Mission Based Performance Compact
University College Dublin
And
The Higher Education Authority

Strategic Dialogue – May 2017

Overview

This section sets out a brief overview of UCD's progress, at an institutional level, against the objectives identified in the Mission-Based Performance Compact between UCD and the higher Education Authority between 2014 and 2016. As we are now at the end of this first phase of the strategic dialogue between UCD and the HEA, it is appropriate to reflect on the progress made by UCD against the original objectives and to make some comments on the process as it has unfolded over the past three-to-four years.

Throughout the course of these years, UCD has attained or exceeded the vast majority of the targets set out in our Compact. The individual sections set out in both this report and similar reports for previous years give a detailed account of this and there is no ned to repeat these details here, consequently this section, by contrast, will focus only on some high-level points which we believe are important in reflecting on UCD's progress and also in contributing to developing the strategic dialogue for future iterations.

Overall, UCD has found the process to be very helpful in clarifying targets and in measuring our progress against them. UCD is also pleased to discuss our institutional priorities with HEA on a formal and regular basis and in particular in the light of national objectives for higher education. This process helps to ensure that there is an appropriate alignment between UCD's objectives, national priorities and the best use of resources. The primary driver of UCD's institutional priorities is and will continue to be our Strategic Plan 'Ireland's Global University'. However, we fully recognise the need to ensure that national objectives are attained and as Ireland's largest University, UCD fully recognises its responsibility to play a leadership role in reaching this objective.

Throughout the process UCD's progress against identified targets has been very strong with targets being attained or exceeded. On the other hand, where priorities have changed, this has been signalled to the HEA both in our annual progress reports and also in the periodic bilateral meetings between UCD and the HEA. Throughout the process, UCD has clearly identified *Objective 3 'Excellent teaching and learning and the quality of the student experience'* and *Objective 4 'High-quality, internationally competitive research and innovation'* as being our highest priority areas. This is fully consistent with many of the key objectives in our own strategic plan and is, we believe, entirely appropriate for an internationally focussed, research-intensive university.

UCD has also made very considerable progress in setting Key Performance Indicator (KPI) targets and identifying a set of international comparator organisations against which we wish to benchmark ourselves. The list of both KPIs and international comparators has been agreed with our Governing Authority and a copy sent to the HEA as part of last year's submission to this process. A copy is also included with this year's submission for easy reference. Furthermore, UCD has now set targets for each of our KPIs every year for the next five years at an institutional level and is in the process of finalising these targets at a College level (again for each year of the next five). In most instances and where appropriate, these targets have also been broken down to School level. A copy of these targets is not included with this submission as UCD wishes to keep this information confidential for the time being.

UCD continues to be concerned that the strategic dialogue process, as it is currently constituted, has no provision for over-performance. Whereas an institution can be financially penalised for underperformance, no financial incentive is offered for over-performance. Whilst it is understandable that the financial constraints on the national exchequer allowed little flexibility in the early years of this process, those constraints are becoming of less relevance and it is crucial now that institutions are incentivised to be forward thinking and ambitious.

Finally, while UCD fully supports the strategic dialogue process and has found it to be of significant assistance in the past three to four years in terms of clarifying objectives and priorities across the sector, the ongoing efficacy of the process must be seen in the context of a sustainable funding model for the higher education sector as a whole. Several reports have now highlighted this issue including, most recently, *The Report of the Expert Group on the Funding of Higher Education (March 2016)* and there is no need to reiterate the arguments made in that report here but if the national economic recovery is to be secured and if Ireland is to be a destination of choice for high quality investment and employment, then it is axiomatic that our national higher education system must be competitive with the highest international standards. Future cycles of the Strategic Dialogue process must be set in the context of a satisfactory resolution to this issue. Otherwise, we believe that the future of the Strategic Dialogue process will be vitally compromised and as a result will lead to under-ambition, conservative target setting and an inability to attain the standards of higher education which Ireland needs to secure its future.

