (Cleveland-Innes & Emes, 2005). The NCCA / HEA Conference on *Entry into Higher Education in Ireland in the 21st Century*, (2011) and the recent publication *Supporting a Better Transition from Second Level to Higher Education: Key Directions and Next Steps* (2013) marked a new beginning in this regard. **There are potential pedagogical and logistical challenges arising from these proposals within higher education institutions, including increases in class sizes and difficulties allocating students to different subject areas within programmes** (*Supporting a Better Transition from Second Level to Higher Education: Key Directions and Next Steps*, 2013). **Equally, we must not allow any dilution of the disciplinary areas in our universities.**

Curricular reform at post primary level and in higher education implies more than making changes to curricula. While conferences and reports promote thinking and provide new directions, what is essential is ongoing and meaningful engagement between schools and universities, and that can only be achieved when there are people available to engage in that process. The cuts to guidance counsellors in schools and the declining numbers of academics in third level makes this necessary engagement very remote. It is very important that students who are struggling to meet the academic requirements of their courses are identified with a view to providing additional academic (and social) guidance and supports, particularly in the first year of their studies (McGuinness *et al.*, 2012). This requires personnel.

4.3 Teaching Quality

At the launch of the *National Forum for the Enhancement of Teaching and Learning*, Minister Quinn suggested that this initiative will allow the system to provide all students with a teaching and learning experience of the highest quality through engagement with innovative pedagogies and technologies that support these (Quinn, 2012).

Irish academics engage in innovative pedagogy. They emphasise international perspectives, a values-based and meritocratic approach in their teaching in line with their colleagues from Finland, the United Kingdom and Austria (Höhle & Teichler, 2013).

The range of diverse teaching methodologies employed by Irish academics compare very favourably ranking third after their colleagues in the UK and Finland on these approaches (Höhle & Teichler, 2013).

What we strive to develop within our students is intellectual curiosity – to give them the potential to develop. To do this, students, need individual support. This cannot be achieved while staff-student ratios are deteriorating significantly in the university sector.

Table 1 Staffing levels in higher education in Ireland 2008-2011

University	Academic Staff Only	Student (WTE) Numbers	Ratio
2008-09	4,795.56	89, 650	18.7
2009-10	4,543.98	95,061	20.9
2010-11	4,426.31	106,448	24.0

Source HEA, 2011. Report *Sustainability Study: Aligning Participation, Quality and Funding in Irish Higher Education*.

Despite the 12% decrease in core staff numbers and the increase in staff-student ratios from 1:18 in 2008/9 to 1:24 in 2010/11, Irish academics still prioritise values and diverse approaches in teaching and learning. This is achieved within a quality assurance system, legislatively based and widely respected internationally (McGuinness 2009). This is an outstanding achievement and would be judged as such if we were only in the business of teaching and graduate supply. Regrettably, this increase in the staff student ratios does indicate a future erosion in research strength. Increased teaching loads of staff in Irish third level education mean that less time is available for necessary research activity.

5. Research

Increasing pressure on Irish and European academics to raise research funding from external agencies has been a feature of academic life over recent years. This is particularly difficult during a period of financial stringency. However, certain subject areas, particularly those within the Arts and Humanities are much less likely to secure research funding than areas connected with subjects such as Science and Medicine. Further, there is a pressure on all academic staff to produce more extensive research than heretofore. Drennan, et al., (2013) reported that both senior and junior academics in Ireland, similar to colleagues in Europe, are in agreement that the pressures to increase research productivity are a threat to the quality of research.

Peer reviewing is an important external research activity undertaken by academics. Senior academics in Ireland report high levels of involvement in this activity (90%) ahead of their colleagues in Germany (52%) and the Netherlands (55%). Irish junior academics (56%) have higher levels of engagement in this activity compared to their German colleagues (17%). Irish academics (75%) have the second highest levels of participation as members of scientific committees after Switzerland (84%). **Collaborative research work**

amongst academics at national and international levels has increased in recent years. Irish senior academics (90%) ranked third after colleagues in Switzerland (95%) and Austria (92%) with reference to international collaboration (Drennan *et al.*, 2013).

