PRESIDENT'S REPORT

2018/19

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1. EXECUTIVE SUMMARY

2018/19 was dominated by the completion of the Institute's Strategic Plan 2019-23. For good reasons as outlined in this report the Strategic Plan was stalled for a year to allow a number of issues to settle. This gave us the environmental context within which to frame our future. Having come out of significant internal and external reviews the Institute was in a strong position to assess its strengtha and weaknesses in order to address the prevailing challenges.

These challenges manifested themselves in addressing the performance metrics we set for ourselves through the HEA Strategic Performance Compact. In addition, the focus on the CUA and moving towards Technological University status gained significant momentum. This will continue into the 2019/20 academic year and will have an impact on all Institute activity.

With Brexit looming large on the horizon our cross-border engagements remain critical and the Cross-border Further and Higher Education Alliance has received a funding boost from the HEA.

The academic year 2019/20 will be challenging and we begin the implementation of our new Strategic Plan in order to engage with the turbulent environment within which we work.

2. STRATEGIC PLANNING

2.1 Strategic Plan 2019-2023

At the Governing Body meeting on 12 September 2018 the President outlined the following position to Governing Body members.

In September 2017, the President made a presentation to the Governing Body identifying some potential themes to be addressed as part of our emerging strategic plan. The Governing Body input was requested on an array of issues or on any activities deemed worthy of inclusion. This process was replicated through correspondence with all staff in November of that year.

A number of issues arose during 2018 which had a direct impact on the Higher Education environment and consequently on our planning process. These included:

- LYIT was successful in securing funding through a Public Private Partnership package to develop a new building on the Letterkenny campus to the value of almost €20m.

- LYIT was successful in a number of significant research projects through Interreg V funding, the Technology Gateway process with Enterprise Ireland, and is a partner in a Horizon 2020 project. Multi-disciplinary research projects with our various university partners point to a more sustainable research environment at LYIT into the future. In addition, for the first time the HEA has agreed to allocate dedicated funding for research to the Institute of Technology Sector and LYIT will benefit from this in 2019.

- For the first time in seven years, the Institute returned a balanced budget in its annual accounts for 2016/17 and this has been followed by an operating surplus of €700k for 2017/18. This does not mean that the Institute's financial concerns are allayed but it should

allow us to move out of the austerity mind-set that has gripped us for the best part of a decade.

- The Government launched its Action Plan for Education 2018 where the key focus for 2018 included: promoting and encouraging quality, excellence and innovation, meeting critical skills gaps, leading in key enabling technologies, championing inclusion and increasing participation in lifelong learning.

- A new Code of Governance for the Institutes of Technology was developed by THEA and implementation began on 1 January 2018.

- A new funding model and performance framework was published by the HEA in January 2018. This framework defined the new performance compact which will be agreed between the HEA and LYIT in January 2019.

- *Project Ireland 2040 National Planning Framework* was launched on Friday, 16 February 2018 and this framework will have a significant bearing on our new Strategic Plan. Letterkenny is given substantial prominence in its own right in this framework and also for its importance in the cross-border context.

- The Technological Universities Act 2018 was enacted is March 2018. Subsequent to this an application was made from three Dublin Institutes of Technology to become a Technological University and TUD came into being on 1 January 2019. The passing of the Act has given clear direction as to how Technological Universities will evolve and this has focussed the activity of the CUA. LYIT has ensured that any evolving structure will recognise the needs of our region. The Institute intends to include the following statement in the emerging Strategic Plan.

"LYIT's involvement in the Technological University project is premised on enhancing student opportunities and the positive social, cultural and economic impact we have on our region. Through Strategic Plan 2019-2023 we have aligned the strategic objectives of LYIT with its future as a constituent university college in a Technological University.

Section 9 of the Technological Universities Act 2018 sets out in detail the functions of a technological university and they are included in Appendix 1. These functions in themselves represent a compelling agenda for LYIT to pursue over the next five years and they have been assimilated into the objectives in this strategy.

As part of the Connacht Ulster Alliance (CUA), LYIT with partners IT Sligo and GMIT is working towards the criteria detailed in Section 28 of the Technological Universities Act. These criteria are set out in Appendix 2 and the necessary measures to support the achievement of these criteria are also reflected in the strategic objectives detailed here. Section 9 of the Act very clearly presents the context for delivering on the functions of a technological university as having particular regard to the needs of the region in which the campuses of the technological university are located. Ensuring compliance with section 9 will require the adoption of a distributed model of governance and management with the autonomy for the constituent colleges to deliver on their particular regional agendas."

*These appendices will be included in the Strategic Plan document.

- In February 2018 the MoU for the cross-border further and higher education cluster including LYIT, UU, Donegal ETB and North West Regional College was officially signed. The Minister for Education and Skills, Richard Bruton, TD attended the Institute to witness the signing of the MoU. This cluster is receiving significant political backing in the context of the emerging North West City Region of Letterkenny/Derry and is an important development in respect of what has been a key component of longstanding Institute strategy. The Cluster received funding of €250k to support a work plan. This work has commenced in January 2019.

- Accelerating Gender Equality in Irish Higher Education Institutions Gender Action Plan 2018/20 was launched in December 2018.

- The Institute underwent a QQI Cyclical Review in April 2018 with the final report being published in November of that year. The Institute used the preparation for the Cyclical Review as an input the emerging Strategic Plan and also the recommendations and commendations from the Review have had a direct impact on the emerging plan.

Taking these issues into consideration an indicative draft plan was tabled for consideration by the Governing Body. This was informed by significant internal consultation carried out towards the end of 2018 in addition to the issues listed above.

Following the Governing Body meeting on 17 March 2019 the Strategic Planning drafting group met with the Planning Committee of Academic Council on Monday, 25 March 2019 and a report was subsequently tabled at the Academic Council meeting on Friday, 29 March 2019. It was agreed following the approval of Governing Body at the last meeting and with the agreement of Academic Council that the drafting group would work with the Planning Committee to conclude the plan.

The final draft Strategic Plan was approved by Governing Body at its meeting on 20 June 2019. Following this approval the document was professionally printed and a launch event is planned with the Minister for Education and Skills early in the new academic year.

2.2   HEA Strategic Performance 2018-21 – Revised Compact

A revised draft Compact following consultation with the HEA was submitted on 9 July 2018.

A meeting was held in the HEA on Wednesday, 24 October 2018. Representatives from the Institute were invited to meet an international panel namely; Andrée Sursock, Donna Bell, Michael Cronin and Philip Gummett (Bios included in appendix 3) to discuss the Compact document submitted earlier that year.

2.4   LYIT HEA Compact 2018-21

Following this engagement with the HEA, feedback was received on the Institute's compact and this had to be responded to by 18 January 2019. One of the requirements was that the Institute set specific performance targets under a number of the headings within the compact. This was completed and included here are the various targets set.

*LYIT Projected Enrolment *

Mode	2017/18	2018/19	2019/20	2020/21
Full-Time	3102	3050	3230	3270

Part-Time	1214	1000	925	945
Total	*4316*	*4050*	*4155*	*4215*

*These projections reflect the figures already submitted as part of our Programmes and Budgets 2018.

As can be seen from the figures, 2017/18 represented a significant spike in part-time numbers due to two additional programmes which are not repeated in subsequent years. The Institute reserves the right to revisit these numbers based on the 2018/19 March census figures when confirmed.

LYIT Projected Total Undergraduate and Postgraduate Graduate Numbers

	2017/18	*2018/19*	*2019/20*	*2020/21*
Undergraduate	990	997	1005	1012
Postgraduate	147	148	149	150
Total	1137	1145	1154	1163

LYIT Projected Springboard Places

	2018/19 Allocation	*2018/19 Registered*	*2019/20 Estimate*	*2020/21 Estimate*
Total Springboard Places	233	233	200 - 250	200 - 250

LYIT Projected Programmes with Work Experience

	2018/19			*2019/20*			*2020/2021*		
	No of Progs	*Work Experience*	*% No of Progs*	*No of Progs*	*Work Experience*	*% No of Progs*	*No of Progs*	*Work Experience*	*% No of Progs*
CAO	51	28	55%	52	30	58%	54	32	59%

Projected Number of Companies Supported by LYIT

	2018/19	*2019/20*	*2020/21*
No. of Companies	40	45	50
Employees	150	175	200

LYIT Projected International Student Enrolment

	2017/18	*2018/19*	*2019/20*	*2020/21*
Full-time International Students (Total)	150	193	230	250
Full-time EU Students	93	50	70	80
Full-time Non-EU Students	57	143	160	170

LYIT Projected Erasmus Staff Mobility

	2017/18	2018/19	2019/20	2020/21
Teacher Mobility Erasmus +	5	7	7	7
Staff Mobility Erasmus +	3	3	5	5
Number of Staff on non-EU bilateral programmes	2	2	3	4

*LYIT Projected Research Masters and Doctorate Enrolments ***

	2017/18	2018/19	2019/20	2020/21
Generic programmes and qualifications				
Education				
Arts and humanities				
Social sciences, journalism and information				
Business, administration and law	6	4	10	12
Natural sciences, mathematics and statistics	4	6	8	10
Information and Communication Technologies (ICTs)	6	17	21	28
Engineering, manufacturing and construction	4	4	6	10
Agriculture, forestry, fisheries and veterinary				
Health and welfare				
Services				
Total	*20*	*31*	*45**	*60**

These projections reflect LYIT's move towards achieving the metrics for TU designation.

LYIT Projected New Frontiers Participants (in conjunction with IT Sligo)

	2018/19	2019/20	2020/21
No. of Phase 1 Participants	50	50	50
No. of Phase 2 Participants	12	12	12
No. of Businesses Formed	10	10	10
No. of CSF*s	2	2	2
No. of HPSU**	1	1	1

*CSF – Competitive Start Fund; ** HPSU – High Potential Start-Up.*

LYIT Projected Participation Rates for Underrepresented Groups

Target Group	Current National Participation Rates	Targeted National Participation Rates	2017/18	2018/19	2019/20	2020/21
Target SEG (Non Manual; Manual Skilled; Semi-skilled; Unskilled)	23%	30%	40%	40%	40%	40%
1st Time Mature (FT)	13%	16%	17%	16.5	16.5%	16%
1st Time Mature (FT and PT as a % of all new entrants)	19%	24%	37%	37%	36%	35%

New Entrants with a Disability	6%	8%	14.6%	14	14.5%	15%

LYIT Projected Direct Entry from FE Colleges

	2017/18	2018/19	2019/20	2020/21
Entrants directly from Further Education Colleges	20	45	45	46

LYIT Projected Non-progression Rates

	2015/16*	2018/19	2019/20	2020/21
Level 6	20%	20%	20%	20%
Level 7	26%	25.5%	25%	24.5%
Level 8	16%	15.5%	15%	15%
All Levels	*22%*	*21.5*	*21%*	*20%*

LYIT Projected Staff Qualifications

	TU Metrics %	2018/19 %	2019/20 %	2020/21 %
% of Higher Education Academic Staff teaching at level 8 or higher with level 9 qualification	90	93	93	93
% of Higher Education Academic Staff teaching at level 8 or higher with level 10 qualification	45	27	32	35

2.5   Funding Calls 2018/19

LYIT has been successful in a number of competitive funding bids as outlined below:

Awarding Body	Date	Funding Source	Partners	€
HEA	Dec. 2018	Second Campus Funding		250k
HEA	Dec. 2018	Dedicated Research Funding		200k
HEA	Nov. 2018	HE Landscape Funding – Connacht-Ulster Alliance	IT Sligo, GMIT, LYIT (LYIT €450k)	1.8m
HEA	Dec. 2018	Innovation Transformation Call – iNOTE – CUA submission	Led by LYIT (LYIT €300k p.a. for 3 years)	2.8m
HEA	Dec. 2018	National Teaching and Learning Forum	LYIT is also a partner in other successful collaborative projects	150k
HEA	Nov. 2018	Cross-border Cluster		250k
HEA	Dec. 2018	Devolved Capital Grant		590k

HEA	April 2019	Large Scale Sport Infrastructure Fund (LSSIF)		Decision Pending
HEA	May 2019	Apprenticeships – Expression of Interest		Decision Pending

These competitive funding calls have become an inherent part of the overall funding for individual HEI's. It is important that LYIT continues to be successful in this space.

3.   CONNACHT ULSTER ALLIANCE (CUA)

Following the enactment of the TU Act 2018 there has been significant progress made by the CUA Consortium in terms of achievement of the TU criteria and working together collaboratively. Examples of this work are outlined below:

3.1   Working Groups

The CUA has established four working groups and each of the four working groups have met over the past months and are now being supported by a Project Manager. All of the working groups drafted a detailed work plan for the 2018/2019 academic year, which focussed on the achievement of TU metrics and work projects supporting the development of the TU

The CUA was awarded funding of €1.8m under the HEA Landscape funding call. This represents just over 60% of what was sought in the application.

The CUA Steering Group continued to meet on a monthly basis. It met in IT Sligo on 19 September, LYIT on 17 October and in GMIT on 19 November 2018. Each of the four Work Groups met on a regular basis. In order to progress activities linked to the TU criteria and the TU application, three of the Working Groups have set up sub-groups. These groups include: Students Union, International Activities, Teaching and Learning, IT, Human Resources, Finance, Estates and Communications. The sub-groups are required to report to the Steering Group (via working groups) at regular intervals. The Institute made a submission under the Rural Regeneration Development Scheme for the funding of an Ocean Innovation Centre in Killybegs. In addition, the Institute has led a submission in conjunction with the local authority, Donegal ETB, Údarás na Gaeltachta on Climate Change Initiatives. The Institute is also a partner in a submission led by Donegal County Council under the Urban Regeneration Scheme in Letterkenny.

On 19 December the CUA held a joint Executive Board meeting in Sligo. The meeting focused on (i) update on the TU metrics, (ii) draft TU Mission and Vision and (iii) draft Governance and Organisation Structure. Following the meeting a series of actions were developed and this formed the focus of the Executive Boards and the CUA Working Groups activity.

Working Group 2 organised a CUA Research Leaders Meeting in Enniscrone on January 17 and 18 2019. Over 30 research active staff from the three institutions met to discuss meeting the TU research metrics and the establishment of collaborative research projects.

The CUA Steering Group established a TU Submission drafting team which met for the first time in Dublin on 21/01/19. The team will focus on gathering data/information relevant to the submission and will report to the Steering Group at regular intervals. The LYIT CUA Project Manager continued

to deliver a series of presentations to LYIT staff focusing on the CUA –Progress Towards a Technological University.

The CUA made an application in September 2018 under the HEA Innovation and Transformation Call 2018 for a joint project focusing on building digital capability for flexible delivery in the West/North West Region. A total of 34 eligible applications were received and evaluated by the HEA, 22 applications were recommended for funding. The CUA Project, which is led by LYIT, was awarded substantial funding. The project which is known as iNOTE (Innovative Opportunities Transforming Education) received funding approval of €2.844m (2019 -2021) under the call.

The Chairs and Presidents of the CUA partner institutions met for dinner in Castlebar on Tuesday, 12 February 2019. This was a useful meeting as it confirmed each institutions commitment to the CUA and highlighted areas that needed specific attention across the Alliance.

The CUA Steering Group met on 02 May 2019 in LYIT. A very successful meeting of the CUA Heads of Department and Central Services Managers was held on 16 May 2019 at the Radisson Blu Hotel, Rosses Point, Sligo. In total 60 staff from the three CUA institutes attended the joint meeting. On 17 May 2019, the second Research Leaders Conference was held at the same venue with nearly 50 attendees.

Voting for the name of the Technological University was concluded. There was a high level of engagement from staff and students in the naming process. In total, the CUA received 2,662 responses, with 1,895 coming from students. The results of the survey were presented to the next meeting of the CUA Steering Group. After the shortlist is considered, a decision will be made on the TU name and a branding exercise will commence in the new academic year.

3.2   Technological University Research Network (TURN)

The Department of Education and Skills established the Technological University Research Network (TURN). TURN is a National Inclusive Working Group to consider appropriate areas for commonalities in approach in moving toward creation of a series of Technological Universities. TURN is a time-limited inclusive working group comprising members from each of the current consortia and Technological University Dublin together with representatives from the Department of Education and Skills (DES), the Higher Education Authority (HEA), and the Technological Higher Education Association (THEA). The President attended the first meeting of TURN on 28/02/19. Four working groups were established by TURN focusing on (i) TU staffing and grading norms and capacity development, (ii) TU costs and funding issues, (iii) Systems integration and multi-Campus management and (iv)Defining the essence of a Technological University in the context of the Irish education landscape. The CUA wass represented on each working group by (i) Dr Seán Duffy, (ii) Jim Fennell (GMIT), (iii) CUA VPs Academic Affairs & Registrars (Chair/Lead Organisation) and (iv) Dr Perry Share (CUA PM).

3.3   Governance and Management and Organisational Structures for the New TU

The attached document (appendix 4) was approved for broader circulation and consultation across each of the Institutions.

The communications and consultation process continued across the three institutes, the draft document 'Governance, Management and Organisational Structures for the New Technological

University' was presented to each of the Governing Bodies and Executive Boards. The document was also presented to the LYIT Academic Council on 29 March. Each of the Academic Council's sub-committees was asked to review the draft document and submit their responses to the next Academic Council Meeting.

All staff members in LYIT received the document. The combined feedback from all LYIT fora was forwarded to the CUA Steering Group for consideration.

4.   COLLABORATIONS

4.1   LYIT/Donegal ETB Meeting – Possible Apprenticeships

Arising from our ongoing MoU between LYIT and Donegal ETB discussions are underway regarding the possibility of new apprenticeship programmes being hosted in County Donegal. An initial meeting with HEA and Solas representatives was hosted by LYIT on Thursday, 28 June 2018 with the President, Head of School of Engineering and Mr Vinny McGroary, Area Training Manager, Donegal ETB.

The HEA published a call for expressions of Interest regarding the provision of Electrical Craft Apprenticeships. LYIT in conjunction with Donegal ETB made a response to this call and a meeting was held with HEA, DoES and Solas representatives in July 2019. The Institute is still awaiting a formal response to this application.

4.2   HEA/Optum Scholarships

LYIT hosted an awards ceremony on campus on Friday 9 November. This event recognised the Optum North-West Health Care Scholarship Recipients and also the 1916 Bursary Recipients for 2017 and 2018.

LYIT President, Paul Hannigan welcomed all awardees, family and friends to the event and presented a certificate to all of the scholarship award winners. The President thanked the generosity of the award sponsors, Optum and the Higher Education Authority, highlighting the impact of the awards for both students and their families.