1. Regional Clusters

The period 2013-16 witnessed considerable progress in relation to shared collaboration among the partners who comprised the regional cluster and reflected meaningful, respectful and fruitful engagement. The UCD-TCD Alliance has expanded to include the Dublin, Pillar 1 institutions and that has been of benefit to all parties. Collaboration has been achieved in innovative and creative ways although resource constraints and the alignment of academic structures has sometimes necessitated a deviation from specified targets to deliver on intended outcomes. Graduate education was enhanced through the provision of new programmes and research training which were enabled by a jointly agreed academic framework for collaboration, and which enjoy ongoing success. The Atlantic Bridge, €60m growth technology fund, led by UCD and TCD proved to be a positive development in terms of enhanced relationships and cooperation between both institutions and Irish institutions more broadly.

The operation an Institute of Education was a challenging objective.   A range of positive initiatives were developed: programme design and research collaboration, facilitating cooperation that had not previously existed. During 2016, UCD played a leadership role in progressing initiatives that were viewed as feasible by the participating institutions. Many of the issues that proved challenging to the realisation of this objective were outside the control of the institutions involved. The genuine commitment on the part of all partners to this initiative is reflected in the design and development of the joint Professional Masters in Education, an acknowledged innovative programme that facilitated initial teacher education for the primary and post primary sectors.   The Teaching Council of Ireland was consulted about the proposal with reference to submitting it for accreditation during 2016. While they welcomed the proposal, at that juncture they were was not in a position to consider the programme for accreditation due to an internal review of its accreditation processes. The joint institutional submission to the Teaching Council of Ireland on continuing professional development (CPD) has the capacity to make a real contribution to the development of this area at a national level. Inevitability, in a resource constrained environment partners were not always in a position to sustain progress on an equal basis with reference to various aspects of the proposal. This was due to staff shortages and the resultant time lag in relation to replacements. The retirement of experienced colleagues in the area of teacher education in each of the institutions was acutely felt and further exacerbated an already difficult context. The realisation of the original proposed Institute of Education proved to be overly ambitious in the context in which it developed. However, the experience has facilitated continued collaboration and cooperation that will be sustained in the future.

The process of collaboration and enhanced cooperation resulted in a number of unexpected yet positive outcomes. Opportunities were offered to faculty from similar and diverse disciplines to work together in programme design, developing new and innovative programmes previously not envisaged by institutions working independently. The development of the Creative Cultures Network, comprising of academics from UCD, NCAD and IADT with a focus on developing research funding bids to develop the entrepreneurial dimensions, was also very positive. The appointment of 'artists in residences' to each college in UCD enhanced new perspectives on the part of both students and faculty. A joint exhibition of students' work from across the regional cluster formed part of the European Access Network's Silver Jubilee Conference in June 2016 and show cased in a real and meaningful way the opportunities arising from collaboration in relation to access and development.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	
Deepen and broaden TCD-UCD Alliance and further expand to include the Dublin, Pillar 1 Institutions	• Members approve governance regional plan • Agreed framework for joint programme delivery • Agreed framework for graduate research training • Expand entrepreneurship and training • Mapping of complementarity	Established structure of the UCD-TCD Innovation alliance and associated governance. Innovation Academy joint programmes	***Governance regional plan.*** A governance regional plan was agreed by the partners. ***Agreed framework for joint programme delivery.*** A framework for joint programme delivery was agreed resulting in in the approval of a new joint programme between UCD and TCD: the MSc in Comparative Social Change. The first intake of students was in Sept 2016. A joint MSc in Nursing and Palliative Care, was developed by UCD and TCD. This joint programme received approval in UCD. ***Agreed framework for graduate research training.*** A framework for graduate research training was agreed and is operational in the institutions. ***Expand entrepreneurship and training.*** This has been achieved through dialogue and discussion where there is an acknowledgement among the partners that this is a key area of government policy, and when appropriate opportunities arise they will be developed collaboratively at both undergraduate and graduate levels. The Atlantic Bridge, €60m growth technology fund, led by UCD and TCD was established. ***Mapping of complementarity*** Opportunities for ongoing complementarity at disciplinary graduate level are continuously under review under the UCD-TCD alliance and with the Dublin, Pillar 1 Institutions.	

| Constitute and establish The Institute of Education involving TCD, UCD, NCAD and MIE | • Agreed Implementation strategy
• Outline plan
• New programme development
• Research strategy
• Alignment of processes | Agreement to establish Institute, Steering Group established and programme of work under way | A Steering Group was convened and a programme of work was developed across a range of areas including initial teacher education provision; continuing professional development and research clusters/synergies.

