

Meeting reference: TULEADERSHIP (by ZOOM)

Meeting: TUSEI Leadership Group

Date: 22th 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, Ken Thomas, Maebh Maher, Mark White, Peter McLoughlin, 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: Karen Hennessy, Suzanne Denieffe & Joe Collins

No.	Item
	<p>Agenda</p> <ol style="list-style-type: none">1. Application Document2. Distinctiveness – Technological University3. AOB
1.	<p>Application Document</p> <p>The chair briefed the meeting on his report to the Joint Governing Body Steering Group meeting on 18 March. The Group were informed that while there was a high level of confidence in a positive outcome to the TUSEI application document, a significant effort was needed to complete the work in a short timeframe, with an extra level of commitment required from a wide group of people.</p> <p>Work is continuing on the integration of Parts 1 and 2 of the current application document. Making the 2 part document into one. Where gaps are identified gaps in the material the relevant work stream leaders will be informed with the objective of having a very short turnaround in providing material.</p> <p>Some issues will need to be approved by the joint executive which will meet on 23rd and 26th March. Issues relating to research will be considered at the meeting on 23</p>
2.	

Distinctiveness

A discussion took place on the elements of TUSEI that would make it distinctive. The following is a distillation of the ideas shared.

1. The TU will have a strong sense of its responsibility to the South East region in terms of the social, cultural and economic development of the region. As the only university in the region, there will be high expectations of the institution from internal and external stakeholders. This will shape the university's sense of its accountability to the region as the primary focus of social and economic development.
2. This approach marks a significant change from that of the institutes of technology. The past engagement of the institutes and their contribution to the region is acknowledged and celebrated, but the development of the TU marks a change from a current approach marked by responsiveness to an approach of leadership. In a world increasingly defined by a disruptive knowledge environment, the mission and capacity of the TU to lead and act as a catalyst for development in, and of, the region will be of central importance.
3. Among the ways in which this leadership role will be reflected and delivered are the commitment to student connectedness of the TU and the way in which a dynamic relationship between research and teaching will define the student experience in a way not done up to now.
4. An underlying philosophy of the TU will be based on a recognition that people learn, and engage with learning, in different ways. In this environment of multiple intelligences, the university will adapt to the need of diverse learners, rather than presenting a "take it or leave it" approach.
5. This student centeredness will be reflected in the commitment of the TU to co-creation as a key characteristic - between students, business/enterprise and society. Co-creation will underpin and permeate all programme development with structured involvement/engagement by civic society and industry feeding into it. The TU will be outward facing and fully open and responsive to influence from external stakeholders. There already is a well-understood process for programme development and validation in the institutes and this will be enhanced by setting out criteria to embed co-creation that are to be met before programmes are approved. Past experience with Springboard+ provides an evidence base to demonstrate the capacity of the institutes to achieve their objectives in this regard.
6. The TU will be further characterised by flexibility and accessibility in academic programme development. As an example, recognition of prior learning (RPL) is already a well-developed concept but the TU will develop its approach beyond seeing RPL as an access issue to being part of the core academic offering of the university.
7. Connectivity and collaboration will be critical too in respect of research. Connectedness between the undergraduate programmes and research activity will be achieved by weaving research into the undergraduate curriculum. Research will be fully integrated with teaching across programmes with an approach that sees the development and delivery of common research modules across programmes. By embedding research in programme design, students will be able to shape their learning to a greater extent than currently in the institutes. Relatedly, research

	<p>centres, which in some cases are currently more removed from teaching, will be more closely integrated into that activity. Undergraduate students will also be connected into industry-connected research and undergraduate programmes connected into entrepreneurship modules. Approaches include “bootcamps” and giving, say, apprentices a “sandpit” to develop new solutions, services etc. i.e., to innovate. Other distinctive features of the TU research environment will be seen in the democratisation of research through open science and citizen science</p> <ol style="list-style-type: none">8. While strengthening its research-based activity, the TU will also consciously maintain and build on a past record of the institutes in their student-centric approach – the sense in which students feel connected to and supported by staff. A unitary approach to the TU will be applied which, in essence, will mean that a student in any of the campuses of the multi campus university will be a student of all campuses and is made to feel that sense of belonging – a student is a student! Services will be linked up across campuses.9. Appropriate structures will be put in place to support engagement. Areas to be explored include the setting up of a dedicated engagement office headed by a senior member of the management team. An awareness of engagement and its central place in the university will also be embedded into all programmes and research activity so that staff and students have a high level of sensitivity to, and understanding of, the regional responsibility and accountability of the TU.10. The TU will aim to enhance and enlarge the role of professional and management staff as a key contributor to innovation and not merely as a support resource.
AOB	None
Next Meeting	Monday 29th March, 2021, 11.00am (by Zoom)