Optum Ireland aims to support the enhancement of the healthcare system in the Donegal region and has developed the Optum North-West Healthcare Scholarships to promote diversity in higher education by supporting young people from less advantaged and non-traditional backgrounds to pursue higher education. The Optum North-West Healthcare Scholarships are delivered in partnership with LYIT and Ulster University (UU).

The 2018/19 Optum Healthcare Scholarship award winners were;

- Rónán Hegarty, year 1 student in the Bachelor of Science in Computer Games Development, formerly a student of St. Columba's Comprehensive School Glenties
- Jodie Gallagher, year 1 student in the Bachelor of Science (Hons) in General Nursing formerly a student of St. Columba's College, Stranorlar

Both of these students will receive an annual €2,500 bursary from Optum Ireland for the duration of their studies at LYIT.

President Paul Hannigan also presented certificates on behalf of the institute to the Principals of Jodie and Rónáns' post-primary schools. The presentation was made by Paul Hannigan to recognise, and underpin the importance, and support provided by the post-primary schools during Rónán and Jodies' formative years.

The 1916 bursaries are funded by the Higher Education Authority and provide support for students from under-represented groups in Irish Higher Education. LYIT was awarded funding to provide bursaries to six students each year for a three-year period. The bursaries are provided on an annual basis for the duration of each students' undergraduate study. Dr Louise Callinan from the HEA Access Policy Unit attended the event and addressed the awardees.

A total of 12 bursaries have been allocated during 2017/18 and 2018/19 and President Paul Hannigan presented certificates on behalf of the institute to the 1916 Award winners at this event.

4.3   DoES Meeting – Landscape Funding

The Cross-border Further and Higher Education Cluster received €250k funding after a follow up meeting with the DoES on Tuesday, 2 October. This is significant in the fact that the HEA and DoES have chosen to fund a cross-border project.

The HEA has issued a further Higher Education Landscape funding call with a closing date for submissions on 10 May 2019. LYIT made a submission as part of the CUA consortium for funding to support the TU bid and also made a further submission to support the HE FE Cross-border Cluster.

4.4   Derry Chamber of Commerce, President's Dinner

The President and VP for Research, Equality and External Affairs attended this event at the invitation of the President of Derry City Chamber and North West Regional College. This event was held on Friday, 12 October 2018, the same day as the announcement was made regarding the funding for the FE/HE Cluster and therefore was a useful forum for promoting the work of the Cross-border Cluster.

5.   BREXIT

5.1   Jean Claude Juncker, President European Commission

The President was invited to a State dinner where Jean Claude Juncker, President of European Commission was guest of honour. The focus of this dinner was on Brexit and the implications for Ireland and the majority of those in attendance were from the Border region.

5.2   Getting Ireland Brexit Ready Roadshow

The Institute hosted the Getting Ireland Brexit Ready roadshow on Friday, 30 November in An Dánlann. There were almost 300 people in attendance and this was a great opportunity to profile the Institute for visitors on the day. An Tánaiste Simon Coveney, TD along with Joe McHugh, TD,

Minister for Education and Skills and Mairead McGuinness, MEP, Vice President of the European Parliament all presented on the day.

6.   RESEARCH

6.1   Launch SMARTRenew Project

On Wednesday 28 November 2018, LYIT hosted the first meeting of the three year €1.6m NPA funded SMARTRenew Research Project.

Partners from six countries including Norway, Finland, Faroe Islands, Iceland, Ireland and Northern Ireland attended the launch. LYIT is the lead partner and the Research Project which focusses on developing "Smarter Energy Rural Communities" is led by Dr Nick Timmons.

The project consortium consists of a range of organisations including universities, research institutes, local authorities, SMEs and national energy authorities.

Donegal County Council and Derry City and Strabane District Councils are regional partners in the project which seeks to:
- generate greater awareness amongst communities and Local Authorities of renewable energy systems
- illustrate how energy poverty can be decreased and energy security increased by implementing smart renewable energy and heat storage management and
- ensure reduced energy waste in emerging renewable energy solutions for residential homes and public buildings.

Among the project outputs will be 18 houses and public buildings retrofitted with smart renewable energy and storage solution, a smart energy storage service and a renewable energy management service.

The President and Head of Engineering welcomed members of the Project Consortium to LYIT.

6.2   LYIT Research Symposium

The Letterkenny Institute of Technology held a research symposium on the 11/4/2019. The event provided an opportunity to show case the research undertaken by staff and students at LYIT. The nature of the research activity presented included: full academic papers, funded projects and staff & student thesis/dissertations (see appendix 5). The convenors of the Symposium were Dr Pádraig Gallagher, Head of Research and Innovation and Dr Eoghan Furey, Chair of Academic Council Research Sub Committee

The symposium format:
Symposium oral presentations: There were 14 oral presentations on the day reflecting the excellent and diverse research activity taking place in LYIT.

Posters: *There was over 40* posters on display. The posters provided an opportunity for an informal presentation and were a source of attention and discussion for the week.

Key note speakers: There were two guest speakers on the day: Professor David Rooney from the Research Centre in Sustainable Energy at Queens University and Pat Dempsey from The Insight Centre for Data Analytics at the National University of Ireland Galway

There was a strong interest in the oral presentations and posters and the format of the event was positively received. It is expected that this event will become an annual event.

6.3   Catalyst Inc. Invent Dinner/Awards

The President and VP for Research, Equality and External Affairs attended this event in Belfast on Thursday, 11 October 2018 at the invitation of Catalyst Inc. This event is a celebration of entrepreneurs working with higher education institutions in Northern Ireland. It was a useful event from a networking perspective meeting various public representatives and business people from Northern Ireland.

7.   FINANCE

7.1   HEA Budget and Accountability Meeting

The President, VP for Finance and Corporate Services and VP for Academic Affairs and Registrar met with the HEA on Tuesday, 30 April 2019 to discuss the Institute's Budget, Governance and Programmes. The HEA approved the Programmes and Budgets and the Institute agreed to provide a report on the School of Tourism and the HEA acknowledged the improvement in the Institute's financial position.

The HEA undertook to review the Institute's "watchlist" standing, as soon as the 2017/18 financial statements are certified, in light of the positive performance in the last three years.

8.   CONFERENCES/WORKSHOPS

8.1   Irish Guidance Counsellors (IGC) National Conference 2019

Letterkenny Institute of Technology (LYIT) hosted the Institute of Guidance Counsellors (IGC) National Conference at the Letterkenny campus on Friday 5 and Saturday 6 April. The event was co-ordinated at LYIT in conjunction with the Donegal IGC Branch with over 300 Guidance Counsellors, colleges and university exhibitors from across the country in attendance at the prestigious national event.

The event included the 'Great Guidance Debate' on Friday 5 April with leading lights from the education sector forming the panel on the night. The panellists included:

- **Mr Billy Bennett** Vice President, Academic Affairs & Registrar, LYIT
- **Mr Geoffrey Browne**, President National Parents' Council, Post-Primary
- **Ms Beatrice Dooley**, President, IGC
- **Ms Michelle English**, JCT Wellbeing Team
- **Mr Vinny McGroary**, Area Training Manager, Donegal ETB
- **Mr Brian Mooney**, Guidance Counsellor and Irish Times Columnist

- **Ms Maria Walsh**, SOLAS Communications Unit
- **Ms Emma O'Kelly**, Education Correspondent, RTÉ

On Saturday 6 April, Joe McHugh, T.D. Minister for Education and Skills addressed the plenary session with Paul Hannigan, President of LYIT also addressing the large audience in attendance. The keynote address during the plenary session was delivered by Nikki Bradley, The Motivation Factory.

The conference theme was 'Valuing Uniqueness, Realising Potential' and Paul Hannigan, President of LYIT delivered a speech on the uniqueness of Donegal and how LYIT continues to realise its potential by connecting with Guidance Counsellors and industry leaders to develop programmes that meet the needs of students and industry partners.

Great credit is due to everyone at LYIT particularly the student ambassadors who contributed hugely to the hosting of this conference. However, special thanks is due to Fiona Kelly, Student Engagement Officer and Nicola Dunnion, Marketing Officer for their perseverance and attention to detail to ensure that the conference ran smoothly.

The event concluded with a banquet in the Mount Errigal Hotel on Saturday 6 April 2019.

9. INTERNATIONAL

9.1 *Academic Agreement Signing in China*

The President and VP for Research, Equality and External Affairs travelled to China on Saturday, 16 March 2019 to sign an MoU with Chengdu Neusoft University in the presence of the Minister for Education and Skills, Joe McHugh, TD during his St Patrick's Day visit to China. Mr Seamus Neely, Chief Executive, Donegal County Council was also part of the delegation.

A delegation from Chengdu's equivalent of CoLab visited Letterkenny later in the Spring to consolidate the relationship further.

9.2 *North West City Region Delegation Visit to USA*

The President and VP for Research, Equality and External Affairs participated on LYIT's behalf, as part of a delegation from the North West City Region which included the Mayors and Chief Executives from Donegal County Council and Derry and Strabane District Council. The delegation departed Dublin on Monday, 12 November 2018 arriving in Philadelphia where they met with the Donegal Association and also with significant business representatives from the city. On Tuesday, 12 November the group moved to Boston where meetings were held with a range of business interests as well as the Boston Chamber of Commerce and some possible FDI client companies. The group also met with the Irish International Immigration Centre which has very strong links with County Donegal. LYIT also participated in discussions with Harvard University regarding a partnership involving Harvard, Ulster University and LYIT to assess the viability of the North West City Region and this project will continue into 2019. The LYIT representatives departed Boston on Thursday and were unable to participate in the Golden Bridges Conference on this occasion.

9.3   *Harvard Visit*

As an outcome from the Institute's visit as part of a North West delegation to the US in November 2018, LYIT is now involved in a unique project with both local authorities on each side of the border, Ulster University and Harvard to develop an atlas for the North West City Region.

The School of Engineering has been involved through the participation of Anton McGabhann and an event was hosted by both LYIT and Ulster University on 27 March 2019 where a delegation of staff and students from Harvard visited LYIT.

10.   INSTITUTE EVENTS

10.1   *Capital Development Projects*

Please see attached (appendix 6) a list of prioritised capital projects for development at LYIT. This includes a funding source where available and also potential funding document sources that have been identified. This list does not include proposals regarding the provision of dedicated student accommodation at LYIT.

The Institute intends to spend circa €650k on the Killybegs campus this year. This will mainly be funded by the ring-fenced funding with the remainder coming from Institute funds. The purpose of this investment is to move from a rented premise on the campus currently costing €45k p.a. In addition to this, health and safety works of circa €155k will also be carried out on the campus. Therefore, the total investment in the Killybegs campus is likely to be circa €800k this year.

Regarding the Knocknamona site, the Institute attended a meeting on the National Sports Campus outlining the Large-Scale Sports Infrastructure Fund. The Institute made a submission for funding with a range of stakeholders and under the auspices of Donegal County Council, the outcome from this submission is not available as yet.

The Institute submitted an expression of interest regarding the Higher Education Strategic Investment Fund, comprising a National Fire Technology Centre on campus. This application was unsuccessful.

10.2   *Careers and Post Graduate Fair*

The annual LYIT Careers & Postgraduate Studies Fair took place at the Letterkenny campus on Monday 22 October from 12-3pm. This flagship event now in its 15th year is an integral part of the LYIT calendar. The Careers & Postgraduate Studies Fair supports all LYIT students and graduates considering their career options. This event also provides an excellent opportunity for career changers or those returning to the workplace to assess the current jobs market and for budding entrepreneurs to obtain valuable advice on their next steps.

Over 80 employers, universities and colleges, professional bodies and voluntary organisations took part in this year's event. Many of this year's exhibitors were returning participants to the LYIT event. This event is the largest careers event in the Northwest, the range and calibre of recruiters attending this year's event was exceptional. We had recruiters and employers from a broad range of sectors

including IT, Pharmaceutical, Finance, Social Care services, Design, Hospitality and Telecommunications providers.

In addition to graduate employment opportunities, attendees had the opportunity to meet with a broad range of postgraduate course providers from Ireland and the UK, with offerings from broad range of disciplines including teaching, physiotherapy, human rights and law. In addition to the main hall event, a number of seminars took place during the day, including a talk about Teaching in the UK, careers in accountancy.

Attendees also had the opportunity to avail of the ever popular CV Clinic where they had their CV or personal statement reviewed by career experts free of charge. A giant jobs wall featuring a vast array of graduate vacancies could be viewed in the main exhibition area.

10.3   *Teaching and Learning Forum Presentation*

The National Forum's 2018 Enhancement Fund call was launched in June 2018 and focused on four priority areas identified by the Board of the National Forum as the strategic priority areas to 2021. The priorities are:
1. Supporting the Professional Development of those who Teach;
2. Teaching and Learning Enhancement within Disciplines;
3. Teaching and Learning in a Digital World and
4. Enabling Student Success.

31 proposals were submitted from 17 different lead institutions across Irish Higher Education institutions. These proposals were reviewed by international advisors and a USI representative. 22 projects were deemed to have sufficient potential for sustainability and impact to progress to Phase 2 of the call; a presentation and response to questions from the review panel at the Dublin national conference centre on 21 and 22 November.

LYIT, together with partner institutions from Irish Higher Education, has submitted three proposals in response to the 2018 funding call, all proposals progressed to Phase 2:
1. PDP for LYIT: an institution-wide approach to professional development for those who teach which supports success for students in higher education. (LYIT project)
2. THE REAL PROJECT (Reimagining Experiential Academic Learning) Using Experience to Teach & Learn in Law: A Framework for Engagement Assessment and Transferability (LYIT lead, University of Limerick and IT Carlow
3. Aligning Teaching and Learning across the Technological Sector (Athlone IT lead, Dundalk IT, IT Carlow, LYIT, WIT and DIT)

President Paul Hannigan together with Dr Lynn Ramsey (Head of Teaching and Learning), Helen Mc Grandles (Senior Human Resources Officer) and Paul Lynch (LYIT SU President) presented on the PDP for LYIT project. Siobhan Cullen (Head of Department of Law and Humanities) and Bronagh Heverin (lecturer) presented on the REAL project and Dr Deirdre McClay (lecturer) presented as part of the ATLAS project.

10.4   *College Awareness Week / LYIT Open Day*

College Awareness Week is a national campaign that aims to promote the benefits of going to college and help students of all ages to become college-ready. Letterkenny Institute of Technology (LYIT)

hosted a number of events in the week beginning Monday 19 November as part of College Awareness Week (CAW) 2018. The events were organised by the Schools Engagement and RPL Officer and targeted local post-primary schools and adult education centres in the region.

During this week, LYIT was one of only two third- level institutions to receive a national award recognising the institutes College Awareness Week activities in 2017. The award was presented to Fiona Kelly, Schools Engagement and RPL Officer at LYIT by Kathleen O'Toole-Brennan, Director, Trinity College Access Programme and College Awareness Week National Co-Ordinator for Fiona's work with Age Action during College Awareness Week 2017. The institute received a plaque recognising the efforts of the institution to promote third level education in the region.

Event 1: Paul Hannigan, LYIT President leads out 'Role Model Day' at Crana College, Buncrana
Paul Hannigan, LYIT President visited Crana College in Buncrana for their 'Role Model Day 2018' on Tuesday 20 November. The event aimed to promote the benefits of continuing education and Paul was the 'guest-of-honour' at this event and led out the keynote address to over 100 Leaving Certificate students in the school. Thomas McLaughlin, Lecturer in Fashion with Promotion at LYIT also attended this event on behalf of the institute and he provided information and advice on careers within the Design, Fashion and Textile industry.

Event 2: LYIT staff visit Deele College, Raphoe for 'Careers Day' 2018
Deele College, Raphoe hosted a 'Careers Day' in their school on Tuesday 20 November and LYIT Lecturers John Conaghan and Gary Cullen visited the school and outlined exciting careers that await students in the areas of ICT, Computer Security, Applied Computing and Digital Forensics. They brought along some of their fantastic VEX robotics equipment and demonstrated and showcased this equipment to the students in attendance. Siobhan Cullen, Head of Law & Humanities also attended the 'Careers Day' event in Deele College and provided students attending this event with engaging and informative information on career opportunities available in Law & Humanities.

Event 3: Schools Engagement Officer visits 8 Post-Primary and Adult Education Centre during CAW 2018
Fiona Kelly, LYIT Schools Engagement Officer visited a number of of Post-Primary schools and Adult Education Centres in Donegal and Leitrim to promote third level programme opportunities available at LYIT throughout this week-long initiative.

Event 4: LYIT launch PATH 3 funding
LYIT launched PATH 3 a fund aimed to support underrepresented students to access Higher Education. This is a collaborative project under PATH 3 of the National Plan for Equity of Access to Higher Education and was launched in conjunction with project partners IT Sligo, GMIT and NUI Galway.

Open Day 2018
Letterkenny Institute of Technology Open Day took place at the Letterkenny campus on Thursday 22 November, 2018. 1,551 prospective students attended this event from Donegal, across Northern Ireland, Mayo, Monaghan, Sligo, Cavan, Leitrim, Dublin, Waterford, Carlow, Roscommon, Louth, the institute even welcomed a student attending this event from Boston, Massachusetts. The campus was full of fun, energy and the current LYIT students and LYIT staff welcomed prospective students with open arms. The event ran from 9.30am to 2.30pm and was a fantastic success. The event concluded the College Awareness Week activities at Letterkenny Institute of Technology.

10.5   Short Shorts – Department of Design and Creative Media

LYITs Department of Design & Creative Media in collaboration with the Donegal Film Office and Century Cinemas in Letterkenny, celebrated the achievements of students on Thursday, 29 November 2019 by screening a collection of short Films, Animations and Motion Graphics on the Big Screen. The showcase featured a diverse range of work from the hand-drawn animation of a struggling artist's battle with an errant fly to a computer animated love story, from advertisements for fruit drinks to protests for the arts and trailers for films from mythological tales to night-time coffee shops, this screen represented the wealth of talent in the North West.

The achievements of students and graduates is a fitting testament to the skilled and highly committed staff within the department.

The screening was introduced by Cormac O'Kane, lecturer in Animation.

Aideen Doherty, manager of the Donegal Film Office stated:
"Having this talent emerging from LYIT, especially in the area of Animation, Film and Motion graphics is a massive bonus for the county – Local talent is a key criterion when deciding on a location for film production – we are delighted to be working with LYIT and Century Cinemas in hosting this showcase event."

We are of course honoured to have the local support of both The Film Office and Century Cinemas.