Irish universities continue to do well. The impact of Irish research is at an all-time high (HEA, 2011), but this level of research activity is undermined by declining income levels, increases in staff–student ratios and excessive administrative burdens.

Our success rate is ahead of the EU average when it comes to winning funding under the *EU's Seventh Framework Programme for Research and Technological Development (FP7)* (Hennessy, 2012). The Advisory Council for Science, Technology and Innovation, in their publication *Staying the Course* noted that 'Ireland has benefited greatly from, and contributed to, international relations and the internationalisation of research (Hennessy, 2012).

Much emphasis has been placed on collaboration among academics particularly with reference to bidding for research funding. However, the imperative to collaborate is management led rather than coming from the nature of the work of existing research teams and this actually undermines the organic research process. Further, pressure from Government to increase such collaboration is a cause of similar problems. This was reiterated in the publication of the *Research Prioritisation Steering Group Report (2011)*.

The government announced in March 2012 that it would refocus public research spending on 14 areas with the greatest potential for creating jobs and growth. These priorities place a strong focus on life sciences and information technology as well as innovation in manufacturing, services and business processes. There is a bias in favour of STEM - science, technology, engineering and mathematics - but that does not represent the range of knowledge or research interests in the universities (Barrett, 2013). Arts, humanities and social sciences subjects have been marginalised.

During the Seanad Debate on *Industrial Development (Science Foundation Ireland)(Amendment) Bill 2012* referring to the 14 priorities and the role of researchers Minister Sherlock commented:

They need to start thinking more laterally about engaging and collaborating in an interdisciplinary fashion, think about their own output as it stands at present and find new areas of opportunity for themselves (Sherlock, 2013).

All academics - regardless of their disciplinary background - should be both aware and wary of restricted interpretations of Government policy documents, particularly the research prioritisation exercise. The historic links between the university system and Irish society are deeply rooted in terms of the arts and humanities; social sciences; business; science and medicine. We must

maintain the ideal of a comprehensive university system, sustaining education and scholarship across every discipline and this should be defended by all academics in the university system.

As academics, we must not take instruction from any Government minister as to our research priorities and we must preserve and defend our right to academic freedom always.

6. Rankings

High quality information and feedback for national and international students is necessary in mass systems and robust quality assurance is essential. The production of international league tables has become a lucrative business for those involved. They are presented as value-free, objective assessments when they are neither. They have become as pernicious as the ratings agencies have become in national economic terms.

Table 2 International ranking league tables

US News and World Report (with QS Symonds),
Times Higher Education Supplement (with Thomson Reuters),
Academic Rank of World Universities (Shanghai Jiao Tong University, China)
Global Universities Rankings (Lomonosov State University, Russia)
Scientific Papers for World Universities (Accreditation and Evaluation Council, Taiwan),
Leiden Research Ranking (Leiden University, Netherlands),
University Web Ranking (CSIC Cybernetics, Spain)

The most influential ranking league tables are Times Higher Education Supplement (THES) and Academic Rank of World Universities (ARWU, Shanghai Jiao Tong University, China). In rich countries they are used by governments in domestic policy debate and by universities in marketing and promotion, particularly in North and South East Asia. In emerging and developing countries used by governments as benchmarks for development of domestic institutions and systems. They directly affect institutional behaviour and indirectly high achieving student choice (McCullogh, 2013). ARWU is based solely on metrics with research (maths and science in particular), accounting for 90% of composite scores. THES is more balanced (30% teaching, 30% research volume, income and reputation, 32.5% research citations, 7.5% international and 2.5% economic innovation), but has actually a closer to 75% weighting for research (McCullogh, 2013). It is important to bear in mind not only what these rankings are based on but equally the areas and issues which they exclude. Both rankings reflect the prestige, high selectivity in student enrolments and staff appointments, economic resources and global reach of each university. They do not attempt to reflect diversity of institutions and systems, access and issues of equality, and their cultural economic and social contexts. Quality assurance and performance assessment should reflect the characteristics, resources and social and educational objectives of each institution and should be