Approval of joint PME by Teaching Council.
This joint programme was designed and developed reflecting best pedagogical practices and research strengths of each partner in terms of placement provision and core curricular content. UCD provided strong leadership in guiding this process during 2016 by guiding, supporting and resourcing the development of a joint PME covering primary and post primary teacher education offered by the four institutions. The Teaching Council of Ireland was consulted about this proposal which they welcomed and viewed as an innovative approach to teacher education covering primary and post primary provision. As the Teaching Council of Ireland was undergoing a review of its own accreditation processes, it decided to review this proposal under the new accreditation guidelines which had not been finalised in 2016.

Continuing Professional Development (CPD).
An agreed position paper on CPD was presented on behalf of the four partners to the Teaching Council of Ireland. Each institution is very experienced in this area and CPD is a key policy area under development by the Teaching Council of Ireland.

Research Synergies
There was agreement among faculty across the four institutions to explore the potential for research and engagement, and a number of meetings took place including a research seminar held in Marino to advance this agenda. A joint research bid was submitted to the HEA Path Fund by the four institutions with a focus on enabling access by disadvantaged groups to initial teacher education.   Faculty across the institutions continue to collaborate on research publications. | |

| Achieve a regional approach to admission and progression of under-represented students through the DRHEA | Increased participation by non-traditional students in the region's HEIs | By end 2013, it is expected that the DHREA WP will have produced a glossary of educational terms a regional database of information and guidance sources for adults a matrix describing the different admission processes in all member HEIs | ***Glossary of educational terms, a regional database of information and guidance sources for adults, a matrix describing the different admission processes in all member HEIs*** Research was conducted by UCD and TCD on the effectiveness of existing community engagement and outreach activities, which identified priority areas where the DRHEA WP HEIs could collaborate on community engagement. The networks and resources developed by the project remain. ***Increased participation by non-traditional students in the region's HEIs*** While the institutions have worked hard to increase the participation by non-traditional students in the region's HEIs it is generally acknowledged that this requires more sustained engagement. Much progress has been achieved in this area despite resource constraints. ***Opportunity for dissemination of initiatives and activities*** UCD hosted the European Access Network's Silver Jubilee Conference. The partner institutions were involved at various levels. The preparations for the conference involved collaboration across the HE sector. Colleagues across the sector were invited to disseminate their practices and initiatives. Over the course of three days, fifty speakers shared their knowledge and expertise with 200 conference delegates from across Europe, the USA, Canada, Brazil, South Africa, and Australia (EAN & University College Dublin, 2016). **Collaboration in relation to feeder schools.** Cooperative policies and practices were developed between UCD and TCD in relation to working with feeder schools representing diverse groups who require additional support to access university. This cooperation is ongoing. | |

Develop bi-lateral collaboration between UCD and IADT	• Agree academic and research plan up to and including establishment of recognised college • Agreed framework for module sharing	MOU signed	***Agree academic and research plan up to and including establishment of recognised college*** A plan was agreed between both institutions. After discussion, it was considered appropriate to initiate a number of planned and shared activities prior to developing a formal MOU. Work commenced in 2016 on the design and development of a Masters in Spatial Arts and Visualisation (jointly run with NCAD). A pilot programme commenced in the academic year 2016/17. Tripartite discussions were initiated to deal with issues around programming/timetabling, oversight, quality control etc. IADT academics have collaborated with UCD faculty on a number of seed-funded projects in the area of Visualisation. This collaboration was highly beneficial for the duration of the projects as indicated in the final reports. ***Agreed framework for module sharing.*** This has been agreed. UCD and IADT faculty are very active in the Inclusive Design Research Centre (IDRC) activity strands including shared supervision of PhDs students. IADT academics are involved in Creative Arts and Critical Cultures Centre. **Conference** Academics from UCD presented papers at the IADT conference "The Other 1916" as part of IADT's Commemorative events programme in June 2016.	
Develop trilateral collaboration for provision of creative arts and media education in the Dublin Region	• Members approve governance plan for cluster • Agreed framework for Joint Programme Delivery • Provision of education crossing creative, innovative, design thinking and entrepreneurial development in the Dublin Region	Collaborative module between UCD Science and NCAD – Tunnelling Art and Science (PHYC30340) Collaboration between UCD Research and IADT	***Members approve governance plan for cluster*** This was achieved. ***Agreed framework for Joint Programme Delivery*** This was achieved through provision of the collaborative module entitled *Tunnelling Art and Science (PHYC30340)* between UCD Science and NCAD. The development *of Masters in Spatial Arts and Visualisation* occurred within this framework.	