11.   MISCELLANEOUS

11.1   MSc Public Service Leadership and Innovation Graduation

The President, Head of School of Business, Head of Department of Business Studies and Dr Anne Burke attended the above graduation ceremony in the Millennium Forum in Derry on Tuesday, 10 July. This was part of the summer graduation ceremonies at Ulster University. This programme is jointly offered by LYIT and Ulster University and there were 9 graduates. Two of our own staff members, Mary Daly, Estates Manager and Jill Murphy, International Affairs Manager successfully completed the programme.

11.2   New Frontiers

New Frontiers is Enterprise Ireland's Entrepreneur Development Programme for next generation High Potential Start-ups. LYIT in association with IT Sligo supports the programme in the North West Region.

The next phase of New Frontiers for 2018 commenced in IT Sligo on Thursday, 6 September and the first session at LYIT began on Thursday, 13 September.

This year there are 13 participants on Phase 2 of New Frontiers, 7 based in County Donegal and 6 based in County Sligo/County Leitrim. Donegal based New Frontiers participants are given co-working space in CoLab and it is hoped that as their businesses grow they will move to larger units before finally graduating from CoLab and establishing their businesses throughout County Donegal.

11.3   The Rt Hon Damian Hinds, MP, Secretary of State for Education

The President received an invitation from The British Irish Chamber of Commerce, British Embassy, Dublin and Dublin Institute of Technology (DIT), to attend a working lunch with The Rt Hon Damian Hinds MP, Secretary of State for Education on Thursday 6 September at Dublin Institute of Technology, Grangegorman Campus.

11.4   Tip O'Neill Awards

The President, VP for Research, Equality and External Affairs and Head of School of Business attended this event on Friday, 14 September. This year's recipients were:

- The Homes of Donegal Fundraising Committee (Boston)
- The former Governor of Maryland, Martin O'Malley
- Professional golfer Paul McGinley

On Sunday, 16 September the President attended a lunchtime meeting where Governor Martin O'Malley gave an outline on the political situation in the US and potential links back to Ireland.

11.5   Bank of Ireland Enterprising Town Awards

Letterkenny Chamber of Commerce hosted the judges from the Bank of Ireland Enterprising Town Awards on Monday, 24 October. The visit began in CoLab where the President, Paul Hannigan acted as MC and provided an introduction for the visitors. The judges also visited Loretto Secondary School, Pramerica and a number of locations on the Main Street as part of the visit. Letterkenny went on to win Irelands most Enterprising Town in 2019.

11.6   DoES - National workshop on Consent in Higher Education

Mary Mitchell O'Connor T.D., Minister of State at the Department of Education and Skills, with special responsibility for Higher Education brought together higher education representatives, students unions and other stakeholders for a workshop on consent and tackling sexual violence in third level education in Dublin Castle on 4 October 2018. The workshop was attended by Mr Billy Bennett, VP for Academic Affairs and Registrar and Dr Lynn Ramsey, Head of Teaching and Learning.

11.7   Catalyst Inc. Invent Dinner/Awards

The President and VP for Research, Equality and External Affairs attended this event in Belfast on Thursday, 11 October at the invitation of Catalyst Inc. This event is a celebration of entrepreneurs working with higher education institutions in Northern Ireland. It was a useful event from a networking perspective meeting various public representatives and business people from Northern Ireland.

11.8   National Alcohol Forum

The President was invited to speak at this event in the Clanree Hotel on Thursday, 18 October and to launch two new publications being promoted by the National Forum. LYIT was well represented at this event as a large number of our students attended as well as some staff members. Siobhan Cullen, Head of Department of Law and Humanities also presented at the event.

11.9   Scottish Chambers of Commerce - Business Reception

The President and VP for Research, Equality and External Affairs attended this event at the invitation of Údarás na Gaeltachta on Thursday, 18 October. A delegation from the Scottish Chambers of Commerce led by Minister Ivan McKee, Scottish Minister for Trade, Investment and Innovation were in Donegal on a three day visit. This was a useful engagement as the delegation was organised by some of the officials who had previously organised the Royal visit to Donegal in 2016.

11.10   Letterkenny Business Awards

The President attended this event at the invitation of the Letterkenny Chamber of Commerce. LYIT/CoLab sponsored a table at the event. Over 400 people attended the dinner and David Gildea from CloudRanger a client company in CoLab was the winner of Business Person of the Year. In addition, LYIT/CoLab sponsored the award for Best Innovation and Creativity Award won by North West Aluminium.

11.11   IBEC Meetings

The President attended a dinner on Thursday, 22 November in Donegal Town with the Chief Executive of IBEC and other members of the Regional Executive. This was a useful opportunity to hear IBECs view on likely developments within the Irish economy and internationally. On Friday, 23 November IBEC hosted their Regional Insights Programme which provided more information to a broader audience. These two events were extremely useful in the context of the work of the Institute.

11.12   HEA Erasmus Audit

On 29 November a 5 person Monitoring and Audit Team from the HEA conducted a Monitoring and Audit Visit to LYIT to review our Erasmus+ Programme.
The HEA team consisted of the following:

Gerry O'Sullivan Head of Erasmus+, Dr Sharon Tighe-Mooney and Dr Britta Jung from the Erasmus+ Unit, Stewart Roche, HEA Management Accountant and Caroline Nash, Independent Process Auditor.

In advance of the visit LYIT had submitted details of incoming and outgoing students and staff and financial returns for the year being reviewed 2016/17. Over the course of the day-long visit the HEA team met the President and representatives of Finance, the Students Union, HR, Access, and Development/International.

The team also met with Erasmus+ incoming and outgoing students, LYIT staff who had participated in the Erasmus+ staff exchange programme and Accounts staff to audit financial transactions relating to Erasmus+.

11.13   Garden Party, Castle Coole, Fermanagh

The President was invited to this event and met with Prince Charles on his visit to Enniskillen. This invitation was issued as a result of the ongoing work on the Cross-border Further and Higher Education Cluster.

11.14   IDA Board Meeting

The Institute hosted a meeting of the IDA Board on Thursday, 13 June. This was preceded by a dinner the night before at which both the President and Chairman of the Governing body attended. The Institute hosted a lunch for the Board on Thursday and the President took the opportunity to make a presentation to the Group on activity at the Institute.

11.15   Digest

The President attended or was involved in the following engagements:

Event	Date
Optum Awards Scholars	Thursday, 13 December 2018
LEO End of year Lunch	Friday, 14 December 2018
LC PE Lunch – Abbey Voc. School	Monday, 17 December 2018
Cross-border Cluster Meeting	Monday, 7 January 2019
Elisha McCallion, MP Sinn Fein	Tuesday, 8 January 2019
Guidance Counsellors Meeting	Wednesday, 9 January 2019
Strategic LYIT/DETB Meeting	Monday, 14 January 2019
LYIT Open Evening	Wednesday, 16 January 2019
Vex Robotics Competition	Friday, 18 January 2019
Colm Downes, Access Programme Manager, IUA	Friday, 18 January 2019
LYIT Open Evening – Donegal Town	Tuesday, 22 January 2019
DETB FE Training Fair	Wednesday, 23 January 2019
William Beausang, Assistant Secretary, DoES	Wednesday, 23 January 2019
Women in Business Network 20th Anniversary	Thursday, 24 January 2019
Loreto launch of coding initiative (reopening of Concert Hall)	Monday, 28 January 2019
DLDC Meeting	Tuesday, 29 January 2019
DoES Regional Fora (LYIT)	Thursday, 7 February 2019
iNOTE Launch (LYIT)	Friday, 8 February 2019
HE/FE Cluster Meetings	11 February and 12 March 2019
Technology Skills 2022: Ireland's Third ICT Skills Action Plan – Pramerica	Monday, 11 February 2019
Irish Guidance Counsellors (IGC) National Conference Launch	Thursday, 14 February 2019
Higher Education Forum (TUD)	Wednesday, 20 February 2019
HE Awards Ceremony (Dublin)	Thursday, 21 February 2019
Chief Executive HEA (Dublin)	Friday, 22 February 2019
Sports Scholarships Presentations	Monday, 25 February 2019
Technological University Research Network (TURN) Meeting	Thursday, 28 February 2019
Opt to Achieve Awards	Thursday, 28 February 2019
READ DL Launch	Thursday, 28 February 2019
Engineers Week	2- 8 March 2019
DICE Conference	Thursday, 7 March 2019

Cross Border Symposium, Dundalk IT	Friday, 8 March 2019
Visit from William Beausang, Assistant Secretary, DoES	Tuesday, 12 March 2019
Visit by Governor Central Bank	Wednesday, 13 March 2019
GAA Conference – TILDA Report	Friday, 22 March 2019
North West City Region – Atlas Project (Harvard)	Wednesday, 27 March 2019
Pramerica Spirit of the Community Awards	Thursday, 28 March 2019
Bishop McGuckian Visit	Monday, 1 April 2019
Transition Year Tourism Training	Tuesday, 2 April 2019
Meeting CEO Belfast International Airport	Wednesday, 3 April 2019
Business Studies, Student Awards	Wednesday, 20 February 2019
Student Achievement Awards	Thursday, 4 April 2019
Indian Ambassador Visit	Friday, 5 April 2019
World Health Day	Monday, 8 April 2019
Donegal Dyslexia Association Prize Giving	Monday, 8 April 2019
Referendum Commissioner Judge Tara Burns	Tuesday, 9 April 2019
Chartered Surveyors Visit	Wednesday, 10 April 2019
Professor Louise Dubras (UU Medical School)	Thursday, 11 April 2019
Optum Meeting	Wednesday, 1 May 2019
Northern and Western Regional Assembly	Friday, 3 May 2019
THEA Colloquium	Wednesday, 8 May 2019
LYIT Open Evening	Thursday, 9 May
IT Girls	Friday, 10 May
Abbott Meeting	Monday, 13 May
Eurashe Conference Hungary	Wednesday, 15-Thursday, 16 May
Scifest Competition	Thursday, 16 May
Planting in Memory of Johnny Boyle, RIP	Monday, 20 May
Paddy Naughton, CEO, EduCampus	Tuesday, 21 May
IBEC NW REC	Wednesday, 22 May
LYIT Mechanical and Electronic Engineering EXPO	Wednesday, 22 May
Tomas O Síocháin, CEO Western Development Commission	Thursday, 23 May
Design End of Year Showcase	Friday, 7 June
Define Fashion Showcase	Saturday, 8 June
Catalyst NW Strategy Workshop	Monday, 10 June
Killybegs Stakeholders Meeting	Wednesday, 12 June
Computer Summer Camp	5 - 7 June and 11 – 13 June

APPENDIX 1

Section 9 Technological Universities Act 2018

Section 9 Technological Universities Act 2018

Functions of technological university

(1) The functions of a technological university, having particular regard to the needs of the region in which the campuses of the technological university are located, shall be to—

    (a) provide teaching and facilitate learning that—
        (i) is informed by research, and
        (ii) promotes excellence at all levels of higher education within the Framework,

    (b) provide programmes of education and training that reflect the needs of individuals, business, enterprise, the professions, the community, local interests and other stakeholders in the region in which the campuses of the technological university are located and facilitate learning by flexible means,

    (c) provide for the broad education, intellectual and personal development of students, for the purpose of enabling them, as graduates, to excel in their chosen careers and to contribute responsibly to social, civic and economic life in innovative and adaptable ways,

    (d) provide opportunities for staff and students—
      (i) of the technological university to teach, learn or conduct research at institutions that provide higher education outside the State, or to obtain relevant work experience outside the State, and
      (ii) of institutions that provide higher education outside the State to teach, learn or conduct research at the technological university,

    (e) collaborate with institutions that provide higher education inside and outside the State, including on joint research projects and provision of programmes of education and training,

    (f) support a body of research that includes research relevant at regional, national and international levels and pursue excellence in the conduct of that research,

    (g) support entrepreneurship, enterprise development and innovation in business, enterprise and the professions through teaching and the conduct of research and through effective transfer to those and other sectors of knowledge arising from that research,

    (h) collaborate with business, enterprise, the professions, the community, local interests and related stakeholders in the region in which the campuses of the technological university are located—
      (i) to promote the involvement of those stakeholders in the design and delivery of programmes of education and training, and
      (ii) to ensure that, in so far as possible, innovation activity and research undertaken by the technological university reflects the needs of those stakeholders,

    (i) support the development of a skilled labour force including, where appropriate, engaging in the education and training of apprentices in accordance with policy relating to that education and training for the time being communicated to the technological university by An tÚdarás, the Government or any Minister of the Government,

    (j) support the mobility of staff and students of the technological university into and out of the labour force through collaboration with business, enterprise, the professions and related stakeholders in the region in which the campuses of the technological university are located,

    (k) serve the community and public interest by—
      (i) developing and promoting strong social and cultural links, and links supporting creativity, between the technological university and the community in the region in which the campuses of the technological university are located,
      (ii) supporting (without prejudice to the generality of subsection (4)) the delivery of policies or objectives of the Government or any Minister of the Government, for the time being communicated to the

technological university by An tÚdarás, the Government or any Minister of the Government, in relation to development of business and enterprise at a local, regional or national level,

    (iii) fostering close and effective relationships with—

        (I) a statutory body whose functions relate to regional development in the region in which the campuses of the technological university are located,

        (II) a local authority or local authorities in whose local authority area or areas the campuses of the technological university are located,

        (III) the education and training board or boards in whose education and training board area or areas the campuses of the technological university are located,

        (IV) a provider of further education and training in the region in which the campuses of the technological university are located, and

        (V) organisations representing the social, creative and cultural interests of the community in the region in which the campuses of the technological university are located,

      and

    (iv) in so far as possible in the performance of its functions—

        (I) contributing to the promotion of the economic, cultural, social, scientific and technological development of the State,

        (II) respecting the diversity of values, beliefs and traditions in Irish society,

        (III) promoting critical and free enquiry, informed intellectual discourse and public debate within the technological university and in wider society, and

        (IV) promoting an entrepreneurial ethos,

(l) promote access to the technological university and the education it provides, by economically or socially disadvantaged persons, by persons who have a disability and by persons from sections of society in the region in which the campuses of the technological university are located who are significantly under-represented in its student body,

(m) undertake assessment of students, and award degrees and other qualifications,

(n) make best use of its expertise and resources, whether or not on a commercial basis, for the purposes of its functions under this Act,

(o) provide directly, or in collaboration with other providers of programmes of education and training, facilities for all levels of higher education within the Framework, including technological and professional education, and for research,

(p) collaborate with persons or bodies inside and outside the State for the purpose of its functions under this Act, and

(q) promote the attainment of gender balance and equality of opportunity among the students and staff of the technological university.

(2) A technological university may accept gifts of money, land or other property subject to such trusts and conditions, if any, as are not in conflict with this Act, specified by the donor.

(3) A technological university shall have all such powers as are necessary or expedient for the performance by it of its functions.

(4) A technological university shall, in the performance of its functions, have regard to policies of the Government (including policies relating to education and training or remuneration of staff employed in the education sector) for the time being.

(5) (a) For the purposes of the performance of its functions, a technological university shall establish procedures relating to resolution of disputes.

  (b) Procedures established under paragraph (a) shall—

    (i) be established following consultation with each trade union and staff association recognised by the technological university and with the student union,

    (ii) provide for consideration of a dispute by a person who is independent of the persons involved in the dispute, and

(iii) be published in such manner as the technological university considers appropriate.

(6) A technological university may perform any of its functions through or by any member of the staff of the technological university authorised in that behalf by the technological university.

(7) A technological university may delegate any of the functions that, in its opinion, can be better or more conveniently performed by the academic council, to the academic council.

(8) For the purposes of subparagraph (i) of subsection (1)(h) "involvement", in relation to a programme may include—

(a) developing, with the technological university, the curriculum of the programme,

(b) contributing to assessment, as required by the programme, of the progress of the student, or

(c) providing a work placement for a student registered on the programme.

(9) In subsection (1) "providers" has the same meaning as it has in section 2 of the Act of 2012.

APPENDIX 2

Section 29 Technological Universities Act 2018

Section 28 Technological Universities Act 2018

Eligibility criteria

(1) The applicant institutes concerned shall, in relation to an application for an order under section 36, jointly comply with the following criteria (in this chapter referred to as "eligibility criteria"):

    (a) of the students of the applicant institutes registered on a programme that leads to an award to at least honours bachelor degree level—

        (i) at least 4 per cent are research students registered on a programme which leads to an award to at least masters degree level, and

        (ii) at least 30 per cent fall within one or more than one of the following classes of students:

            (I) students who are registered on a programme that is provided on a flexible basis, such as by means of part-time, online or distance learning;

            (II) students who are registered on a programme that has been designed, and is being delivered, with the involvement (which shall be construed in accordance with subsection (2)(b)), of business, enterprise, the professions, the community, local interests and other related stakeholders in the region in which the campuses of the applicant institutes are located;

            (III) students who are not less than 23 years of age;

    (b) the applicant institutes have a plan that demonstrates, to the satisfaction of the advisory panel, that they would have capacity, as a technological university to increase within 10 years of the date of the making of an order under section 36, from at least 4 per cent to at least 7 per cent, the proportion of their research students referred to in paragraph (a)(i);

    (c) of the full-time academic staff of the applicant institutes engaged in the provision of a programme that leads to an award to at least honours bachelor degree level—

        (i) at least 90 per cent hold a masters degree or doctoral degree,

        (ii) at least 45 per cent hold—

            (I) a doctoral degree, or

            (II) subject to subparagraph (iii), a terminal degree, as well as sufficient practical experience gained in the practice of a profession to which the programme relates, such that the degree and experience together can reasonably be viewed by the advisory panel as equivalent to a doctoral degree,

        and

        (iii) not more than 10 per cent hold only the qualifications referred to in subparagraph (ii)(II);

    (d) the applicant institutes have a plan that demonstrates, to the satisfaction of the advisory panel, that they would have capacity, as a technological university, to increase, within 10 years of the date of the making of an order under section 36, from at least 45 per cent to at least 65 per cent, the proportion of their full-time academic staff referred to in paragraph (c)(ii);

    (e) of the full-time academic staff of the applicant institutes engaged in both of the following, at least 80 per cent hold a doctoral degree—

        (i) the provision of a programme that leads to an award at doctoral degree level, and

        (ii) the conduct of research;

    (f) each of the full-time academic staff of the applicant institutes engaged in the supervision of students registered on a programme that leads to an award to doctoral degree level—

        (i) holds—

            (I) a doctoral degree, or

            (II) a terminal degree, as well as sufficient practical experience gained in the practice of a profession to which the programme relates, such that the degree and experience together can reasonably be viewed by the advisory panel as equivalent to a doctoral degree,

        and

(ii) has a record of continued conduct of research in an area relevant to the programme;

(g) in respect of not less than 3 fields of education—

(i) the applicant institutes provide programmes that lead to awards to doctoral degree level, and

(ii) the academic staff and students of the applicant institutes conduct research;

(h) in relation to a programme referred to in paragraph (g), the applicant institutes demonstrate, to the satisfaction of the advisory panel—

(i) that they carry out innovation activity and conduct research to a high standard, and

(ii) that the innovation and research has positive social and economic effects on business, enterprise, the professions, the community, local interests and other related stakeholders in the region in which the campuses of the applicant institutes are located;

(i) all programmes provided by the applicant institutes that lead to an award to doctoral degree level comply with any policy relating to doctoral education as may be agreed from time to time between An tÚdarás and the Qualifications and Quality Assurance Authority of Ireland following consultation with bodies representing the interests of an institute, a technological university or a university specified in paragraphs (a) to (d) of section 4(1) of the Universities Act 1997;

(j) the applicant institutes have a plan that demonstrates to the satisfaction of the advisory panel that they would have capacity, as a technological university to increase within 5 years of the date of the making of an order under section 36, from at least 3 to at least 5, the fields of education referred to in paragraph (g);

(k) the applicant institutes demonstrate to the satisfaction of the advisory panel that the applicant institutes have, at the time they apply under section 29 for an order under section 36, the capacity to effectively perform the functions of a technological university and in particular demonstrate—

(i) that they have integrated, coherent and effective governance structures in place concerning academic, administrative and management matters,

(ii) that they have strong links with business, enterprise, the professions, the community, local interests and other stakeholders in the region in which the campuses of the applicant institutes are located,

(iii) that they have, under section 28 of the Act of 2012, established procedures in writing for quality assurance in relation to which—

(I) no notice has been furnished by the Qualifications and Quality Assurance Authority of Ireland under section 36(1) of the Act of 2012,

or

(II) approval has not been withdrawn under section 36 of that Act,

(iv) that they develop, and have procedures in place to further develop programmes that respond to the needs of business, enterprise, the professions, the community, local interests and other related stakeholders in the region in which the campuses of the applicant institutes are located,

(v) that they—

(I) provide opportunities for staff and students of the applicant institutes to teach, learn or conduct research at institutions that provide higher education outside the State, or to obtain relevant work experience outside the State,

(II) provide opportunities for staff and students of institutions that provide higher education outside the State to teach, learn or conduct research at the applicant institutes, and

(III) collaborate with institutions that provide higher education outside the State, including on joint research projects and for the purpose of provision of programmes;

(l) that they develop and promote and if an order is made under section 36 have procedures in place to further develop and promote, as a technological university strong social and cultural links, and links supporting creativity, between the technological university and the community in the region in which the campuses of the technological university will be located.