autonomously determined within each university using peer review and stakeholder consultation (McCullogh, 2013). This author goes on to say that academic freedom, collegial decision-making, trade union rights and employment standards should also be part of quality assurance criteria (McCullogh, 2013). Further, he disagrees fundamentally with the provision of league tables when these are used as a basis for competition between institutions. He asserts that the aggregation of data at national and international level for any cross-institutional comparative purposes should prevent the construction of league tables (McCullogh, 2013).

As a member of Education International, IFUT supports its efforts to develop direct dialogue with the Berlin rankings group (CHE/die Ziet and IREG) on the development of University Ranking and U-Map, and with the EU on U-Multirank as these approaches are consciously constructed to enable comparison without league tables.

It is encouraging to note that Minister Quinn has expressed similar views, but disturbing that the HEA does not seem to be as well informed:

The pursuit of excellence is at risk of being reduced to a narrow pursuit of high profile league tables rankings. Some of those are based on limited and sometimes flawed or questionable indicators. We need to recognise the dangers of encouraging a culture of ‘playing the rankings’ in higher education to the detriment of more rounded and important quality development objectives (Quinn, 2013).

The view of the HEA is as follows:

All Irish higher educational institutions fell heavily in their academic reputation ranking. This plummeting of the international reputation of Irish higher education extends across all universities and disciplines and appears to be particularly severe in the areas of science, engineering and technology (HEA, 2012).

Irish universities have absorbed serious funding cuts while maintaining acceptable levels of excellence and quality as measured by existing rankings. More importantly, they have achieved this in the current financial climate with resources that are substantially smaller than those available to less successful competing national systems. The HEA should not be using rankings as a guide to measure development within the Irish third level education system.

Irish universities have become very influenced by rankings. It was distressing to read in the *New York Times* [December 30th 2012], that the company behind the QS World University Rankings announced “a new initiative that gives universities the opportunity to highlight their strength” by

paying a fee for the chance to be rated on a scale of one to five stars. This initiative was introduced in 2012.

This article also reported that after paying a one-time audit fee of \$9,850 and an annual license fee of \$6,850, the University of Limerick is now able to boast that it has been awarded an overall ranking of four stars (Guttenplan, *New York Times*, December 2012). The author of this report went on to note that “the University of Limerick did not make two other major international rankings — Times Higher Education’s top 400 or Shanghai Jiaotong University’s top 500 — though it was listed as one of T.H.E.’s top 100 new universities” (Guttenplan, *New York Times*, December 2012).

University College Cork, also featured in this report. This institution came 190th in the QS rankings, and received an overall rating of five stars. This places it “among an international elite” that, according to QS, offers students “cutting edge facilities and internationally renowned research and teaching faculty”. However, it was further noted that “in comparison, it was placed in the 301-400 band in the Shanghai Jiaotong rankings and in the 301-350 band in the T.H.E. rankings”. An official from University College Cork is quoted in the *Irish Examiner* as stating if the QS stars:

result in attracting a single additional, full-time international student to study at U.C.C. then the costs of participation are covered.

Such attitudes are far removed from what we have come to expect from our higher education institutions.

Altbach, (2012) a leading author in the area of higher education, has described the star ratings as particularly problematic and conflictual. He points out that:

by asking universities to respond to surveys for rankings and then asking them to pay for a star rating — I’m not accusing them of pay-for-play. I don’t have any evidence that is happening. But the appearance of conflict is there.

