

Meeting reference: TULEADERSHIP (by ZOOM)

**Meeting:** TUSEI Leadership Group

**Date:** 15th March 2021

**Chairperson:** Tom Boland

**Institute Presidents:** Patricia Mulcahy & Willie Donnelly

**Attendees:** **Leads:** Cormac O’Toole, David Denieffe, David Dowling, Declan Doyle, Derek O’ Byrne, Elaine Sheridan, Helen Murphy, John Wells, Joseph Collins, Karen Hennessy, Ken Thomas, Maebh Maher, Mark White, Peter McLoughlin, Suzanne Denieffe, Tom O’ Toole

**Editorial Team:** Mary Delaney, Richard Hayes,

**Co-Ordinators:** Annette Byrne, Maresa Fitzhenry, Martina Mullally, Marie Esmonde, Samantha O’Connor, Yvonne Hoare

**Project Office:** Brian Foley David Kane, David Ryan, Ellen Hazelkorn (Academic Advisor), Eimear Radley, Janet Syms

**Apologies:** Frances Hardiman, John Fortune Orla Foley, Thomas Drury

No.	Item
	<p><b>Agenda</b></p> <ol style="list-style-type: none"><li>1. Preparatory Panel - review</li><li>2. Next Steps</li><li>3. Presentation from Mark Byrne, MCCP on Branding Developments</li><li>4. AOB</li></ol>
1.	<p><b>Preparatory Panel</b></p> <p>Tom &amp; Ellen thanked all involved for their tremendous work during last week’s preparatory panel. It was a positive and encouraging exercise with a high level of confidence that a successful application for designation will be made. However, there is still a lot of work to complete in a short timeframe in order to have the application document at the required standard and to build a successful TU.</p> <p>Issues requiring attention in the application document arising from the Preparatory Panel were outlined with a strong focus on how in practice objectives under a range of areas were to be achieved.</p> <p>Some observations:</p> <ul style="list-style-type: none"><li>• The views of the panel re Student Accommodation were well received</li><li>• The panel didn’t discuss Students Services or Clubs and Societies to the extent groups would have expected.</li><li>• The draft application document does not adequately reflect many of the areas of strength of the institutes which are often taken for granted.</li></ul>

	<ul style="list-style-type: none"><li>• Scale is just one of the opportunities for the TU, which also include the creation and application of knowledge together with stakeholders and the regional economic and cultural community.</li></ul> <p>Action: Presidents to send all staff email on the feedback of the panel. The townhall also offers an opportunity to communicate feedback to staff and students attending</p>
<b>2.</b>	<b>Next Steps</b>  Application Document: <ul style="list-style-type: none"><li>• Steering Group are meeting Thursday at 1pm to discuss next steps.</li><li>• Timeline Includes:<ul style="list-style-type: none"><li>- Application Submission by end April</li><li>- Governing Body approves Document 27<sup>th</sup>/28<sup>th</sup> April</li><li>- Governing Body receives Application Document 23<sup>rd</sup> April</li><li>- Academic Council approves Document by 19<sup>th</sup> April</li><li>- Academic Council Received Document by 16<sup>th</sup> April</li><li>- Editorial Team concludes editing by 12<sup>th</sup> April</li></ul></li><li>• Suggested Format of Application Document as recommended by Pre-panel: Reduce in length, eliminating repetition, Part 1 Cpt 1, 2 &amp; 5 largely to remain as they are.<ul style="list-style-type: none"><li>- Cpt 5 Vision, Mission, Values stand unaltered.</li><li>- Current Ch3 and 4 to contain more detailed practical evidence,</li></ul></li><li>• Steps and <b>Actions</b><ul style="list-style-type: none"><li>- Editorial Team will identify gaps and circulate</li><li>- Approval structures for certain important policies/proposals need to be implemented. The Project Office will identify issues that need decisions for joint executive and academic council approval</li></ul></li></ul> <p>Chair acknowledged the short timeline and challenging commitment required by members but has confidence the application can be completed over the next 4 weeks.</p>
<b>3.</b>	<b>Presentation from Mark Byrne, MCCP</b>  A presentation from the Branding Company MCCP to the Leadership Group showing the results of the Surveys and Focus Groups that took place over the last few months. The PowerPoint slides were circulated to the group afterwards and are attached.
<b>4.</b>	<b>AOB</b> <ul style="list-style-type: none"><li>• None</li></ul>
<b>4.</b>	<b>Next Meeting</b>  Monday 22nd March, 2021, 11.00am (by Zoom)



### Issues requiring attention in the Final Submission arising from the Prep-Panel

#### 1. Vision and Mission

- a. Set out the end state/strategic vision of future TUSEI (mission statements are helpful) and then **set out road map** to getting there.
  - Distinctiveness/value-added (step-change) compared with being an IoT
  - Beyond scale, what is the difference being a university
- b. Develop and include a 'framework' for the major decisions to be made post Designation Day in order to inform and hopefully guide the incoming President and Governing Body.
  - Identify 4-5 priority actions
  - Over what timeframe
- c. Care re. use of rhetoric, buzz words (e.g. anchor institution, quadruple helix, learner centred, co-creation, SDG – without real examples),
- d. Benchmarking and Bench-learning/peer-learning
  - What are the appropriate peers – different areas may have different "peers" against whom to learn/share experiences
  - Pair with an institution on a similar journey
  - Membership of EU networks?
- e. What does success look like, e.g. where want to be in 5 -10 years from now