(2)   (a) In this section—

"award" means an award that is recognised within the Framework;

"credit" has the same meaning as it has in section 56 of the Act of 2012;

"field of education" means a field of education described as a narrow field of education in the International Standard Classification of Education being the classification for the time being adopted by the United Nations Educational, Scientific and Cultural Organisation;

"level" means recognised at the level concerned within the Framework;

"programme" means programme of education and training;

"research student" means a student who is registered on a programme of education and training where not less than 60 per cent of the available credits are assigned in respect of a thesis or theses prepared by the student based on research conducted by him or her.

(b) For the purposes of subparagraph (ii)(II) of subsection (1)(a), "involvement" in relation to a programme may include—
    (i) developing, with one or, as the case may be, more than one of the applicant institutes concerned, the curriculum of the programme,
    (ii) contributing to assessment, as required by the programme, of the progress of a student, or
    (iii) providing a work placement for a student registered on the programme.

(c) A reference, in paragraph (c), (e) or (f) of subsection (1)—
    (i) to a masters or doctoral degree held by a member of staff of the applicant institutes is a reference to a degree awarded to masters or doctoral level within the Framework and if not awarded within the Framework is, to the satisfaction of the advisory panel, equivalent to such a degree, or
    (ii) to a terminal degree held by a member of staff of the applicant institutes is a reference to an award to at least honours bachelor degree level within the Framework which, in the view of the advisory panel, was at the time the award was made the highest academic award available in the discipline concerned, and if not so awarded within the Framework is, to the satisfaction of the advisory panel, equivalent to such a degree.

APPENDIX 3

External Advisors Strategy and Performance Dialogue 2018

External Advisors

Strategy and Performance Dialogue 2018

Panel Members	Title
Ms Donna Bell	Independent Education Consultant and former Academic Director for the Association of Polytechnics in New Zealand.
Mr Michael Cronin	Chairman of the Agrifood Business partners in Ireland. Director of Doire Liath and Associates Consultancy firm. Former Board Member of Bord Bia and CEO of the Newmarket Co-OP.
Prof Philip Gummett	Former Chief Executive of the Higher Education Funding Council for Wales. He was previously Pro Vice-Chancellor and Professor of Government and Technology Policy at Manchester University, UK.
Dr Andrée Sursock	Senior Advisor and former Deputy Secretary General at the European University Association.

APPENDIX 4

Governance, management and organisational structures for the new Technological University

Version history

Vers.	Date	Remarks
1	19 November 2018	Approved as CUA discussion paper at Steering Group [SG] meeting
2	30 November 2018	Further revisions, incorporated on behalf of SG by J. Davies
3	10 December 2018	Data re academic Schools (Appendix F) added by CUA Office
4	11 December 2018	Minor revisions, collated by J. Davies. Added by CUA Office
5	5 February 2018	Revisions by J. Davies and Institute Presidents. Collated by M. Hannon

Contents

[Include statement to reference **all-Ireland** in preamble, Paul / Brendan to draft]

1.   This is a CUA Position Paper on where discussions have reached in terms of both the underlying assumptions and also more detailed operational manifestations of Governance and Organisational structures. It addresses the situation as determined by the passage by the Oireachtas of the Technological Universities Act 2018[1] in March 2018. This paper is intended to form the basis of discussions with Governing Bodies, Academic Councils, Executive Boards/Committees and staff generally of the three partner institutions in order to arrive at a proposed governance, management and organisational structures for the new TU. If additional partners enter the consortium, the structures proposed will need some amendment of detail in relation to Governing Body, Management and other particularities. However, the structure proposed is sufficiently flexible to do this. As such, this paper is not the final position and in any case, the three Governing Bodies will need to approve the final version of any proposed governance, management and organisational structures. Meanwhile, the discussion paper will assist Working Groups WG2, WG3 and WG4 and enable them to focus on the criteria and supporting strategies.

The final proposal will be included in the submission for Technological University [TU] designation to the HEA. The proposed model thus needs to be convincing and demonstrate a viable structure

2.   Evidence has been taken internationally, which has helped to inform what is presented, particularly in relation to multi-campus merged universities of a similar TU profile (Aalto, Eastern Finland, South Wales, Ulster, Anglia Ruskin, La Trobe, Cumbria) and all the Irish universities, bearing in mind the particular character of CUA and its given tasks (see Appendix D).
3.   The general orientation of the discussion in the paper is towards a structure that will see a single TU, with sufficient operating authority delegated to the three colleges and faculties to enable them to respond to external needs and opportunities and substantial cross-institutional roles to capture the benefits of scale.

The paragraphs that follow explore these desiderata in terms of the operational manifestations that might harmonise the twin needs indicated above, and in the light of evolving circumstances, as follows:
- The academic context of the organisational framework (paras 3 – 6)
- The Imperatives for the Organisational Design of the new TU (para 7)
- Governing Body (paras 11 – 13)
- Executive Board (paras 14)
- Academic Committees (paras 15 – 25)
- Management (paras 26 – 30)
- Faculties (paras 31 – 36)
- College Management (paras 37 – 38)
- Services (paras 39 – 41)
- Conclusion and the phasing of the transition (paras 42 – 45)
- Appendices A – I

The academic context of the organisational framework
It is convenient to consider governance, management and organisational structures together, as they are closely related and changes in one inevitably affect the others. This paper does not specifically

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[1] The Technological Universities Act 2018 was signed by President Michael D. Higgins on 19 March 2018. It is hereafter referred to as the TU Act.

include the academic profile of this TU (i.e. Department and discipline areas are not specified), while reference is made to Faculties. Nevertheless, the proposed organisations should provide the mechanisms through which academic and other purposes in the mission/vision are delivered and are as such servants of these purposes. The current provisional statement of vision and mission is thus:

Vision

The TU will be a collaborative, entrepreneurial, flexible, learning university providing a transformative experience for students and stakeholders through global, national and local engagement that impacts and supports the development of the W/NW region served by the university.

Mission

The mission of the W/NW TU is to provide a transformative experience for students and stakeholders by concentrating on:
- applied learning, teaching, research and knowledge exchange reflecting the needs of business, enterprise, students and the professions in our region
- enabling access and opportunity for a diverse student community
- multidisciplinary education and research using a variety of pedagogical delivery techniques including, but not limited to flexible/blended delivery
- collaborative partnerships with further and higher education institutions, and organisations
- working with organisations across public and private sectors to enhance the development of the region.

Academic profile

In any case, it is evident that the principal elements of the academic profile of this TU that shape the proposed organisational structure include:
- a wider breadth of academic programmes, the entirety encompassing existing specialisms in the three IoTs (STEAM plus humanities, business and social sciences), from Levels 5 to 10 and potential emergent programmes in new areas and interdisciplinary themes
- a commitment to craft-based and higher education apprenticeships (though organisational arrangements for accommodating this need further clarification)
- this spectrum will be capable of systematisation and rationalisation on a modular basis across the organisation with specific applications/variants in common degree titles, to serve particular regional needs, supplemented by e-delivery with local campus tutorial support
- there will be vertical student progression from pre-degree to doctoral levels, thus facilitating student level, programme and geographical mobility and critical mass delivery
- specific niche strengths at postgraduate levels and research, with doctorates (including industrial doctorates) coordinated by a TU Graduate School working with faculties;
- express commitment to an applied paradigm of interdisciplinary, stakeholder-engaged problem-centred education and research (see footnote [4]);
- engagement with industry in the provision of workforce development; bespoke training and education; work-based learning and work placement
- strong commitment to access, lifelong learning, equal opportunity for various constituencies, and flexible learning necessitating a common approach across all the TU colleges as a TU brand, but locally flexible, and supervision of cooperative education initiatives
- an all-island dimension that actively builds cross-border academic collaborations in training, education and research, and that strengthens the economic relationships between employers on both sides of the border
- extensive partnerships for joint degrees at various levels; research nationally and globally with universities and enterprises

- an obligation to provide the best R&D expertise and knowledge exchange to clients whichever college is approached, notwithstanding what is available at the particular college
- a strong international profile and strategy to reinforce the role of regional development, enhanced by purposeful partnerships.

All the above come together in the establishment of the brand/identity of the new TU, which is discussed later (para 40) and is consistent with the purposes of the Act.

It is recognised that the above will be strongly influenced by the *Higher Education System Performance Framework 2018-2020* published by the Minister for Education and Skills[2]. This identifies six Key System Objectives:

provide a strong talent pipeline …
creating rich opportunities for national and international engagement …
excellent research, development and innovation …
improvement of equality of opportunity …
consistent improvement of the learning environment …
consistent improvement of governance, leadership and institutional excellence …

The academic profile outlined above clearly justifies a range of common university-wide strategies and operating objectives, and the organisation to deliver them in order to:

guarantee a common high quality learning experience for all students
ensure all colleges have access to the best advice and expertise
ensure quality is maintained at a consistently high standard
lever the benefits of continued critical mass across the partners.

Following from these objectives, each of the above elements has implications for the organisation, such as:

job descriptions of senior managers
creation of university-wide specialist facilitating offices to lead and support local initiatives
common procedures and pricing policies
accurate differentiation between the responsibilities at university, faculty and college levels.

Guiding principles of organisational design

The type of university descriptors which suit the purposes that the new TU for the West/North West intends to be is potentially captured in the following descriptors. The TU should be

- *an entrepreneurial university*
  essentially outward looking, nimble, responsive, commercial, innovative, interdisciplinary, focused on[3] problem oriented knowledge production and transmission, quick moving and flexible, niche focused etc.
- *a regional university*

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[2] *Higher Education System Performance Framework 2018-2020.* Dublin: Department of Education and Skills, January 2018. [https://www.education.ie/en/Publications/Education-Reports/higher-education-system-performance-framework-2018-2020.pdf]

[3] The Act (Section 9) states that research should be relevant at regional, national and international levels, should support entrepreneurship, enterprise development and innovation in business, enterprise and the professions and should reflect the needs of those stakeholders,

organised to maximise the engagement with and the outcomes of creative partnerships with stakeholders in a 'knowledge and learning region'[4] (the HEA identifies 'regional clusters' as an instrument towards this). The Atlantic Corridor is a specific manifestation of this paradigm

- *a learning university in a learning region*[5]
  manifested in learning and teaching paradigms and as a learning organisation, one that is continually self-evaluating, self-adjusting and quality oriented
- *a collaborative university*
  building on mutual respect, a belief in interdisciplinary synergy and the delivery of considerable added value beyond that of the individual or the organisation, resulting in stable and structured external partnerships with user stakeholders and other HEIs
- *a borderless university*
  not bounded by campus or traditional distinctions between HEI and industry; discipline boundaries; student profiles; learning methods; or national or regional frontiers (international presence).

All five descriptors reflect CUA's expressed intentions for a TU to date, and are necessary to realise the purposes of the initiative and the challenges presented in the TU Act. Many of these elements are evident in some current activities of existing members of CUA, but over time, as the TU gains confidence, all the above will need to be evidenced in the operation of the new TU.

The above descriptors are applied in the governance and organisational characteristics which follow, building on existing good practice across CUA, and Appendix F indicates from international good practice the nature of what might be expected in such an university.

The TU Act identifies a Technological University as a single organisation, with a single legal status; one employer; one Governing Body; one Academic Council; one President - albeit with differentiated substructures.

Within this framework there exists a wide range of possibilities that can satisfy the twin aims of local engagement and responsiveness and the strategic imperative to achieve a single entity TU that is internationally credible and able to generate economic impact.

The governance and management of the new TU should allow the organisation to reflect upon performance and continually to renew its goals and processes. Its administration should be externally focussed on the student/client and not on retaining common and conventional practices. It should reflect the stipulations of the TU Act in that it must:

    manage a large multi-campus enterprise effectively
    balance the twin needs of local identity and service provision and strategic cohesion
    reflect the imperatives of operational autonomy and the concomitant implications for accountability
    identify, communicate, review and evaluate performance effectively
    deliver on service level agreements with the State

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[4]   The assumption here is that organisational partners in a region have formal or systematic means of learning from each other, of mutually transferring knowledge and of engaging each other's strategic objectives. Sybille Reichart (2006) *The rise of knowledge regions: Emerging opportunities and challenges for universities.* European Universities Association.

[5]   The term 'Learning University' has two connotations: (a) an institutional culture that espouses the principles of on-going assessment of performance, taking views and learning from the experience, and (b) an institution that embraces the centrality of students learning rather than teachers teaching. (J.L. Davies (1990) *Audit Report of the Copenhagen Business School*, European Universities Association).

be limited in size with a 'fit for purpose' composition
deliver mission and strategy.

The entrepreneurial TU, in an academic context, has to strike the correct balance between a dynamic executive authority that has responsibility for maintaining the long-term sustainability of the institution on behalf of the Governing Authority and the need for collegiality in decision-making (often slower and sometimes conservative). There are therefore three distinct lines of 'governance' - governors, executive and collegial - and their relationship needs to be carefully thought through in the early development stages of the University.

A recommended way to retain the entrepreneurialism and dynamic activity in all three strands is to ensure that committees:
are kept to a minimum
have as much devolved authority as is possible in the context of maintaining standards are held
 accountable
have clear and limited remits and foci, and are not encouraged to stray into administrative detail.

Taking paras 6 and 7 together, the total constitutes a set of principles which have conditioned the design of the organisation of the TU. The proposals reflect conventional wisdom and good practice in terms of the key elements in an entrepreneurial TU.

Overall organisational structure

It is acknowledged at the outset that the proposed structure is for starters, and will evolve and adapt over time in the light of operating experience, and in the event that additional members enter, or existing members leave the consortium. Such evolution is perfectly natural, and its various stages need to be carefully managed at Executive Board level.

The organisational structure will be one that allows for each regional college to respond to the needs of that region, as required under the TU Act, and for each faculty to evolve its programmes in the light of best international practice while maintaining an overarching central strategy and resource planning activity for the university.

There are currently three Institutes of Technology with, collectively, 8 campuses across the Connacht-Ulster Alliance. The organisational structural model presented here proposes a centralised management (i.e. a single Governing Body, President, Executive team and Academic Council, and for devolved management to the faculties and colleges. These latter report in through the academic Council and Executive Board respectively, through which they will have access to Governing Body decision making. It is considered that there are three main Colleges (for Donegal, Sligo and Galway-Mayo) and these form a major axis of the University's organisation.
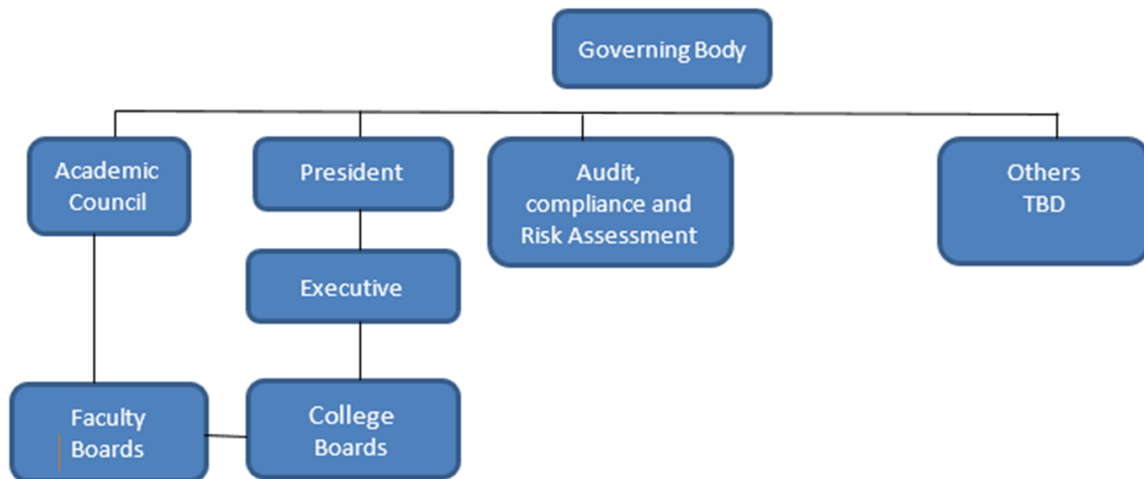
- *Figure 1: Organisational structure*

Governing Body

The Governing Body of the new institution is restricted in size to no fewer than 14 and not more than 22 members (TU Act, *s*. 12). This implies that a corporate governance model will be adopted. A clear and precise demarcation of powers will be emphasised in the formal statutes but, more importantly, this should be reinforced through continuing governor and manager professional development.