Ben Sowter, head of the QS Intelligence Unit provides a different and somewhat foreign rationale for the star system. He suggests that:

in a world where Harvard is five stars, why wouldn’t you want to be seen as a three-star school? he added Plenty of people are happy to stay in three-star hotels.

If all of this is true of the management of our universities then as academics we must find the situation extremely disappointing and deeply depressing. Regrettably, it does seem that the management of two of our universities felt obliged to pursue this form of star rating and in doing

so leave themselves, their institutions and their staff open to accusations of conflict of interest and the associated negative international publicity that accompanies this.

7. Staff and working conditions

7.1 Workload

As we are well aware colleagues, a key element of any higher education system is its staff. Minister Quinn has suggested that there is a need to have:

transparency relating to academic workloads and to have more public information about this (Quinn, 2012).

This was a very surprising comment by the Minister. Senior academics in Ireland work on average 50 hours a week. This compares to an average of 48 hours across European countries (Kwiek & Antonowicz, 2013). Junior academics work 47 hours a week on average, compared to 42 hours at this level across Europe. The Minister has also commented that there were issues around embedded and restrictive work practices (Quinn, 2012). We reject this unfounded assertion. Academics in Irish universities in line with their European colleagues work under considerable personal strain (Kwiek & Antonowicz, 2013). The Budapest-Vienna Ministerial Declaration on the European Higher Education Area (EHEA) in March 2010, recognised the need for “a more supportive environment for the staff to fulfill their tasks...” This declaration highlights the centrality of this issue at European level and it should also be recognized in the Irish context.

7.2 Early Career Researchers

As far back as 2005 we had an ageing academic workforce. In 2005 21% of academics in Ireland were over 55, compared to an average over all occupations of 12% (EGFSN, 2005). The proportion of PhD graduates entering the third level sector dropped significantly between 2001 and 2003, from 17.2% to 14.3% of graduates, while the proportion entering other fields/professions has risen from 82.8% to 85.7% (EGFSN, 2005).

Table 3 The Number and Percentage of PhD Graduates, Graduating the Previous Year, and Choosing to become University Academics versus Entry to Other Professions

2001		2002		2003	
Number	% of all	Number	%	Number	%

PhD students						
Third Level Lecturers	44	16.1%	56	19.5%	37	13.5%
Third Level assistants/demonstrators	3	1.1%	1	0.3%	2	0.7%
Total	47	17.2%	57	19.9%	39	14.3%
Other Professions	226	82.8%	229	80.1%	234	85.7%

Source: HEA First Destination of Graduates Reports.

In 2008, 46.7% PhD graduates were employed in third level, 34% of those were working in third level overseas (HEA, 2008).

The treatment of our early career researchers and academics has been disgraceful particularly in the way it impacts negatively upon the formation of their professional identity (Clarke *et al.*, 2012). In Ireland, many young academics have very fragmented employment experiences in the early years of their careers, they may move from position to position on short term or part time contracts. There is little by way of support for these early career people within university structures. Legislation, that was introduced as protection has led to a situation where they are disadvantaged time and time again. We have a paradoxical situation in many universities. These institutions are increasingly prioritising research, while at the same time discontinuing young researchers contracts of employment when there is a danger they will become eligible for a contract of indefinite duration. Securing fair treatment for researchers should be a major priority for all who are involved in higher education. IFUT is committed to representing early career researchers in the industrial relations context as per our Memorandum of Understanding, which we signed with the Irish Research Staff Association (IRSA) at our 2012 Annual Delegate Conference.