| | | – 'Faces of Research' video development

Agreed relationship between UCD and NCAD, and between UCD and IADT. Initial dialogue on wider alliance to begin in 2013 | Access to modules across the three institutions was achieved.
Opportunities for cross disciplinary and cross-institutional student engagement was achieved through the development of the masters programme already referred which has not yet commenced.

Faculty from UCD, NCAD and IADT worked collaboratively to plan a summer school with Temple University due to take place in 2017.

Provision of education crossing creative, innovative, design thinking and entrepreneurial development in the Dublin Region
Collaboration between UCD Research and IADT – 'Faces of Research' video development.

The planning phase for the cross institutional coordinated 'end-of-year' exhibition in public space (e.g. Dun Laoghaire County Hall/Dublin City Council space) took place in 2016. It is anticipated that the exhibition will be held in 2017.

The membership of the Centre for Creative Arts and Critical Cultures is drawn from UCD, NCAD and IADT. This network had worked throughout 2016 to identify funding opportunities and develop associated projects in this area.

During 2016 various options were explored to offer flexible learning entrepreneurial development and training programme/opportunities for students. The introduction of the Artists in Residence in each College in UCD during 2016 reflects the level of cooperation achieved between the institutions in developing **creative**, innovative, design thinking and entrepreneurial development which was highly beneficial and successful.   In addition, the institutions continued to explore opportunities in 2016 to secure industry sponsored projects drawing on the existing potential offered by the collaboration.
Plans were developed during 2016 to establish an annual cross-institutional end-of-year exhibition and host an annual | |

			public lecture series. Work is ongoing in relation to these initiatives. A joint exhibition of students work formed part of the European Access Network Conference in June 2016 hosted by UCD ***Agreed relationship between UCD and NCAD, and between UCD and IADT.*** The successful cooperation and activity continued apace during 2016. Dialogue and discussion has continued among the institutions and where collaboration and cooperation can be achieved within the contextual constraints of each institution every effort has been made to develop that.	

2. Participation, equal access and lifelong Learning

UCD continues to make progress to becoming "a pre-eminent diverse and inclusive scholarly community of students, faculty and staff"[1]. The University is proud to record that 28.5% of the under-graduate student population of over 16,000 is drawn from targeted under-represented groups. Notwithstanding this achievement, a target of a 33% participation rate by 2020, has been set.

The University is developing a universally designed and inclusive approach to access and participation. Fundamental to this is the belief that equality of access extends beyond entry to include access to an inclusive learning environment, designed for the full range of human diversity, rather than a perceived notion of a typical or so-called 'traditional' student. Consequently, the University's aim is to be a fully inclusive university, with all aspects, including the educational experience, student supports and facilities, as well as the built and technological environments, designed around the needs of all students. This approach would ensure that access is embedded and mainstreamed throughout the University and, as a result, would be promoted, supported and the responsibility of all[2&3].

UCD is on a journey towards the realisation of this ambition, recognising that such changes do not happen without systemic and dedicated support. Key governance and structural changes have taken place across campus. Actions are evident across key institutional dimensions including, infrastructure, academic integration, student support, data and research, as well as engagement and outreach. Critical to this change process has been the formation five years ago of the Widening Participation (WP) Committee[4]. This Committee is aligned with the University's programmes structures, with Programme Deans holding responsibility for the implementation of policies in teaching, learning, assessment, and widening participation. The structures of specialised services for a range of student groups, e.g. students with disabilities, adult learners, part-time learners and students from disadvantaged backgrounds have also been amalgamated and are now located in the new Centre for Access & Lifelong Learning. The role of this Centre is to be a bridge to the university community, providing support and expertise to enable mainstreaming.