The Governing Body, as outlined in the Act (Second Schedule) should thus provide:
>   the policy and strategy framework
>   the performance review and audit function
>   the accountability remit against which managers will deliver at an operational level
>   guarantees of institutional sustainability, financially and academically.

Over time, the Governing Body will be expected to, through its corporate governance ethos, satisfy Government that it is capable of delivering national policies in higher education and regional development responsibly.

The membership of the Governing Body is outlined in *s.* 12 of the Act.

In order to undertake its functions effectively the Governing Body of the TU will comprise predominantly lay members outside the HE community *per se*. It will draw upon national, regional and international individuals that represent employers from the public, private and professional sectors with expertise in functional areas crucial to its task. As specified in the TU Act, the membership will not be based on 'campus' representation since this is contrary to a unified organisational model, but will certainly draw on and include perspectives from across the region in a systematic and transparently clear manner. In any case, the Governing Body will need to operate in a manner appropriate to an entrepreneurial university.

External representation will comprise 3-8 members, as indicated in the Act (*s*. 12, *ss*. 1(h)), will be appointed on the recommendation of a Selection Committee comprised of the Chair and two external members, and should cover between them multiple expertise and experience in domains designed to shadow important University functions including:
>   public and private financing

estates and facilities
legal
human resources (gender)
technological innovation and research and intellectual property exploitation
customer relations
marketing and Public relations
higher education
international perspectives

The profile will also respect gender balance.

The President will be a full member, as will 1-2 undergraduate and 1 postgraduate students, ideally nominated through the respective students' unions. The University Secretary should act as Clerk to the Governors and Legal Adviser and report to the Chair in that capacity.

A Code of Good Behaviour practice will be adopted and governor training will be provided.

Subcommittees of the Governing Body

The TU Act (Second Schedule, *s*. 6 (1) – see Appendix B) identifies that the Governing Body may establish such committees as it sees fit 'to assist and advise it in relation to the performance of any of its functions'. The legislation does not prescribe any committee structure for the governing body. However, as a general rule, it is proposed that, in order to retain wider knowledge and understanding and to ensure Governors are able to fulfil their legal responsibilities, sub-committees will be kept to a minimum. The only one specified as mandatory in the Act is Audit, compliance and risk assessment. It is the prerogative of the Governing Body to create others as appropriate (which in other universities have included, for instance, Finance and Human Resources).

There will also be regular joint meetings of the Executive, Governing Body and Academic Council representatives to consider strategic planning (possibly occasional away days) or a joint Strategy Committee.

The Governing Body will establish other 'limited life' working groups as the need arises.

Executive Board

Executive Board membership should be kept to a minimum. Given a management philosophy that decision-making should be devolved to the point closest to the 'decision issue', such committees should play their role in terms of: policy development, monitoring and coordination within the context of the University's strategic and operational plans.

This constitutes:
President
all Vice Presidents/Provosts
University Secretary
Deans of Faculty

Bearing in mind all other heads of services will have a line manager in this group it becomes a moot point whether the attendance of others are essential in order to ensure the effective operation of the University. Much depends on the strategic and operational plans and key targets.

The terms of reference for the Executive Board should include reporting to Governing Body as required, managing and monitoring of the university's strategic objectives and management of day-to-day decision making in relation to university-level resource allocation and budget formulation and operational matters including risk assessment of planned initiatives. It should meet regularly possibly via video-conferencing to oversee week-to-week issues as they arise, and to coordinate activity across the University.

It is suggested that this group meet regularly (every month at a minimum). The terms of reference for the Executive Board are to:

    facilitate the development of strategy
    ensure the implementation of the strategic and operational plans
    account for progress against targets
    ensure corporate management in the achievement of targets
    facilitate multi- and inter-disciplinary developments
    undertake possible conflict resolution between colleges and faculties, in areas such as
    programme planning, approvals and resourcing.

Academic committees

The Governing Body provides the wider strategic framework within which the executive and academic staff can work. The Executive has direct responsibility for resources and matters of a corporate nature including the long-term sustainability of the University. The academic committees at University or faculty/sub-faculty level are responsible for advising the Academic Council on academic matters including:

    subject and new programme development
    academic standards
    student progress
    quality

Academic committees will operate across the whole University with the exception of College Boards (see para 24) with their specific local functions. Constituencies of academic committees will normally be faculties, with say three representatives of each faculty, but ensuring also that each college is represented. Again, operating in a flexible, innovative, responsive, non-bureaucratic manner.

Although a balance must be struck between executive authority and committee involvement in decision-making and consultation, it is recommended that in order to maintain the dynamism of the organisation the academic committee structure should be limited in nature (Figure 2).

Governing Body

President

Executive Board

Academic Council

College Boards (3)

Faculty Boards (4?)

Research

Standards

Programmes

T&L and Student Engagement

Others TBD
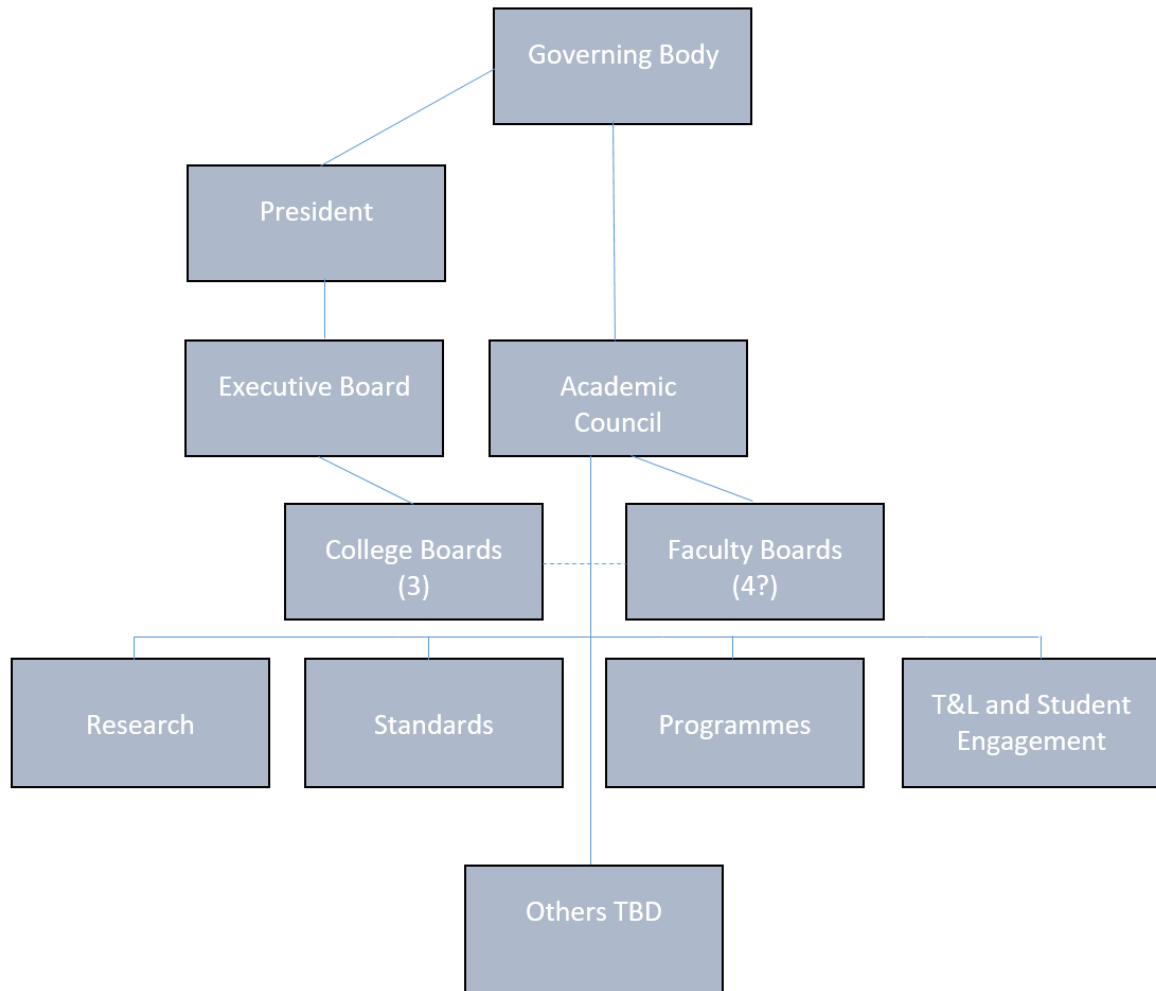
- *Figure 2 University Academic Council and its committees*

Academic Council

The membership and functions of the Academic Council are outlined in *s.*16 and *s.*17 of the TU Act. It has the central role within the TU in relation to academic matters, including:
- academic policy and profile and overall academic strategy
- ultimate programme approval
- quality, standards and programme reviews
- research
- external engagement as it relates to programmes
- admissions, retention and exclusion
- assessment of students

In terms of developing strategy, policy and accompanying regulatory frameworks for implementation across the organisation. It will undertake its work largely through its committees, of which four functional ones are proposed, together with Faculty Boards and College Boards (Figure 2).

Research Committee

This Committee will undertake all aspects of work related to the promulgation of the University's research, development and enterprise strategy including:
- oversight of research policy and implementation
- the encouragement of innovative relationships with industry
- knowledge exchange/transfer (policy only)
- the distribution of funds and bursaries for the purposes of supporting and enhancing the University's research profile
- overseeing matters of quality
- approving PhD registrations[6].

It is acknowledged that, in relation to knowledge exchange, and other close to market activities specific executive boards/project groups may be more effective than an academic committee, given the needs of speed of commercial response and adaptability.

Quality Standards Committee

The Committee will oversee all quality aspects of taught programme provision including:
- identifying, maintaining and enhancing academic standards
- maintaining and enhancing the student experience
- ensuring adherence to the University's curriculum and pedagogic models
- programme validation and franchising
- programme evaluation and review
- overseeing student assessment and awards.

Programmes Committee

The Committee will oversee all matters relating to the University's programme and curriculum development and its delivery including:

- maintaining, enhancing and exploiting the University's flexible credit-based modular curriculum model
- identify new combinations for interdisciplinary programme development
- developing and exploiting innovative forms of curriculum delivery
- furthering the University's strategic goals in relation to its interface with external stakeholders and other market groups
- advising the Executive on the interface between the University's flexible programme delivery/provision and administrative processes
- seeking to implement the strategic requirements of:
  o cooperative education
  o lifelong learning
  o CPD provision.

Other Committees/Working Groups

Other committees may be added as needed. However, there are some academic related functions which may be best governed, not by a Council Committee, but by a quasi-executive group which

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[6]This and related activities could well be undertaken by a specialised research Degrees Committee.

appropriate membership set up by a specific Vice President, usually for market-related activities which require quick decisions e.g. enterprise in its various forms, and internationalisation. These would still operate within the broad policy framework set up by Academic Council.

Faculty Boards

The remit of Faculty Boards is to undertake the development, coordination and implementation of academic policy within the framework provided by Academic Council, and in response to faculty and college initiatives. They report to Academic Council, but will liaise closely with College Boards.

The principal functions will include
- development of a faculty academic strategy for the evolution of a programme framework at bachelors', masters and doctoral levels across all colleges giving effect to the University's strategic priorities and policies, using the University credit/modular framework, and taking account of the needs of the regional campuses and their clients.
- advise on Faculty budgets as appropriate to the academic function
- within the above ….
  - approval of programmes en route to Academic Council
  - programme monitoring and review
  - quality assurance and enhancement of Faculty programmes.
- general responsibility for academic standards consistent with the University rubric.
- determination of faculty priorities for research and KE in conjunction with general University policy and in collaboration with University wide research institutes and faculty centres and colleges.
- ensuring the provision of appropriate faculty members for the staffing of programmes, their monitoring, appraisal and professional development, in conjunction with requests from, and advice of College Boards and administration.
- support of staff research/KE endeavours as appropriate.
  and reporting to Academic Council as appropriate.

The composition will reflect the multi-campus and multi-disciplinary character of faculties. It is appreciated that the academic substructure may vary across faculties given their particular characteristics of each and elements are likely to include
- Dean (Chair)
- Associate Deans
- representatives of academic units (Depts.) in Faculty (x) (To be clarified)
- representatives of each college on which faculty has a presence (three)
- stakeholder representatives (two)
- faculty research centres (y)
- students (three, to include undergraduate and postgraduate)

It will be serviced by the Faculty Administrator.

College Boards

The prime function of College Boards is to ensure that the University is providing on college and other related outlets and delivery points, those academic activities which are relevant to the needs of the regional market which the college serves. They will report to the Academic Council on any academic matters and liaise closely with the Faculty Boards in the delivery of programmes locally, together with other relevant Council Subcommittees and college administration. For some of their functions they will report to the Senior Executive Board.

Their principal functions will be

- develop a college strategic plan in alignment with the university strategic plan, containing academic and resource elements, and effective liaison mechanisms with regional stakeholders and users to ensure the University's academic profile and academic provision meets regional needs (market intelligence).
- generate proposals for new programme development initiatives with Faculties within the university rubric and regulatory framework to meet local needs, subject to Academic Council approval and liaise with Faculty Boards to ensure their effective delivery.
- recommend the appointment of external examiners.
- advise on college -level funding/income and expenditure, and the distribution of budget to locations within the college hub.
- monitor programme delivery with Faculty Boards.
- ensure the provision of adequate and effective infrastructure resources to support the college academic and research activities, especially space, IT, estates including classrooms, laboratory and other facilities, library and overall allocation of college facilities and college maintenance.
- ensure an excellent system of student support in its various dimensions – health, careers, study space, counselling etc.
- monitor with user groups and Faculties the effectiveness of college academic and support provision and ensure appropriate remedial activities are undertaken.

It is important to use their composition not only to carry out the specified duties, but to facilitate cooperation across the matrix, and thus, membership is likely to include

- Provost/Vice President (Chair)
- representatives of faculties based on college
- faculty dean plus associate deans
- representatives of college as a whole (two)
- corporate services representatives
- student representative

They should be serviced by the College Administrator.

Management

The key feature of the management framework is that it must be conducive to the major thrust of the new institution's mission and operational philosophy, namely to be, and to remain, entrepreneurial. Management processes will need to embrace change, as a continuing process, in response to a fast-changing and competitive external environment both nationally and internationally. The management structure (Figure 3) and style will reflect this entrepreneurial style of management, while ensuring that the colleges are fully engaged.

It is recommended that, decision-making, responsibility and accountability be located as close to the 'decision issue' as possible and light-touch monitoring against organisational targets be the norm.

Intervention by senior management should be by exception. The membership of the executive team is best kept small, something like the following, it being acknowledged that there are various permutations possible in the number and scope of the VP portfolios (see Appendices C and E).


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                          ┌─────────────┐
                          │  President  │
                          └─────────────┘
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| VP Strategic Develop. Org. Transfor - mation | VP Corporate Affairs & Finance & Secretary | VP Academic Affairs & Registrar | VP People & College Head A | VP Research & Innovation | Executive Deans (4?) | VP Teaching & Learning & College Head B | VP Inter- national & College Head C |
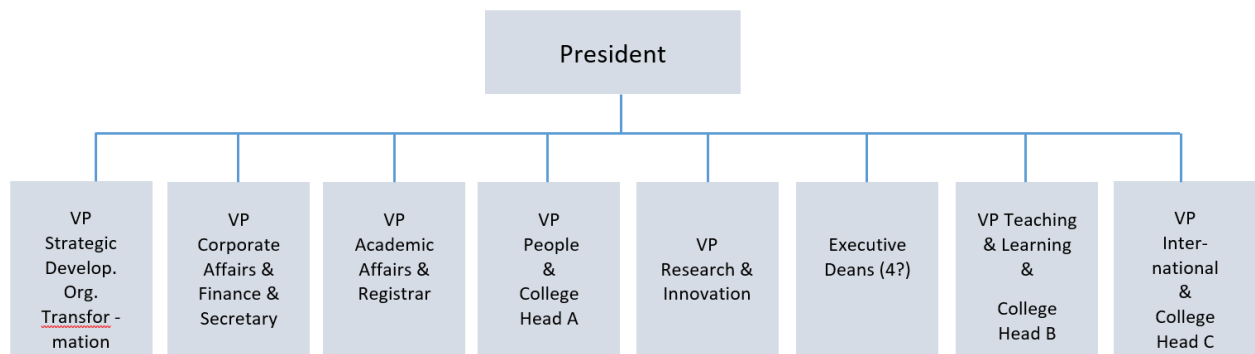
- *Figure 3 Technological University: President and senior management*

Note: The Secretary could be a separate position.

The duties of the President are outlined in s. 13 of the TU Act and, in more detail, Schedule 2 of the Act. The Act indicates (s. 13(5)) that:

the selection criteria, including experience, training and expertise appropriate to the functions of a president under this Act, and procedures in respect of appointment of a president shall be established by the technological university

While Schedule 2 of the Act gives broad latitude to the TU to determine his/her functions, the President is responsible to the Board of Governors for all aspects of the efficient and effective operation of the University across all campuses and the realisation of its strategic plan. More specifically, the President should develop and implement academic and organisational policies to ensure the long-term academic and financial sustainability of the University. S/he will:

- delegate to members of the Executive Board and Deans of Faculty cross University aspects of the operation of the University as appropriate, including for the colleges
- establish goals and targets for Executive Board members and for Deans of Faculty and Heads of colleges
- monitor the efficient and effective achievement of those goals and targets
- be very active externally in political negotiation, national policies, engagement and fundraising.

The President will seek to achieve the development of academic policies and the goals of the University as Chair of the University Academic Council. S/he will seek to achieve the development of organisational policies and goals through membership of the Board of Governors.

Vice Presidents

As discussed above (para 27) it is conceived that the collective role of Vice Presidents will be two-fold in the first instance:

- to formulate strategies and policies for their functional particular portfolios, and implement them across the University. It is necessary that the VPs work closely with appropriate faculty associate Deans (connected to their particular remits – for example research or quality) and

College Provosts via periodic formal or informal meetings. The number relates to the number of Colleges (Donegal, Sligo, Galway-Mayo)

- for some Vice Presidents (VPs) there will be additional responsibilities as College Head for the general oversight of one of the three Colleges of the University, to ensure that University policies and procedures are properly implemented; that any college problems are swiftly resolved; and that the interests of the particular college are properly looked after and represented; that comprehensive and effective dialogues are maintained with regional stakeholder interests, in order to provide accurate market intelligence on opportunities. The term Vice President and College Head will be appropriate.