7.3 Attitudes to the industrial relations framework.

The most vulnerable university staff are increasingly seeing their jobs threatened as university management seeks to breach the provisions of the 2003 *Fixed-Term Work Act*. In 2012, IFUT dealt with 15 separate cases and had to fight each one to defend rights under the 2003 Act. Even though the Department of Education and Skills and the Department of Public Expenditure and Reform were aware of the large amounts of public money being spent by universities to circumvent the 2003 Act, there appeared to be, at the very least, tacit approval for the actions of universities on this issue. In some cases, universities targeted lecturers and librarians for compulsory redundancy and unequal treatment. We had an unnecessary and prolonged dispute with Trinity College Dublin about three staff members whom they had tried to make redundant. The manner in which the university management acted indicated a blatant disregard for accepted industrial relations process. IFUT took a firm stand on this issue and our position was vindicated. However, it is important to point out that the situation should not have been allowed to go on for such a long period and did so

without any public comment from the Minister for Education and Skills. We commend and applaud our colleagues who found themselves in this unenviable position for their resilience throughout their long struggle for success.

7.4 Attitudes to equality

Bullying and harassment cases in third-level institutions have consumed vast amounts of public money. When after going through the proper industrial process, awards are made to academic staff, the Department of Education and Skills has shown great reluctance to sanction the payments. This should not be happening.

In Ireland there is a higher proportion of females than males at junior lecturer level whereas the reverse is true at senior lecturer level (Goastellec & Pekari, 2013). In Europe, female academics spend more time on teaching-related activities when classes are in session than their male counterparts. This pattern is replicated in the Irish context among junior academics, where women spend 44% and men spend 36% of their time on teaching-related activities (Goastellec & Pekari, 2013).

It is difficult to believe that women in Irish universities are not replaced when they take maternity leave or adoptive leave, which is totally unacceptable. **The IFUT Equality Committee will continue to work vigorously to defend equal rights in all areas of university employment. We are delighted to be hosting Education International's second World Women's Conference, which will take place at the Burlington Hotel, Dublin, on 7-9 April, 2014 to discuss the theme *On the Move to Equality*.**

Conclusion

We are facing a very serious crisis in university education in this country for the reasons that I have outlined. When, in an extended recessionary period, major policy decisions concerning university education are based almost exclusively on reduced resourcing for the sector, the outlook for growth and development is bleak, for the universities themselves and for the higher education sector where they are located. Our students and society deserves better than this.

IFUT celebrates its 50th Anniversary this year. This union has grown in strength over that period of time and has made an excellent contribution to higher education and to the development of industrial relations. We can be justifiably proud of our achievements in both of these areas.

It has been a privilege and honour to serve as President of this union. I want to thank our General Secretary Mike Jennings, our Assistant General Secretary Joan Donegan and our administrator, Phyllis Russell for their constant assistance and advice.

I want to thank colleagues from my own branch in UCD who were so supportive of me during my term as President.

I also want to thank in particular the IFUT Executive, the elected leaders of this union, for their dedication, hard work and honesty of engagement.

Finally colleagues, I want to congratulate our new President, Dr Rose Malone on taking up office. We are very fortunate to have someone of her calibre and ability and I know that IFUT will prosper under her guidance and leadership.

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C. RESOLUTIONS 2013

1 Croke Park Agreement

"Recognising and accepting the clear-cut rejection of "Croke Park 2" (LRC Proposals of 25 February 2013) by IFUT members and by the wider union movement, this ADC adopts the following policy positions.

1. IFUT will not support or engage in any process of clarification or modification to the terms of these Proposals. Members will not be rebaloted on any revision or clarification to "Croke Park 2" unless a decision to do so is taken at a special delegate conference.
2. IFUT insists that "Croke Park 1" (the Public Service Agreement 2010-2014) remains in place until its term expires. In the event that the government and/or management abrogates that agreement, IFUT will withdraw immediately all concessions made under that agreement.
3. IFUT will fight with all of the resources at its disposal any attempt by Government and/or our employers to enforce all or any of the terms of "Croke Park 2" or any alternative unagreed measures, including pay-cuts.
4. IFUT will insist that any future negotiations at national level recognise the inappropriateness and unacceptability of conditions of service for members of one union being decided by the aggregate vote of all unions."