The mainstreaming approach has the potential to transform the University community. However, the University faces considerable challenges, not least the ongoing financial constraints, which have restricted the recruitment of staff, the expansion of part-time provision, and the extension to student initiatives, such as engagement and outreach.

The absence of state policy and funding for part-time under-graduate provision remains a significant impediment to expansion, and an on-going barrier to higher education for particular sections of the population. The University's engagement and outreach efforts are also hampered by funding limitations, which curtail the number of communities and families that can be reached.

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[1] University College Dublin. (2015). *UCD Strategy 2015-2020*. Dublin: UCD. Retrieved from http://www.ucd.ie/strategy2015-2020/documents/UCD-Strategy2020-Singles.pdf.

[2] HEA. (2015a). *National Plan for Equity of Access to Higher Education, 2015-2019*. Dublin: Higher Education Authority.

[3] Kelly, A. (2017). *An Analysis of the Implementation of National Access Policy to Integrate and Mainstream Equality of Access in Irish Universities - through the Lens of Inclusive Design*. University College Dublin.

[4] UCD Widening Participation Committee - chaired by Grace Mulcahy, Professor, UCD School of Veterinary Medicine.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	
Increase the number of students present from underrepresented groups through embedding participation, access and lifelong learning into the policies and practices of both academic units and professional support units	Number of enrolments of target under-represented group	1,888	2,050	
	Mature/older learners	320	317	
	Students with disabilities	318	397	
	Socio-economically disadvantaged	500	615	
	Number of part-time/flexible (under-graduates only)	750	893 (+173 Open Leaning students, classified as Occasional)	
Increase the number of students present from underrepresented groups, through **embedding participation, access and lifelong learning into the policies and practices of both academic units and professional support units**			**University Strategy** • Embedding of diversity and inclusion goal in Strategy • Establishment of Widening Participation Committee and alignment with Programme Boards • Amalgamation of specialised services for under-represented students • Opening a new Centre for Access & Lifelong Learning **University Infrastructure** • Campus accessibility audit identified priorities: programme of minor accessibility works has been carried over a period of severe financial constraints • Implementation of accessible signage strategy for nine building on the Belfield campus is underway Production of *Getting Around UCD Videomap Series*, showing the accessible routes around the Belfield campus	

			Academic Integration
			• UCD's enrolment planning process now includes targets for under-represented student categories. Further integration with the Academic Schools' budget planning process is underway.
			• Curriculum Review and Enhancement Process to improve coherence of the taught programme portfolio addressed inclusion issues, e.g. embedding Universal Design, producing accessible Blackboard materials, and developing inclusive assessment strategies
			• A *Guide to Universal Design*, showcasing examples of inclusive design in pedagogical practices across UCD will be published in summer of 2017.
			• The University Access course for Science, **Engineering & Agriculture** is now mainstreamed, and forms part of the suite of programmes offered by the College of Science. A similar process is underway for the University Access course for Arts & Social Science.
			• The University's offers a range of under-graduate part-time education[5]. Access to part-time education has been traditionally provided by Adult Education. This provision has been reimagined as UCD Open
			Learning. This innovative process has opened Horizons modules, is mainstreamed and offered by 25 Academic Schools. Students can opt to take a certificate or diploma qualification or alternatively they may audit modules. Progression pathways to degree programmes are in development.