The balance between these two elements in the role will naturally evolve over time in response to a change in circumstances.

To reflect the multi-campus nature of the University, the President and all the Vice Presidents would be expected to visit frequently all other campuses to demonstrate visibility, accessibility and the integrated nature of the University, and to address any specific issues arising.

This combination of roles, evident elsewhere, is likely to be of considerable value in harmonising local and strategic interests.

It is likely that one of the VP's would be designated as Deputy President in the unavoidable absence of the President for various reasons.

Faculties

It is conventional in a Technological University, especially one located on multiple campuses and professing to be entrepreneurial and market oriented, to create a strong tier of principal academic units below the level of the University. The term Faculty would be more appropriate than Schools, but the concept is similar. The TU Act is silent on the topic of Faculties or the academic substructure, but is certainly concerned about critical mass, collaboration, cost effectiveness in academic provision, income generation and a market orientation. Faculties are consistent with these *desiderata*. A number of important factors need to be considered, *inter alia*.

The assumption is that faculties and colleges are co-equal and thus will be best conceived in a matrix relationship with each other.

Faculties will combine responsibilities for both educational programmes and research, (in the interests of maintaining the customary teaching and research nexus) though major thematic university level research institutes will be interfaculty in nature.

The justification for a matrix is clear, but this needs careful spelling out in terms of respective executive functions. The Senior Executive Management Group is clearly the place for any necessary resolution of conflict between faculties and colleges.

Faculties will be cross-campus to ensure that university-wide expertise in discipline areas is brought together and to facilitate the creation and sustainability of a common culture and spirit and maximise the synergy across the colleges an essential element in 'institutional cement'. There will be Associate Deans per faculty to liaise with College Heads in terms of the direction of operations, student support and local market intelligence, but the integration across colleges is critical for the future health of the university.

Faculties will be large entities to facilitate sought after:
- access to university-wide academic expertise as it relates to a faculty
- critical mass of staff and students
- necessary cross-fertilisation between education and research in its various forms
- interdisciplinarity
- potential for effective decentralisation of authority from the centre, via strong Faculty leadership across the functions
- working together across colleges and avoiding inter- college competition
- trans-college communication.

The current profile of existing schools across CUA is indicated in Appendix E, but further discussion is clearly needed on the precise configuration of the new university faculties and their internal organisation. These will be paralleled by cross-faculty thematic research/R&D institutes that would need to be university wide in scope. The titles and number of faculties may change as the university evolves and develops new areas of academic importance.

Decentralisation to Faculties is considered essential and normal to avoid bureaucratic over-centralisation and to encourage entrepreneurial initiative, creativity and income generation. This should be manifested in:
- robust Faculty strategic plans aligned to University headline priorities
- devolved budgetary authority for items in faculty budget with targets for both expenditure and income generation (see Appendix I)
- freedom to manoeuvre in HRM
- flexibility in course development across colleges.

Clearly this would be untenable without effective Faculty management and there will be the need for a role specification for the Executive Deanship in this setting. It is considered essential to create senior roles of functional responsibility within faculties to mirror vice-presidential portfolios (associate deans); to enable the Dean to engage in strategic and corporate decision-making (e.g. programmes and quality-research and knowledge exchange; international); and to preside over faculty operations on the various colleges in conjunction with the College Head. Faculty Administrative Heads might be necessary to oversee and professionally administer devolved processes. Management roles that relate to academic units below the deanship would follow from decisions taken in relation to matters indicated in earlier paragraphs.

35. Some creativity should be employed to conceptualise academic structures within the Faculty, consistent with the nature of its profile and the academic intent of the University and consequent academic unit leadership roles. The options include, depending on the nature of particular faculties:
- a conventional structure based on cohesive Departments
  or
- a loose or structured matrix comprising discipline areas, subject groups and module/programme areas on the respective axes.

For reasons of cost-efficiency and especially interdisciplinarity, academic silos are to be avoided, both between colleges and between Faculties. There is considerable potential for constructive debate on the above.
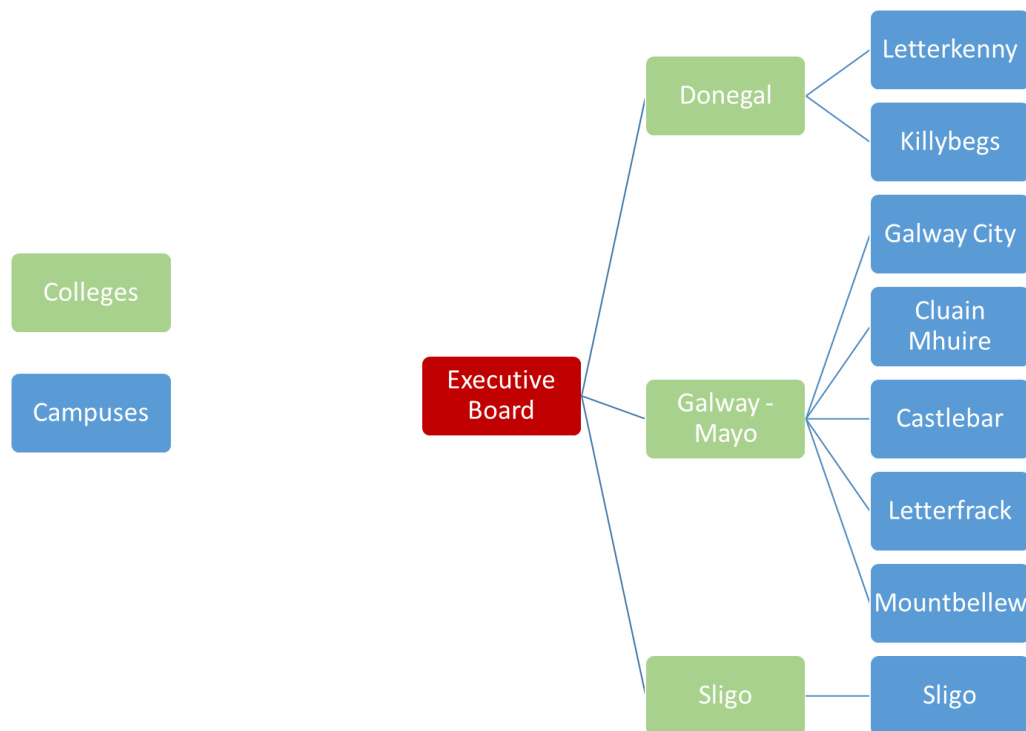
- *Fig. 4   Proposed structure and relationship between colleges and campuses*

The CUA is an amalgamation at present of three institutions with multiple campuses over a large, distributed and multi-faceted region. Project Ireland 2040 rubric indicates that there are three regions the university as at present envisaged would serve (Donegal, Sligo and Galway-Mayo), and it is agreed this will be recognised organisationally. The critical and important assumptions are that:

- current campuses may be comprehensive (the three main ones) or specialised (the others), but this needs to be viewed as a dynamic evolving situation. The university will have a three-college structure, each headquartered in a principal campus. Two of the three colleges will have more than one campus (Figure 4).
- the number/location of campuses may change as the university evolves
- local Colleges are closer to identifying and interpreting regional needs for the services of the university, and thus constitute the eyes and ears of the university in garnering market intelligence; they are the visible manifestation of the university locally and the focus of regional marketing
- stakeholder engagement in determining the precise character of degree programmes, offered locally (within a university framework) tailor-made business in education, consultancy and R&D is likely to be more effective from a college base
- the day-to-day operational management of services is best done locally, in respect of facilities, catering, student support, technical provision, timetabling etc. (Figure 5)
- whilst faculties are the academic heartbeat of the university overall, the delivery of their programmes and activities is, by definition, local and inter-faculty operations on site may well need coordination

- there is clearly a College governance representation imperative (see previous paragraphs).

The above will be realised through a variety of means, within the general rubric that the university collectively, with college input into determining broad strategy, and creating common regulations for e.g. finance, HR, QA, procurement, student credit, modular operations etc. These will be implemented at a local level, i.e.:

- the College Head would be a Vice-President also with a university-wide functional role
- in the event of the former there may be the need over time, for a College Manager responsible for the administration of day-to-day operations, working closely with central university offices for HR, space, finance, marketing etc., i.e. a university wide functional team with college -based officers. In the case of a VP with a college only role, this position is less necessary
- a comprehensive strategic and academic plan for the development of each college, aligned to the University Strategic Plan, will be developed in terms of student numbers, programmes, facilities etc., but compatible with the aspirations of faculties. Disparities will be resolved ultimately at University Executive Management Board level.
- a College Board will be established comprising university members, providers, local users and stakeholders to determine college -related market development opportunities; conduct systematic feedback; and make representation, as needed, to university Governing Board, Academic Council, Executive Groups and undertake those functions indicated in para 23
- a college budget will be allocated and managed that funds college -specific expenditure and initiatives (see Appendix I)
- possible differentiation of emphasis between colleges within a common brand (para 47) to cater for regional variations.

Services

As has been indicated, decisions are needed on the balance between those areas of activity which (a) are strategised and implemented at the university level, and (b) those which are implemented at a College Board level but in the light of the policies and regulatory frameworks determined collectively (i.e. with input from the college) at university level.

Across the whole of the new TU, there would seem to be 10 main areas of service activity which will need to be categorised as being either (a) or (b) above and a preliminary categorisation by the Executive Teams workshop yields the provisional allocation as indicated in Figure 4, which, it is recognised, needs further analysis and refinement. It is acknowledge that, within an overall university framework of policy and process, there will be devolution to both faculties and colleges in their respective domains.

It is appreciated that discussions on this matter are at a very early stage, and that the activities of the WG and Executive Teams will yield further clarification.

Given the geographic dispersal of CUA Colleges, their local market segmentation, and their specialised or comprehensive nature, it is likely that localised marketing and recruitment will remain very important. Nevertheless, the TU will need to develop as a singular entity and will seek to develop its own brand identity in local, national and international markets. There is clearly potential for conflict between local and unitary brands, and this needs to be anticipated.

A larger entity such as the TU is more likely to be sensitive to national and international rankings and league tables. This will potentially lead to a greater desire by the centre (Executive) to shape and

manage the university brand, including programme offerings, research and engagement activity and brand identity. This eventuality will also need to be anticipated and carefully managed.

Conclusion

Inevitably, an organisation like CUA with its geographic configuration is going to be complex, but this is not a problem as long as organisational specifications are precise. It should also be mentioned that

- it is convenient to look on the new TU as a matrix beneath the university level: on the one axis, the colleges, and on the other, the faculties, where the specific competencies and relationships are indicated
- whilst it is necessary to be precise about the functions and jurisdictions of centre, faculties and colleges (Appendix G), inevitably coordination and conflict resolution mechanisms will be of paramount importance, together with a spirit of cooperative intent to fuel them. The role of the Executive is critical here
- considerable work is needed to evolve a common culture across CUA.

The discussion in this paper, has rightly focused on the need for CUA to develop an organisational framework which will

- deliver its entrepreneurial mission, vision and desired positioning in its particular setting
- be appropriate in balancing the twin needs of university level strategy and devolved implementation by faculties and colleges
- enthuse and satisfy the aspirations for the TU at national level.

It is hoped this Position Statement moves the consensus along constructively.

There are many more details to be identified and expanded, notably the question of market/business engaged units beyond the mainstream faculty structure, including incubators; university companies; specialist units for CPD, and, of course, the thematic research institutes. The other areas requiring more detail include the central academic and non-academic support units. No doubt many perspectives on the above, and other phenomena will emerge from the WG's.

For very sound reasons of internal practicability and the development of common understanding among partners, a phased implementation of governance and organisational structures once the TU is established, is both desirable and necessary. The phases of structure development might look broadly something like:

Phase I	- appointment of Governing Body and President - designation, official merger - existing arrangements continue
Phase II	- establishment of Academic Council - preparation of new structures and committees and related procedures etc. - appointments of Vice Presidents, rest of Executive, Deans, heads of academic and support departments - transition arrangements to operate as required
Phase III	- installation of new structures and transition from old structures - bedding down
Phase IV	full ongoing operations

The above refers to structures and related processes only, it being recognised that other processes in HR, Finance etc. are necessary to bring these about, and proposals will emerge from WG1 and WG4 especially.

No dates are proposed for the above, this being the task for the Steering Group to propose to Governing Bodies for approval. However, international experience of successful merged universities indicate the Phase IV should be reached in a period of three – four years (notwithstanding subsequent evolution) in order to allow the full potential of the new TU to be realised as swiftly as is practicable, given a highly competitive environment, and the societal issues which need to be addressed.

Figure 4: **Categorisation of Services (indicative)**

	(a) Centralised strategy and implementation	(b) Decentralised implementation of central strategy
1. Finance		
• payrole	✓	
• travel/subsistence	✓	
• income collection	✓	
• payments	✓	
• financial reports/ statements		✓
• project account	✓	
• budgeting	✓	
[• procurement]	✓	
2. HR		
[• contracts]	✓	
• IR	✓	
• recruitment *	✓	
• staff induction and staff development *	✓	✓
• appraisal *	✓	✓
• pensions	✓	
3. IT		
• systems (MIS)	✓	
• capital	✓	
• Online learning platform	✓	✓
• IT helpdesk		
• infrastructure (servers, wifi etc.)	✓	✓
4. Student services		
• admissions/applications	✓	
• registration		
• exams		✓
• library	✓	✓
• health		✓
• counselling		✓
• graduation	✓	✓
• careers		✓
• housing		✓
• access	✓	✓
• Students Union	✓	✓
• learning support	✓	✓
5. Internationalisation	(all suggested allocations by external consultant)	
• recruitment	✓	
• accommodation		✓
• cultural diversity	✓	✓

[• visas x	✓	
[• language training x	✓	✓
• personal support services		✓
[• partnerships x	✓?	
6. Communications		
• maintaining the TU brand	✓	
• launching the new TU tba	✓	✓
7. Marketing		
• web	✓	
• schools liaison	✓	✓
• etc.	✓	✓
8. Estates		
• campus maintenance		✓
• capital planning	✓	✓
• security		✓
9. Compliance		
• internal audit/risk management	✓	
• governance	✓	
• secretariat	✓	
• GDPR	✓	✓
[• legal x	✓?	
10. Research etc.		
• contracts	✓	
• funding/applications *	✓	✓
• graduate school		
• KE/TT/IP etc.	✓	
[• records	✓?	✓?
11. Other		
• health/safety	✓	✓
• equality/diversity	✓	✓
• Alumni	✓	✓
• HEA reports, reviews	✓	
[Other Academic Market Oriented		
• organisation and credit/module system	✓	✓
• on-line education	✓	✓
• in-company education *	✓	✓
• CPD *	✓	✓

[x Items as subsequently suggested in addition by consultant]

As the TU progresses, practice, familiarity monitoring of progress, fresh actors, and the emergence of fresh challenges will inevitably lead to an evolution of what appears in this Position Statement. This is normal in such situations and is to be expected and welcome.

Appendix A: CHAPTER 2 Functions of technological university

Technological university

8. (1) A technological university shall be a body corporate with perpetual succession and shall have the power to sue, and may be sued, in its corporate name and may, with the consent of the Minister and the Minister for Public Expenditure and Reform, acquire, hold and dispose of land, an interest in land or any other property.

(2) The Minister, following consultation with a technological university, may by order specify a name, other than the name specified in the order under section 36 relating to the technological university, by which the technological university may describe itself for operational purposes.

(3) The seal of the technological university shall be authenticated by the signature of—

(a) the chairperson or a member of the governing body authorised by the governing body to act in that behalf, and

(b) the president or a member of staff of the technological university authorised by the president to act in that behalf.

(4) Judicial notice shall be taken of the seal of the technological university and any document purporting to be an instrument made by and sealed with the seal of the technological university shall, unless the contrary is shown, be received in evidence and taken to be such an instrument without further proof.

Functions of technological university

9. (1) The functions of a technological university, having particular regard to the needs of the region in which the campuses of the technological university are located, shall be to—

(a) provide teaching and facilitate learning that—

(i) is informed by research, and

(ii) promotes excellence at all levels of higher education within the Framework,

(b) provide programmes of education and training that reflect the needs of individuals, business, enterprise, the professions, the community, local interests and other stakeholders in the region in which the campuses of the technological university are located and facilitate learning by flexible means,

(c) provide for the broad education, intellectual and personal development of students, for the purpose of enabling them, as graduates, to excel in their chosen careers and to contribute responsibly to social, civic and economic life in innovative and adaptable ways,

(d) provide opportunities for staff and students—

(i) of the technological university to teach, learn or conduct research at institutions that provide higher education outside the State, or to obtain relevant work experience outside the State, and

(ii) of institutions that provide higher education outside the State to teach, learn or conduct research at the technological university,

(e) collaborate with institutions that provide higher education inside and outside the State, including on joint research projects and provision of programmes of education and training,

(f) support a body of research that includes research relevant at regional, national and international levels and pursue excellence in the conduct of that research,

(g) support entrepreneurship, enterprise development and innovation in business, enterprise and the professions through teaching and the conduct of research and through effective transfer to those and other sectors of knowledge arising from that research,

(h) collaborate with business, enterprise, the professions, the community, local interests and related stakeholders in the region in which the campuses of the technological university are located—

(i) to promote the involvement of those stakeholders in the design and delivery of programmes of education and training, and

(ii) to ensure that, in so far as possible, innovation activity and research undertaken by the technological university reflects the needs of those stakeholders,

(i) support the development of a skilled labour force including, where appropriate, engaging in the education and training of apprentices in accordance with policy relating to that education and training for the time being communicated to the technological university by An tÚdarás, the Government or any Minister of the Government,

(j) support the mobility of staff and students of the technological university into and out of the labour force through collaboration with business, enterprise, the professions and related stakeholders in the region in which the campuses of the technological university are located,

(k) serve the community and public interest by—

(i) developing and promoting strong social and cultural links, and links supporting creativity, between the technological university and the community in the region in which the campuses of the technological university are located,

(ii) supporting (without prejudice to the generality of subsection (4)) the delivery of policies or objectives of the Government or any Minister of the Government, for the time being communicated to the technological university by An tÚdarás, the Government or any Minister of the Government, in relation to development of business and enterprise at a local, regional or national level,

(iii) fostering close and effective relationships with—

(I)   a statutory body whose functions relate to regional development in the region in which the campuses of the technological university are located,

(II)   a local authority or local authorities in whose local authority area or areas the campuses of the technological university are located,

(III)   the education and training board or boards in whose education and training board area or areas the campuses of the technological university are located,

(IV)   a provider of further education and training in the region in which the campuses of the technological university are located, and

(V)   organisations representing the social, creative and cultural interests of the community in the region in which the campuses of the technological university are located, and

(iv) in so far as possible in the performance of its functions—

(I)   contributing to the promotion of the economic, cultural, social, scientific and technological development of the State,

(II)   respecting the diversity of values, beliefs and traditions in Irish society,

(III)   promoting critical and free enquiry, informed intellectual discourse and public debate within the technological university and in wider society, and

(IV)   promoting an entrepreneurial ethos,

(l) promote access to the technological university and the education it provides, by economically or socially disadvantaged persons, by persons who have a disability and by persons from sections of society in the region in which the campuses of the technological university are located who are significantly under-represented in its student body,

(m) undertake assessment of students, and award degrees and other qualifications,

(n) make best use of its expertise and resources, whether or not on a commercial basis, for the purposes of its functions under this Act,

(o) provide directly, or in collaboration with other providers of programmes of education and training, facilities for all levels of higher education within the Framework, including technological and professional education, and for research,

(p) collaborate with persons or bodies inside and outside the State for the purpose of its functions under this Act, and

(q) promote the attainment of gender balance and equality of opportunity among the students and staff of the technological university.