2 The Tyndall National Institute Pay Claim

This ADC fully supports our members in the Tyndall National Institute in their campaign to achieve pay parity with their fellow members in UCC for doing similar and equal work. IFUT expresses its anger at veiled, despicable threats from UCC management to discipline our fellow members for their ongoing efforts to highlight their continued inequitable treatment by management in relation to pay. We demand that UCC respects out Tyndall members' legislative rights to engage in industrial action to highlight their grievances.

ADC calls on UCC, the HEA, the Department of Education and Science and the Department of Public Expenditure and Reform to end this unjust treatment of our members without delay.

IFUT expresses its solidarity with our SIPTU Tyndall Colleagues who, similar to our members, are also subject to this pay inequity and we will continue to support our joint campaign to achieve pay parity for all affected workers in the Tyndall National Institute.

3 Equality

That Conference commits to ensuring that Equality remains a key component of the IFUT industrial relations agenda. In this work IFUT should address the issue of gender inequality in career progression in Academe and attempt to identify the obstacles to such development.

4 Reconfiguration of ITE Provision

'ADC notes the negotiations taking place between the various institutions involved in the reconfiguration of ITE provision. ADC instructs the Executive to invite the Steering Committees overseeing these negotiations involving institutions in which IFUT organises, to meet IFUT to establish formal industrial relations fora.'

5 SPD, CICE & MDIE / Newly Constituted Branch?

"That all SPD and CICE staff who are currently members of the respective IFUT Branches in those institutions (or are currently eligible for membership) will have the right to be represented collectively in a newly constituted IFUT Branch in any future merger between DCU, SPD, CICE and MDI."

6 Initial Teacher Education

IFUT notes with concern proposals for amalgamation of ITE Departments and demands full consultation on any implementation of those proposals. This ADC instructs the Executive to oppose any worsening of our members' conditions.

7 The Relegation of Doctoral Qualifications

'This ADC objects to the retrograde actions of Higher Education Institutions in which early career Researchers, holding doctorate qualifications, are being re-categorised as "trainees". This ADC calls on IFUT to oppose such measures.'

8 Entitlement to Contracts of Indefinite Duration

This ADC deplores the attempts by employers in the Public Sector to undermine the entitlements secured under the terms of the Protection of Employees (Fixed-Term Work) Act 2003 by refusing to afford to workers who have an entitlement to a Contract of Indefinite Duration the same rights and status as other permanent employees. This abuse is particularly evident in the University Sector where employers refuse to afford the same protection against compulsory redundancy to employees on certain Contracts of Indefinite Duration as enjoyed by other permanent colleagues.

9 Scholars at Risk

That this ADC reaffirms IFUT's commitment to freedom of speech and trade union rights for academics in all jurisdictions and to the defense of academic freedom.

10 Supportive Environment for Academic Staff

IFUT notes that the Ministers for Higher Education in the European Higher Education Area have committed themselves to creating a "supportive environment" for Academics.

We support the EI campaign to have this commitment translated into reality by dealing with issues such as pay & conditions, funding & resources, academic freedom, career prospects etc.

We note that the next stage of this campaign will involve conducting a major research project amongst Academics in Europe and we appreciate the amount of work that the President of IFUT has already contributed to this project to date.

This ADC asks the IFUT Executive to continue to play a major role in this campaign.

11 Children of Migrant Workers: Right to Higher Education

This ADC asks the Executive of IFUT to make the following policy known to all relevant authorities and agencies:

Young people who have come to Ireland to join their families here and who are resident here for a minimum of three years should enjoy equality of access to Higher Education here.

REMITTED MOTIONS ON RULES

1. This ADC amends Rule 6 to include the following wording under 6 (c)

Officers

(iii) the election or appointment of officers including a Chairperson, Honorary Treasurer, Honorary Secretary and Equality Officer and for the manner in which officers can be removed from office.

2. This ADC amends Rule 10 as follows:

Appointment (b)

Members of the Equality Committee shall be the Equality Officers of each Branch as defined under rule 6 (c).