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[5] Business Studies/Bachelor of Business Studies, BA Part-Time Degree, Certificate in Safety and Health at Work, Certificate in Drug and Alcohol Work, Certificate in Women's Studies, and Diploma in Women, Gender and Social Justice, as well as the Innovation Academy's under-graduate Elective modules, i.e. Introduction to Creative Thinking, and Entrepreneurial Endeavour

			Student Support	
			UCD offers a wide range of supports for all students[6]. Also, a range of specialised supports for under-represented students is offered by the Access & Lifelong Learning Centre. These are primarily designed to enable students in their first year to become independent learners and include, needs assessment, specialist orientation, academic skills, learning support, disability, assistive technology, digital tools for learning, and financial supports[7]. Temporary examination supports due to recent injury or illness are also offered.	
			• A scholarship programme is offered. Three scholarships to students who participated in UCD Future You run in 'link' secondary schools[8]. Eighty-one Widening Participation Scholarships awards were made in 2016/17, with an average financial award of €1,500 per student per year of study. These scholarships have been mainstreamed and form part of the UCD Entrance Scholars' ceremony (See Case Study 1). The number of under-graduate entry routes has been extended to include six targeted entry routes, i.e. HEAR, DARE, University Access, Mature Years, Open Learning and Lifelong Learning. All are featured in the UCD Prospectus and a *Pathways to UCD* video has been produced	

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[6] Library Services, the Mathematics Support Centre, the Writing Centre and the UCD Student Advisory Service
[7] **Student Welfare Fund/**Student Support Fund
[8] Ballyfermot, Tallaght, Crumlin and Clondalkin, Sallynoggin, Cabinteely and Ballinteer

			Engagement, Outreach and Impact • UCD has launched a campus-wide initiative, *UCD in the Community*, to strengthen relationships and work collaboratively and mutually beneficial way, contributing to positive and sustainable social outcomes • UCD offers a *Cultural Partnerships Programme*, in conjunction with the National Library of Ireland, dlr *LexIcon*, the new Central Library and Cultural Centre in Dun Laoghaire, the National Museum, and Hugh Lane Gallery. Through these arrangements, academic experts provide a window to a wide range of topics, material and facilities, which enriching the lives of all students • The University offers a wide variety of student-focused events, including Open Days/Evenings and Summer Schools.	
			The University through the ALL Centre has reshaped its engagement and outreach strategy and now works holistically with all community members, including adults, parents, as well as younger and older children, in selected communities within in the Dun Laoghaire Rathdown, and South Dublin Council districts. Three community-based groups have been established in the South Dublin Council district; Ballyfermot, Crumlin & Greenhills, and Tallaght West. A Traveller initiative has also been established in the Dun Laoghaire Rathdown Council district, and includes the Southside Traveller Action Group and IADT (see Case Study 2)	

| | | | • UCD's Future You Peer Mentoring programme, generously funded *by Citi Foundation,* targets 16 DEIS secondary schools. This initiative's evaluation confirmed that the value of such an approach[9]. Current funding expires in April 2017, and the University is actively seeking a new sponsor.

• A recent evaluation has been carried out on the DARE entry route. Dr Lisa Padden and Ms Julie Tonge's study - *A Review of the Disability Access Route to Education in University College Dublin, 2010-2013* - has been accepted for publication in the International Journal of Disability, Development, & Education.

Dr Bairbre Fleming is undertaking a study of the Mature 'entry route: it is anticipated that the report will be available in 2019 | |

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[9] McNally, S., & Downes, P. (2016). *Evaluation of University College Dublin's Future You Peer Mentor Support Access Initiative*. Dublin: Centre for Educational Disadvantage

3. Excellent teaching and learning and quality of the student experience

UCD has made significant progress during 2012-2016 in creating an excellent teaching and learning environment and in improving the quality of the student experience despite the worsening staff-student ratio and continuing constrained funding environment.   A key objective has been to facilitate greater student engagement and support effective transition of first years into higher education. This has been achieved through the successful peer mentoring initiative and the increase in the percentage of first years progressing. The role played by our 12 Student Advisers has been key to the success. In addition to UCD's national commitment to providing excellent student accommodation was reflected in the provision of on campus accommodation to all CAO entrants who requested it.