(2) A technological university may accept gifts of money, land or other property subject to such trusts and conditions, if any, as are not in conflict with this Act, specified by the donor.

(3) A technological university shall have all such powers as are necessary or expedient for the performance by it of its functions.

(4) A technological university shall, in the performance of its functions, have regard to policies of the Government (including policies relating to education and training or remuneration of staff employed in the education sector) for the time being.

(5)   (a) For the purposes of the performance of its functions, a technological university shall establish procedures relating to resolution of disputes.

(b) Procedures established under paragraph (a) shall—

(i) be established following consultation with each trade union and staff association recognised by the technological university and with the student union,

(ii) provide for consideration of a dispute by a person who is independent of the persons involved in the dispute, and

(iii) be published in such manner as the technological university considers appropriate.

(6) A technological university may perform any of its functions through or by any member of the staff of the technological university authorised in that behalf by the technological university.

(7) A technological university may delegate any of the functions that, in its opinion, can be better or more conveniently performed by the academic council, to the academic council.

(8) For the purposes of subparagraph

(i) of subsection (1)(h) "involvement", in relation to a programme may include—

(a) developing, with the technological university, the curriculum of the programme,

(b) contributing to assessment, as required by the programme, of the progress of the student, or

(c) providing a work placement for a student registered on the programme.

(9) In subsection (1) "providers" has the same meaning as it has in section 2 of the Act of 2012.

Academic freedom

10. (1) A technological university, in performing its functions, shall—

(a) have the right and responsibility to preserve and promote the principles of academic freedom in the conduct of its internal and external affairs, and

(b) without prejudice to the generality of paragraph (a), be entitled to regulate its affairs in accordance with its independent ethos and the principles of academic freedom, and in doing so shall have regard to—

(i) the promotion and preservation of equality of opportunity and access to higher education,

(ii) resources, wherever originating, that are available to the technological university for the purpose of performing its functions, and

(iii) the need to secure the most beneficial, effective and efficient use of those resources.

(2) A member of the academic staff of a technological university shall not, subject to the provisions of any enactment or rule of law, be disadvantaged, or subject to less favourable treatment by the technological university, arising from his or her questioning and testing received wisdom, putting forward new ideas or stating controversial or unpopular opinions in his or her teaching, research and any other activities either in or outside the technological university.

Appendix B: SECOND SCHEDULE to TU Act 2018

THE GOVERNING BODY

1. (1) The governing body shall retain in its possession a seal of the college.

(2) The seal of the college shall be authenticated by the signature of the chairperson or a member of the governing body authorised by the governing body to act in that behalf and by the signature of an officer of the college authorised to act in that behalf.

 (3) Judicial notice shall be taken of the seal and any document purporting to be an instrument made by, and sealed with the seal of, the college shall, unless the contrary is shown, be received in evidence and taken to be such an instrument without further proof.

2. (1) A member of the governing body, other than the Director, shall, subject to the provisions of this Act, holds office upon such terms and conditions (including terms and conditions relating to remuneration, allowances or expenses) as may be determined by the Minister, with the consent of the Minister for Public Expenditure and Reform.

(2) There may be paid by the governing body to its members, other than the Director, such allowances in respect of expenses (if any) as the Minister, with the approval of the Minister for Public Expenditure and Reform, may determine.

3. (1) A member of the governing body, other than the Director, may resign from office by giving notice in writing to the chairperson (or if the member concerned is the chairperson, to the Director) of his or her resignation and the resignation shall take effect on the day when the chairperson, or as the case may be, the Director receives the notice.

(2) Where the chairperson of the governing body resigns as chairperson he or she shall at the same time cease to be a member of the governing body.

(3) The governing body may at any time remove from office a member of the governing body if, in the opinion of the governing body—

(a) the member has become incapable through ill-health of performing his or her functions,

(b) the member has committed stated misbehaviour, or

(c) the removal of the member appears to be necessary for the effective performance by the governing body of its functions.

(4) A member of the governing body shall cease to be qualified for office and shall cease to hold office if he or she—

(a) is adjudicated bankrupt,

(b) makes a composition or arrangement with creditors,

(c) is sentenced by a court of competent jurisdiction to a term of imprisonment,

(d) is convicted of any indictable offence in relation to a company or any other body corporate,

(e) is convicted of an offence involving fraud or dishonesty,

(f) has a declaration under section 819 of the Companies Act 2014 made against him or her or is deemed to be subject to such a declaration by virtue of Chapter 5 of Part 14 of that Act, or

(g) is subject or is deemed to be subject to a disqualification order, within the meaning of Chapter 4 of Part 14 of the Companies Act 2014, whether by virtue of that Chapter or any other provision of that Act.

4. (1) If a member of the governing body, other than the Director, dies, resigns, ceases to be qualified to be or ceases for any reason, to be a member of the governing body, the governing body may appoint a person to fill the casual vacancy.

(2) A person appointed to be a member of the governing body pursuant to subparagraph (1)—

(a) shall be representative of the person, referred to at section 6(3)(b) to (i), who occasioned the casual vacancy,

(b) shall hold office for so much of the term of office of the member who occasioned the casual vacancy concerned as remains unexpired at the date of the appointment, and

(c) shall be eligible for reappointment as a member of the governing body on the expiry of that term of office.

5. (1) The governing body shall hold at least 6 meetings in every 12 month period and such and so many additional meetings as may be necessary, as determined by the chairperson, for the due fulfilment of its functions.

(2) The chairperson shall convene a meeting of the governing body when requested to do so by not less than the number of members that constitutes a quorum.

(3) The quorum for a meeting of the governing body shall be set by the governing body at its first meeting and may be amended from time to time in accordance with standing orders under paragraph 11.

(4) At a meeting of the governing body it shall appoint from amongst its members a member (other than the Director) to be its deputy chairperson and the deputy-chairperson shall, unless he or she sooner resigns as deputy-chairperson, hold office until he or she ceases to be a member of the governing body.

(5) At a meeting of the governing body—

(a) the chairperson shall, if present, be the chairperson of the meeting,

(b) if and so long as the chairperson is not present or if the office of chairperson is vacant, the deputy-chairperson, if present, shall be chairperson of the meeting, and

(c) if and so long as the chairperson is not present or the office of chairperson is vacant, and the deputy-chairperson is not present or the office of deputy-chairperson is vacant, the members of the governing body who are present shall choose one of their number to be chairperson of the meeting.

(6) Every question at a meeting of the governing body shall be determined by a majority of the votes of the members of the governing body present and voting on the question, and, in the case of an equal division of votes, the chairperson of the meeting shall have a second or casting vote.

(7) Subject to subparagraph (3), the governing body may act notwithstanding one or more vacancies among its members.

(8) The governing body may hold or continue a meeting by the use of any means of communication by which all the members can hear and be heard at the same time (in this Schedule referred to as an "electronic meeting").

(9) A member of the governing body who participates in an electronic meeting is taken for all purposes to have been present at the meeting.

6. (1) The governing body may establish committees, consisting in whole or in part of persons who are members of the governing body or members of staff of the college to assist and advise it in relation to the performance of any of its functions.

(2) In appointing members of a committee established under this paragraph, the governing body shall have regard to—

(a) the range of qualifications and experience necessary for the proper and effective discharge of the functions of the committee, and

(b) the objective that at least 40 per cent of members of the committee shall be women and at least 40 per cent shall be men.

(3) The governing body may pay to members of a committee established under this paragraph such expenses incurred by them as the governing body may, with the consent of the Minister and the Minister for Public Expenditure and Reform, determine.

(4) The governing body may remove a member of a committee established under this paragraph from the committee at any time.

(5) The acts of a committee shall be subject to confirmation by the governing body, unless the governing body otherwise determines.

(6) The governing body may determine the terms of reference and regulate the procedure of a committee established under this paragraph.

(7) The governing body may appoint a person to be chairperson of a committee established under this paragraph.

(8) A committee shall provide the governing body with such information as the governing body may from time to time require, in respect of the committee's activities and operations, for the purposes of the performance by the governing body of its functions.

(9) The governing body may at any time dissolve a committee established under this paragraph.

7. (1) Where a member of the governing body is—

(a) nominated as a member of Seanad Éireann,

(b) elected as a member of either House of the Oireachtas or to be a member of the European Parliament, or

(c) regarded pursuant to Part XIII of the Second Schedule to the European Parliament Elections Act 1997 as having been elected to that Parliament, he or she shall thereupon cease to be a member of the governing body.

(2) A person who is for the time being entitled under the Standing Orders of either House of the Oireachtas to sit in that House or who is a representative in the European Parliament shall be disqualified, while he or she is so entitled or is such a representative, from being a member of the governing body or a member of a committee established under paragraph 6.

8. (1) Subparagraph (2) applies where, at a meeting of the governing body, any of the following matters arise, namely— (a) an arrangement to which the governing body is a party,

 (b) an arrangement to which the governing body proposes to become a party, (c) a contract or other agreement with the governing body, or (d) a proposed contract or other agreement with the governing body.

(2) A member of the governing body present at the meeting referred to in subparagraph (1) who has a pecuniary interest or other beneficial interest in, or material to, the matter concerned shall—

(a) disclose to the governing body at the meeting the fact of that interest and its nature,

(b) not influence (or seek to influence) a decision to be made in relation to the matter,

(c) absent himself or herself from the meeting or that part of the meeting during which the matter is being discussed,

(d) take no part in any deliberation of the governing body relating to the matter, and

(e) not vote on a decision relating to the matter.

(3) Where an interest is disclosed pursuant to this paragraph, the disclosure shall be recorded in the minutes of the meeting concerned and, for so long as the matter to which the disclosure relates is being dealt with by the meeting, the member of the governing body by whom the disclosure is made shall not be counted in the quorum for the meeting.

(4) Where, at a meeting of the governing body, a question arises as to whether or not a course of conduct, if pursued by a member of the governing body, would constitute a failure by him or her to comply with the requirements of subparagraph (2), the question may, subject to subparagraph (5), be determined by the chairperson of the meeting, whose decision shall be final, and where the question is so determined, particulars of the determination shall be recorded in the minutes of the meeting.

(5) Where, at a meeting of the governing body, the chairperson of the meeting is the member in respect of whom a question to which subparagraph (4) applies falls to be determined, the other

members of the governing body attending the meeting shall choose one of their number to be chairperson of the meeting for the purpose of determining the question concerned.

9. Paragraph 8 shall apply to a member of a committee established under paragraph 6 where the member is not also a member of the governing body and for the purposes of that application—

(a) a reference to a member of the governing body shall be construed as reference to a member of the committee, and

(b) a reference to the governing body shall be construed as reference to the committee.

10. (1) A person shall not disclose confidential information obtained by him or her while performing functions as—

(a) a member of or an adviser or consultant to the governing body, or a member of the staff of such an adviser or consultant, or

(b) a member of a committee established under paragraph 6, unless he or she is authorised by the governing body to so do.

(2) A person who contravenes subparagraph (1) commits an offence.

(3) Nothing in this paragraph shall prevent the disclosure of information—

(a) in a report made to the governing body,

(b) by or on behalf of the governing body to the Minister,

(c) by a member of the governing body to the Minister, or

(d) by a person in the circumstances referred to in section 35(2) of the Ethics in Public Office Act 1995.

(4) In this paragraph 'confidential information' includes—

(a) information that is expressed by the governing body to be confidential either as regards particular information or as regards information of a particular class or description, and

(b) information relating to proposals of a commercial nature or tenders submitted to the governing body by contractors, consultants or any other person.

11. Subject to this Act, the governing body shall regulate, by standing orders or otherwise, its procedure and business.

12. Subject to this Act, the governing body may make, amend or revoke rules (in this Act called 'regulations of the college') as it thinks fit for the conduct of the affairs of the college.".

(2) Any standing orders for the regulation of its procedure and business, or regulations for the conduct of the affairs of a college, made under the Second Schedule to the Act of 1992 and in being immediately before the coming into operation of the amendment of that Second Schedule under

subsection (1), shall continue in being after that coming into operation and may be amended or revoked as if made under that Second Schedule as amended under subsection (1).

Current CUA Senior Management Structures (2018)

Role		GMIT	LYIT	ITSligo
President		1	1	1
VP Academic Affairs and Registrar		1	1	1
VP Research, Equality and External Affairs (LYIT) Research, Innovation & Engagement (ITS) Research and Innovation (GMIT)		1	1	1
VP Finance and Corporate Affairs/Services		1	1	1
VP On line Development				1
Heads of School/Campus		6	4	3
Total Senior Management Team		**10**	**8**	**8**

Senior Management Teams (SMT) - Universities on Island of Ireland

Position	NUIG	UL	UU	QUB	DCU	NUIM	UCC	UCD	TCD	Total		
					University							
President	1	1	1	1	1	1	1	1	1	9		
Deputy President/VP AA & Registrar	1	2	1	1	2	1	1	1	1	11		
Research & Innovation	1	1	1	1	1	1	1	1	1	9		
Ex Deans/HoFaculty	5	4	4	3		3	4	6	4	33	Average	3.67
Secretary/Corporate Affairs	1	1	1			1	1	1	1	6		
Bursar/Finance	1					1	1	1	1	1	6	
Strategy		2	1		1		1		1	6		
Chief Operating Officer	1	1	1	1	1				1	6		
Human Resources						1	1	1	1	1	5	
Teaching & Learning	1		1	1		1	1			5		
International/Global			1	1		1		1	1	5		
Dean Graduate School	1			1		1				3		

										Total
Provost* (See note below)			3								3
Chief Information Officer						1			1	2
Estates						1		1		2
Equality, Diversity & Inclusion	1							1		2
Academic Secretary	1									1
PR/Communications									1	1
External Engagement							1			1
Total SMT per University	15	12	15	10	8	14	13	14	15	
Average No of members										12.9

CUA TU Senior Management Structure [Draft]		
Role		TU
President		1
Deputy President/VP AA & Registrar		1
VP Research & Innovation		1
Ex Deans/HoFaculty		4
VP Strategy		1
VP Secretary/Finance/Corporate Affairs		1
Provost/University Regional Colleges A & VP Head T&L		1
Provost/University Regional Colleges B & VP International		1
Provost/University Regional Colleges C & VP People		1
Total		12

Existing schools across CUA

GMIT	Total Number of Students	Number FTE
Business	1268	1230
Engineering	1282	1212
Science & Computing	2151	1881
Int'l Hotel School	1171	1117
Castlebar Campus	793	685
Design & Creative Arts	211	210

LYIT	Total Number of Students	Number FTE
Business	1487	1222
Engineering	316	300
Science	1997	1807
Tourism (Killybegs)	240	183

IT SLIGO	Total Number of Students	Number FTE
Business & Social Science	1714	1544
Engineering & Design	2465	1805
Science	1975	1537

CUA	Total Number of Students	Number FTE
Business	4469	3996
Engineering	4063	3316
Science & Computing	6123	5225
Hotel/Tourism	1411	1300
Castlebar Campus	793	685
Design & Creative Arts	211	210

**A NOTE ON THE DISTRIBUTION OF AUTHORITY AND
RESPONSIBILITY IN THE STRUCTURES PROPOSED**

Regarding the question of the relationship between <u>what decisions are made respectively at university,</u> college <u>and faculty levels</u>, this has been addressed as follows:

at University level, see

- para 8 : tor GB

- para 13 : tor Executive Board

- para 15 : tor AC and 17 – 20 AC

- para 29 : tor Vice Presidents.

at Faculty level, see

- para 22 (Board); 34 (Dean)

at College level, see

- para 24 (Boards)

Figure 4 indicates the distribution of support service jurisdictions thus far envisaged. As far as the operation of support functions. As is indicated elsewhere.

- the precise operating characteristics will evolve according to practice and circumstances

- inevitably collaboration will be necessary to ensure a smooth operation. Where this is in question, the University Executive Board, comprising all interested parties would be the organ for adjudication and conflict resolution.

A NOTE ON THE OPERATING CHARACTERISTICS OF THE

ENTREPRENEURIAL, REGIONAL AND COLLABORATIVE UNIVERSITY

It seems to be accepted that the new TU should essentially be <u>entrepreneurial</u> in nature, but questions were raised as to whether the structure is sufficiently entrepreneurial as proposed so far. The two principal pundits (Davies : The Entrepreneurial and Adaptive University, OECD, 1987 and 2002; Clark : the Creating Entrepreneurial University, IAU 1998) propose from researched observation several predominant characteristics :

1.   a mission engaged with stakeholders (see Mission and Vision Paper).

2.   a strengthened strategic steering/leadership core (see paras. 8 – 10; 26 – 30).

3.   a stimulated devolved academic heartland of strong academic units working on Mode 2 assumptions (see paras 31 – 36).

4.   an expanded range of developmental market facing satelife organs (awaited).

5.   a diversified income base (still be to addressed).

6.   an integrated entrepreneurial culture (see paras 6, 7).

7.   a commitment to extensive external HE and user partnerships.

The structures being considered satisfy the conventional wisdom quite adequately. However, there are clearly considerable challenges in achieving and sustaining this, including

- genuinely strategic thinking for the TU <u>as a whole</u> and the right leaders in the right places

- empowerment of the academic sub-units and colleges with incentives and facilitators

- effective engagement with stakeholders

i.e. appropriate behaviour within these structures.