#### 2. Academic profile

- a. What are the academic fields which define the TU
  - What is the alignment between undergraduate and postgraduate education, research and the region?
- b. How is the vision about work-ready graduates to be implemented?
  - Mandatory inclusion of: internships, inclusion of entrepreneurship training, work-placed learning/project-based learning,

- c. LLL – more clarity is required as to how this is/will be a distinctive feature of TU
    - What does it mean to be a LLL university?
    - If all learners are lifelong learners – what does this mean in practice and organisationally? How will this affect design and delivery of programmes?
    - What is the relationship between ft/pt? How will this (re)organised?
    - Learning pathways, new forms of credentials, etc.
  - d. How will research-informed teaching be realised – what does this mean in practice
  - e. Develop a programmatic framework for implementation at an institutional level
    - If the TU is to deliver on its vision and mission it will need to put in place a framework for programme design, delivery and assessment which is in line with that vision and adhere to it.
  - f. What are the implications for the organisation/provision of professional services?
  - g. Consider what staff development systems, processes and initiatives are required to enable the vision/mission to be realised
    - Should T&L be mandatory for all staff?
    - CPD for professional staff
3. Multi-campus
- a. Upon designation, TUSEI will be a single integrated multicampus University – not simply a merger of two IoTs with campus-based activity
  - b. Clarity about the type of organisational model required to deliver the vision/mission:
    - What are the implications for programme design and delivery; models for programmes to be shared across multiple sites
    - What are the implications for professional services, professional/academic careers, for governance and delivery model?
  - c. What are the challenges and opportunities which arise from the experience of remote learning during Covid be used to maximise the opportunities of multi-campus while ensuring learners can benefit regardless of where they are located?
  - d. How can digital technologies be used?
  - e. Think about new facilities being designed/built in this context
  - f. What are the implications/opportunities for students and staff and people living in the region?
  - g. As it is not feasible nor desirable, to replicate facilities on both campuses consider how the multicampus campus will operate.
4. Research
- a. The *institutional approach* to research needs to be articulated and documented
  - b. Clarify the research profile and approach to research
    - Regional demand side
    - Local/global balance
  - c. Place of research units and institutes in the academic/organizational structure needs to be clarified.
    - Where are the research students housed/assigned?
    - Who are the line managers?

- How are research students and researchers embedded in their schools?
  - d. How will the vision of research-informed teaching be realised?
    - Create opportunities for teaching case studies out of applied research projects
    - Develop elective courses in senior undergraduate and postgraduate programmes based on research strengths.
    - Opportunities for specialized summer positions in the research labs
    - Opportunities for students to get involved in industry based applied projects
  - e. Road map and narrative required against the 3 eligibility criteria
    - Growing research students 4-7%
    - Growing PhD staff and research supervisors
    - Growing research capacity and capability
  - f. Developing a research culture which will deliver on the vision of TUESI is a huge challenge – how will this be done
  - g. How will TU measure, assess and value research – looking beyond citations to include impact and benefit to society/region
  - h. Graduate School – single unitary Graduate School
    - Greater clarity required as to how this operate/be structured
    - Graduate School primarily has an administrative and QA role ensuring institutional approach/common standards, supervision, annual assessment/viva, duty of care to research students, etc
    - Deans of research in faculties may be appropriate – but who do they link into, and how work to create an institutional approach
5. Professional Services
- a. Professional services are essential to ensuring the vision/mission can operate as planned and evolve
    - Greater collaboration between the academic and professional aspects of the university
  - b. What needs to change to support a university rather than an IoT?
    - Teaching, Research, Engagement
    - Student support – undergraduate and postgraduate, international students,
    - Staff support – academic & professional staff (suggest stop referring to administrative staff)
6. Regional Engagement
- a. How will the TU work with its stakeholders and help lead the region?
  - b. Regional Engagement Advisory Group is critical to success in engagement with the region.
    - How will it be sustained and not descend into a talking shop and perhaps begin to ‘wither away’.
    - How will it work/what will it do?
    - What will be the institutional structures to embed regional engagement – will there be a single port of call?
7. Internationalisation beyond mobility
- a. Institutional framework for internationalization

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- b. Set out how internationalization can be embedded in the curriculum to realise vision of global citizens.
8. Day 1 Readiness
    - a. Clarity around the policies, processes and institutional organs (e.g., GB, AC, etc.) required to be in place – and clear plans and timelines
    - b. Institutional Research capacity? Necessary to support the emergence of evidence based strategic plans and to monitor progress on the delivery of the vision, mission and the plans of the TU.
    - c. Role of HR in promoting EDI and parity of esteem
    - d. Commitment to staff development/CPD – especially if vision and mission as well as eligibility criteria to be met
  9. Risk Register
  10. Financial Plan
  11. Eligibility Criteria