Responding to the national context, UCD has continued its work as a partner on the All Aboard project (funded by the National Forum for the Enhancement of Teaching & Learning). During 2016 UCD underwent a curriculum review process of all undergraduate and graduate taught programmes (circa 600). Programme teams engaged in a holistic curriculum review process) leading to action plans with a view to enhancing the educational experience of all our students. UCD Teaching & Learning ran a series of well attended continuing professional development workshops for faculty, tutors, postdoctoral & research fellows and PhD supervisors which served to embed a strong commitment to teaching and learning across all staff, regardless of career stage.   The establishment of a Learning Innovation and Academic Development Centre (ILIAD) proved to be a challenging objective given worsening staff-student ratios and early retirements. Resources were therefore focussed on immediate needs, developing areas in teaching and learning that would be sustainable with a view to the future consolidation of those achievements in a newly configured Centre for the Study of Higher Education. UCD's commitment to Technology Enhanced Learning (TEL) has continued, with an annual TEL week and EdTECx workshops well received by staff as was our annual Teaching and Learning Symposium.   A new 'Learning Through Research' seed funding scheme was introduced in 2016 with more than €60,000 competitively allocated to nine projects. Jointly sponsored by the Registrar and the VP for Research, Innovation and Impact, this continuing scheme aims to embed research more deeply in UCD's undergraduate curricula.

The vibrant student community has experienced outstanding success in both sporting and cultural activities. Students have excelled at national, international and Olympic levels in sports. UCD Symphony Orchestra has performed in Christ Church Cathedral and the National Concert Hall and UCD Choral Scholars have enhanced the cultural life of UCD through regular performances including the *Choral Celebration of Christmas* concert in Newman University Church, releasing a 2016 CD, *INVISIBLE STARS,* which has received acclaim both nationally and internationally.

One of the innovative learning experiences has been the emergence of communities of practice where staff have responded to a challenging context and discovered new ways of supporting and enhancing student experience.   During 2016, the Student Advisers formed their own community of practice to share knowledge, train as a team and develop skills, but staying proximal to students and programmes. An online Teaching and Learning Community of UCD faculty and staff (circa 350 members) was also established and provides a forum for teaching and learning related announcements, sharing of resources and discussion. These initiatives are now being replicated across the university through UCD Agile (a strategic initiative to embed a culture of e customer –focus value-driven change across the University) and the learning from these communities of practice will inform and enhance the work of the university in supporting the educational and wider experience of students.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	
To facilitate and support effective student engagement and transition into Higher Education in the First Year.	Monitoring will include: Irish Survey of Student Engagement (ISSE) engagement scores Peer mentor: new student ratio Proportion of students progressing	Report of ISSE 2013 Peer mentor: new student ratio 1:8.3 Proportion of students progressing – 83.8 for 2012/3	To facilitate transition to UCD all CAO entrants, who requested accommodation were offered a bed on campus. All new undergraduate students involved in orientation including being assigned a peer mentor. Percentage of students rating their experience in ISSE as good or excellence has increased in the period since 2013 to 82.3%. At the end of 2016 the peer mentor: student ratio was 1:8.8 and the proportion of students progressing was 85%.	
Establish a UCD Learning Innovation and Academic Development Centre (ILIAD)	To be established	Dispersed research and scholarship of pedagogy across the University. Fellowships in Teaching and Academic Development	Following a scoping and consultation process, UCD has taken the decision not to proceed with the establishment of ILIAD in its proposed format. Preliminary discussions began at the end of 2016 with a view to establishing a Centre for the Study of Higher Education.	
Improved academic staff development and training to support innovative and effective teaching and learning and pedagogic approaches	We will expand performance indicators to include measures such as: - Proportion of new staff trained - Proportion of experienced staff extending their skills Proportion of staff engaged in CPD activities		Increased participation in CPD for those in a teaching role: - Graduates from accredited programme in University Teaching & Learning – 67 - Registered to accredited programme in University Teaching & Learning – 34 - Tutors completing Tutor Training (workshops) – 133 - Completion of *Preparing to Teach* (accredited module) for PhD tutors – 12 - Postdoctoral & Researcher Fellows Seminar Series – 19 - Technology Enhanced Learning (TEL week & EdTECx workshops) – 331 - Research Supervisors Support and Development Programme- 35	

Our annual Teaching and Learning Symposium in April 2016, entitled 'Learning Through Research', was highly rated by attendees (comprising 100 faculty and staff). This one-day interactive event offered insights on international best practice, as well focusing attention on an emerging institutional model for research-based education and associated of good practice examples.