A NOTE ON BUDGET SCOPE AND PROFILE OF

CENTRE, COLLEGES AND FACULTIES

<u>Budget scope and allocation</u> is clearly part of this question and the possibilities here seem to be

1. the overall budget probably is the responsibility of the Executive Board, and subject to GB approval. Given the nature of the TU, and experience elsewhere is US, UK and the Continent, there might be three broad elements – central budget, college budget, faculty budgets. Again, it would be common in an entrepreneurial university to have

    •   a combination of top-down/bottom –up inputs to the formulation of these elements

    •   once agreed, budget holders would have devolved responsibility to manage their budget, with periodic Executive Board monitoring, and ability to switch expenditure between heads on an agreed basis

    •   built-in incentives to seek alternative funding sources i.e. retention of percentage surpluses generated.

2. content of College budget : allocations for

    •   all physical facilities and accommodation

    •   regional marketing and stakeholder liaison

    •   college based staff for devolved central services – or are these part of central unit expenditure

    •   IT

    •   student support services.

3. content of Faculty budget: allocations for

- all academic staff salaries in Faculty

- administrative staff salaries

- staff development and travel

- partnerships

- materials for programmes.

4. content of 'corporate'/central budget : allocations for

- salaries etc. senior management

- salaries etc. support staff in central units

- expenses connected with operation of central units (see Fig. 4).

5. in a devolved system, the responsible budget holders would be

- college heads (for 10.1)

- deans (for 10.2)

- respective VP's for functional areas.

However, clearly much further thought is needed here on all these and this will be a task for WG4, in terms of the precise operational manifestations.

APPENDIX K

College / Faculty matrix showing the relationship and intersection between their respective functions.

Faculty / Faculty Boards
1. Academic Strategy
2. Faculty Budget
3. Programme development and approval
4. Quality assurance and enhancement
5. Research and KE
6. Academic expertise
7. Interdisciplinarity
8. HR / Staffing (programmes)
9. Critical mass staff/students
10. Collaboration

College Boards
A. College Strategy
B. College budget / funding
C. Programme development proposals
D. External Examiners
E. Programme delivery
F. Student support
G. Collaboration
H. Local campuses
J. Marketing
K. Stakeholder engagement
L. Back office support

College Boards

Faculty / Faculty Boards	A	B	C	D	E	F	G	H	J	K	L
1	✓										
2		✓									
3			✓								
4			✓	✓	✓	✓		✓			
5	✓	✓	✓				✓			✓	
6	✓		✓		✓		✓				
7	✓		✓		✓		✓	✓		✓	✓
8		✓	✓		✓	✓					
9	✓	✓	✓		✓			✓	✓		
10	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓

APPENDIX 5

LYIT Research Symposium

LETTERKENNY INSTITUTE OF TECHNOLOGY RESEARCH SYMPOSIUM

DATE: 11 April 2019

VENUE: Theatre 1103

CONVENERS: Dr Pádraig Gallagher, Head of Research and Innovation

Dr Eoghan Furey, Chair of Academic Council Research Sub Committee

<u>PROGRAMME</u>

9.30   Opening - Paul Hannigan, President, Letterkenny Institute of Technology

9.40 – 11.00   SESSION 1

Chair John Andy Bonar, Vice President for Research, Equality and External Affairs, LYIT

1. **Research Centre in Sustainable Energy – Queens University**
   GUEST SPEAKER *Professor David Rooney, Queens University*

2. **Can I trust her? Intelligent, creativity personal assistants and GDPR**
   Dr Eoghan Furey, Department of Computing

3. **DICE - Centre for Design, Innovation, Creativity, and Enterprise**
   Padraic Lynch, School of Business

4. **UX Design in the GAA**
   Padraic Lynch, Department of Design

5. **The Incorporation of Nano-technology for the detection of Heavy Metals in Soils**
   Christopher McEleney & Dr Denis McCrudden, Department of Science

6. **The 1916 Bursary: students experience of success in higher education**
   Dr Lynn Ramsey & Dr Eílis Flanagan, Teaching & Learning LYIT

7. **In defence of process inquiry in the study of strategic alignment**
   Dr Anne Burke, Department of Business Studies

8. **Exploring the RNID's perspectives on providing palliative/end-of-life care for the person with an intellectual disability in the residential setting**
   Ciara McFeely & Breda Mulgrew, Department of Nursing and Health Studies

11.00 – 11.30   Tea/Coffee and Poster Viewing

11.30 am – 1.00 pm   SESSION 2

Chair Denis McFadden, Head of School of Engineering, LYIT

1. **The Centre for Advanced Manufacturing**

    Dr Jim Morrison, Department of Electronic & Mechanical Engineering

2. **SMARTrenew**

    Dr Nick Timmons, Department of Electronic & Mechanical Engineering

3. **Other voices: women in the adventure expedition space**

    Suzanne Kennedy, Department of Law & Humanities

4. **Dynamic capabilities: enabling entrepreneurial teams to growing through unconventional means.**

    Dr Isobel Cunningham, Department of Business

5. **Development of non-enzymatic sensors for glucose sensing**

    Wesley McCormick & Dr Denis McCrudden, Department of Science

6. **Vulnerabilities in fibre channel and SAN protocols**

    Abbas Muhammad Saad & Ruth Lennon, Department of Computing

7. **The Centre for Personalised Medicine**

    Dr Michael McCann, Department of Computing

8. **The Insight Centre for Data Analytics**

    GUEST SPEAKER *Pat Dempsey, the National University of Ireland Galway*

1.15pm Lunch and Poster Viewing

POSTERS

Restart Apprenticeship Alliance

Dr. Padraig Gallagher, Karen McCormick

RESTART: The perceptions and experiences of business failure for second chance entrepreneurs.

Clementine Hegarty, Dr. Padraig Gallagher, Dr. Isobel Cunningham, Dr. Lynn Ramsey

Digital Wellbeing Educators

Dr. Padraig Gallagher, Karen McCormick, Maria Griffin

Generation Data

Dr. Padraig Gallagher, Karen McCormick, Isobel Cunningham

Restart Entrepreneurship

Dr. Padraig Gallagher, Karen McCormick

Kinetic and Thermodynamic Study of the Biosorption of Cadmium by Potato Roots

Daniel O' Neill

Social capital configurations and their impact on operational performance.

Aisling Bonner, George Onofrei, PhD; Prof. Paul Humphreys, Michael Margey

The UNIQUE Creative Process

Dr. Tena Patten & Crona O'Donoghue

Manufacturing Quality Assurance records: Exploring a blockchain-enabled solution

Sean Keys

Investigation of the effects of e-cigarettes on epithelial lung cells

Lisa Moore and Dr. William Scott

Determination of a base-line biomarker profile for cancer-related fatigue.

Dr. James Connolly, Dr. William Scott, Lisa More and Nishat Akhtar

UX Design in the GAA

Padraic Lynch

Implementing AI to automatically detect standard functional tests using wearable sensor technology.

Dr. James Connolly, Dr. Nigel McKelvey and Vini Vijayan

From posting to purchase - The impact of social media networks on intentions to purchase and WOM behaviours in the tourism and hospitality industry.

Lorraine Kennedy, George Onofrei, James Kearns

"Bunbeg" Font

Matt McDonagh

Investigating an Infrastructure-Free Geomagnietic Indoor Positioning System

Marinus Toman, Eoghan Furey

Outdoor Maths

Ben George

Operational Intellectual capital Configurations and their Impact on Innovation capabilities and Operational Performance

Aisling Bonner, George Onofrei, Paul Humpreys

"One problem, many solutions" THE ART OF CREATIVE CODING

Maria Griffin

A Survey of Population Health during a Community Health Check by Nursing Students

Mary Dunnion

The Development of a Nursing Care Plan for Older People Presenting to the Emergency Department Utilising Participatory Action Research

Mary Dunnion

Professional Oversight and Ethics in Audit Firms

Anne Burke

Energy Harvesting from Ambient RF Sources

Shane McCrossan, Nick Timmons, Jim Morrison

"She Knows Too Much" Voice Command Devices and Privacy

Eoghan Furey, Juanita Blue

Who Owns Your Personal Data? Ethics, Privacy & Legality of Wearable Fitness Tracker Data

Aftab Ahmed, Eoghan Furey, Nigel McKelvey, Kevin Curran, Vincent Farrelly

"Just Add Salt" Secure identity Authentication in Legacy Systems

Juanita Blue, Eoghan Furey

Bayesi-Chain Intelligent Identity Authentication

Juanita Blue, Joan Condell, Tom Lunney, Eoghan Furey

GDPR Article 17: Eradicating Personal Identifiable Information & Achieving Compliance in a Hybrid Cloud

Miriam Kelly, Eoghan Furey

'IT'S GOOD TO BE PART OF SOMETHING'- Social Activities for Older People with intellectual Disabilities

Margaret Mulhern

Bottom-Up Data Governance framework for the financial Industry

Mr Shailendra Singh Bisht, Dr Nigel McKelvey and Dr Michael McCann

Learning and Teaching Research Practice

Tena Patten

The Bryden Centre for Marine Renewable Energy and Bio-Energy

Gary Britton, Dr. Narendran Kumar, Dr. Chris McCallum, Prof. John Doran

Can unscheduled inpatient length of stay and hospital costs be reduced using 'Flash' Glucose Monitoring?

Michelle Friel

I-Step

Dr. Padraig Gallagher, Karen McCormick, Isobel Cunningham

"She Knows How You Feel" Alexa, Emotion, Privacy and GDPR

Eoghan Furey, Juanita Blue

BimBCAR – Building Information Modelling (BIM) Middleware platform

Rónán Gallagher

Community acceptance of offshore wind energy

Nuala Carr, Wesley Flannery, Geraint Ellis, John Doran, Simon Stephens

African Water Well Monitoring (IoT)

Martin Bradley, Shane McCrossan

Are you getting the picture? Examine Jpegs Visually

Martin Harran

Self-Certifying Image Files

Martin Harran

A Study on the performance of a flexible and conformal PDMS Dipole Antenna for WBAN Applications

Senan Morris, Anupam R. Chandran, Nick Timmons, Jim Morrison

The Fabrication and Analysis of a Polyimide based Loop Antenna for 2.45GHz WBAN Applications

Senan Morris, Anupam R. Chandran, Nick Timmons, Jim Morrison

On the Accessibility and Application of Castiglianos 2nd Principle in the Analysis of Complex Shaft and Beam Arrangements

Dallan Friel, Paddy Hannigan, M. Odom, John Doran

Antenna with Switchable Propagating Modes for WBAN Applications

Anupam R. Chandran, Senan Morris, Nick Timmons, Jim Morrison

Distributed reactive nearfield parasitic element based compact CPW fed antenna for nearfield sensor applications

Sujith, R, Anupam R. Chandran, Senan Morris, Nick Timmons, Jim Morrison

Multi-directional switched bean antenna at 2.45 GHz for WSN application

Anupam R. Chandran, Senan Morris, Nick Timmons, Jim Morrison

APPENDIX 6

Capital Development Projects

	Funding Status	Project title	Total Gross Floor Area m²	Estimated Total Gross Cost (€m)	Funding/ Potential Funding Sources	Earliest Date for Planning Application	Earliest Estimated Start Date (Construction)	Anticipated Completion Date
	LYIT Estates Capital Projects Pipeline **18 January 2019 LYIT Estates Office**							
1	**Funded**	**PPP Project New Library, IT & General Education.**	5,106	19.1	HEA/DES/ PPP	Q1 2019	Q1 2021	Q3 2022
2	**Funded**	**Extend Port Rd Car Park 1 (to form part of PPP Enabling Works)**	124 spaces	Incl. at PPP	HEA/DES/ PPP	expires Sept 2022	Q2 2019	Q3 2019
3	**Funded**	**PPP Project – site preparation, services extension and rerouting etc. scope to be agreed with HEA/NDFA**	N/A	Incl. at PPP	HEA/DES/ PPP	Q1 2019	Q2 2019	Q3 2020
4	**Not Funded- grant applic. submitted**	**Biomass heat centre with gas back-up and district heating network to serve existing main educational building including nursing and adjoining 5 houses. The project to be designed with potential to expand to serve PPP building and CoLab.**	200m2 + 300m DH network	1.9	LYIT/HEA/ DES/ CAF*	Granted	Q3 2019	Q3 2020

5	Not Funded- grant applic. submitted	Solar Photo Voltaic Panels to roof to meet base electricity load and 6No. additional Electric Vehicle Charging points (4No. Letterkenny, 2No. Killybegs)		0.3	LYIT/HEA/ DES/CAF*	Q1 2019	Q2 2019	Q3 2019
6	Not Yet Funded	School of Tourism Main Building Window Replacement Refurbishment	94No.	0.356	HEA/DES/ CAF*			
7	Not Funded- grant applic. submitted	Outdoor Gym, Goal Stop Netting and other equipment		0.15	Sports Capital Fund/LYIT (20%)	Q1 2019	Q2 2019	Q2 2019
8	Not Yet Funded	Ocean Innovation Centre Killybegs	850	5.3	RRDF**/LYIT/DCC	Q2 2019	Q2 2021	Q2 2022
9	LYIT Capital Reserves	Knocknamona Playing Fields & Changing Rooms to provide Sports Science/Student recreational facilities. Costs to be reviewed to reflect sports staff requirements and research into facilities elsewhere.	Buildings 600 m2 + 3 x Pitches 52,924 m2	Circa. 5	LYIT/HEA/ DES/URDF/Sports Capital Fund (Large)/ Partnerships	Q1 2019	Q3 2019	Q3 2020
10	LYIT Minor Capital Works	Knocknamona Agri-Education Facilities		0.2	LYIT	Q2 2019	Q3 2019	Q4 2019
11	LYIT Minor Capital Works	Harmon House Refurbishment as on-line learning facilities/academic staff accommodation	110	0.25	LYIT/HEA/ DES	Q2 2019	Q3 2019	Q4 2019

12	Not Yet Funded	School of Tourism First Floor Refurbishment Bar/Classroom/Admin/Reception		1.0	HEA/DES	Fire Cert Q3 2018	Q2 2019	Q3 2019
13	Not Yet Funded	2No. Additional Classrooms at Nursing Level 3 – rooftop construction	100	0.2	LYIT/ HEA/DES	Q2 2019	Q3 2019	Q2 2020
14	Not Yet Funded	Extension to existing An Dánlann (Multi-Purpose Centre) to provide Sports Science facilities and student recreational facilities	2,060	7.51	HEA/DES/ Sports Capital Funds	Q4 2019	Q3 2020	Q3 2021
15	Not Yet Funded	Extension to existing An Dánlann Gym (Multi-Purpose Centre) extend gym to terrace.	100	0.4	HEA/DES/ Sports Capital Funds	Q3 2019	Q2 2020	Q1 2021
16	Not Yet Funded	New Fire Technology Laboratory	400	3.5	HEA/DES/ LYIT	Q1 2020	Q3 2020	Q3 2021
17	Not Yet Funded	Existing library Refurbishment management/admin. staff accommodation and Student Services.	1,719	3.47	HEA/DES	2022+	2022+	2022+
18	Not Yet Funded	Restaurant/Kitchen Extension/Refurbishment – part extension may be covered by PPP building in proposed new location adjacent to west side of restaurant. Further extension may not be required until post 2022	1,412	4.85	HEA/DES	2022+	2022+	2022+

19	Not Yet Funded	CoLab Research Space addition of mezzanine floor to existing 200sq m research unit and fitting out of ground and mezzanine level as 370 sq m desk based research facility.	370	0.55	HEA/DES/EI	2019	2019	2020
20	Not Yet Funded	Office Accommodation Block to accommodate additional academic staff arising from growth and move to TU status, academic staff in substandard accommodation and to provide online learning facilities displaced from the proposed PPP building	700 Phase 1 300 Phase 2	2.7 1.2	HEA/DES	2019	2020	2021
21	Subject to application	HESIF building – to provide capacity for core academic infrastructure in emerging STEM programmes	875	3.5	HEA/DES/ others	2021	2022	2023
		Total Estimate Jan 2019 – incl. PPP		€61.5m				

Partner	Project	Project Type	Total Investment Cost	Cost of conventional production plant	Operating Profit	Eligible Cost	Requested Support
Letterkenny Institute of Technology	Letterkenny Campus District Heating: Distribution network	District Heating (Distribution Network)	€954,466	N/A	€0	€954,466	€653,809.21
	Letterkenny Campus District Heating: Production Plant	District Heating (Production Plant)	€940,881	€200,000	N/A	€740,881	€333,396.45
	135kWp Solar PV	Renewable Energy	€265,638	N/A	N/A	€265,638	€79,691.40
	LYIT Electric Vehicle Charging Points	Local Infrastructure	€39,000	N/A	€0	€39,000	€27,300.00
	LYIT School of Tourism Killybegs Main Building – Window Replacement	Energy Efficiency Measures	€356,327	N/A	N/A	€356,327	€106,898.10
Donegal County Council	Solar PV at PSCs and Co. House (88kWp total)	Renewable Energy	€150,000	N/A	N/A	€150,000	€45,000.00
	DCC Electric Vehicle Charging Points	Local Infrastructure	€78,000	N/A	€0	€78,000	€54,600.00
	District Heating – Lifford Campus: Distribution network	District Heating (Distribution Network)	€560,000	N/A	€0	€560,000	€383,600.00
	District Heating – Lifford Campus: Production Plant	District Heating (Production Plant)	€600,000	€140,000	N/A	€460,000	€207,000.00
	Energy Efficiency upgrades to County House	Energy Efficiency Measures	€117,018	N/A	N/A	€117,018	€35,105.40
	Infrastructure investment to facilitate Bicycle scheme in Letterkenny	Local Infrastructure	€40,000	N/A	N/A	€40,000	€40,000.00
Údarás na Gaeltachta	63kW Solar PV	Renewable Energy	€100,000	N/A	N/A	€100,000	€30,000.00
	Biomass District Heating in Bunbeg: Distribution network	District Heating (Distribution Network)	€1,540,00	N/A	€0	€1,540,00	€1,054,900.00
	Biomass District Heating in Bunbeg: Production Plant	District Heating (Production Plant)	€1,210,000	€300,000.00	N/A	€910,000	€409,500.00
	Electric Vehicle Charging Points	Local Infrastructure	€13,000		€0	€13,000	€9,100.00
Donegal Education and Training Board	Electric Vehicle Charging Points	Local Infrastructure	€52,000		€0	€52,000	€36,400.00
			€7,016,330			€6,376,330	€3,506,300.56