The 'Teaching Strategies for Success' video series was completed in 2016, featuring colleagues from a range of disciplines sharing their teaching insights with the UCD community. The videos have been viewed 2671 times (as of 03/04/17) and are an important addition to a rich and growing repository of UCD examples of practice.

An online Teaching and Learning Community of UCD faculty and staff (circa 350 members) provides a forum for teaching and learning related announcements, sharing of resources and discussion.

At a national level UCD continued its work as a partner on the All Aboard project (funded by the National Forum for the Enhancement of Teaching & Learning). In its final evaluation report on the project (Feb 2017) the international review panel states:
- "This is an extraordinary project of enormous capabilities and potentials, many of which have already been met by the members, even before its completion. Its impact both at a national scale and internationally is impressive and keeps developing."

UCD embarked on a major Curriculum Review and Enhancement process of all undergraduate and graduate taught programmes (circa 600) in 2016 Over the course of 2016 programme teams engaged in a holistic curriculum review process (including curriculum mapping), leading to action plans for enhancement. Identified enhancements will be implemented in time for the 2018/19 academic year.

			Over €60,000 was allocated to nine projects on a competitive basis under a new 'Learning Through Research' seed funding scheme. Jointly sponsored by the Registrar and the VP for Research, Innovation and Impact, this scheme aims to embed research in UCD's undergraduate curriculum. 35 PhD supervisors undertook the Research Supervisors Support and Development Programme, which is a collaboration between UCD Graduate Studies and TCD Teaching and Learning Academy. Approximately half of the participants on the programme were new and inexperienced supervisors.	
Provide support services to meet the needs of students.	This includes a range of measures including waiting time for counselling, access to medical and support services, requests for student funding etc.	Current levels of service	***Support Services in General*** - Levels of service were maintained. - In addition to counselling and access to medical and support services a number of initiatives were introduced through the Student Adviser Support service which included Solution Focused Brief Therapy; Training in delivering brief interventions based on student strengths, Dublin Rape Crisis Centre Training for Student Advisers dealing with students in the aftermath of trauma & ASIST (Applied Suicide Intervention Skills Training) – Training in dealing with students expressing suicidal ideation. - ***UCD Student Financial Aid*** - UCD distributes financial aid to students through two primary funds, the UCD Student Support Fund, which is means tested and open to all full time EU students and the UCD Student Welfare Fund which is targeted at any student facing unexpected financial difficulty due to circumstances beyond their control. The monies for these funds come from the HEA and from student fines, contributions from staff, students and alumni and other miscellaneous donations. These funds are managed by the UCD Student Advisers who assist students in making applications as appropriate. - Since 2013 the application process for all internal UCD financial aid has been streamlined to improve visibility, increase accessibility and efficiency and reduce	

administration.   Students now apply through their SISweb account and applications are assessed, reviewed, approved, or not as the case may be, and payments made through one portal.   Payments to successful applicants can now be made within 10 days, reduced from a 6-week process in 2013.
- During the academic year 2015/16 537 students applied for the Student Support Fund and 410 students received a grant of 500 Euro.   This was a slight increase in the number of successful applicants from 2012/13 (536 applications and 395 grants awarded), due to the streamlining of the application process and the clarity of eligibility criteria.
- A total of 295 students faced unplanned financial issues in the academic year 2015/16 and with the guidance of their Student Adviser applied to the Student Welfare Fund.   170 students received grants supporting them in continuing their studies for the remainder of the academic year.   This figure has been decreasing slightly year on year since 2013, possibly reflecting the improving economy.

Counselling Services
- A service demand increase in counselling via the UCD Health & Counselling Clinic has seen a 15.8% rise in appointments from Semester one 2015 to 2016. A proactive and immediate response was issued whereby an external service provider was source to deal with the shift in demand reducing waiting time frames considerably. The University's vision is to ensure we have in place a comprehensive suite of word-class student support measures and services. A committee has been tasked with overseeing a review of our student mental health supports through the appointment of an external agency with expertise in conducting a needs-analysis of current service provision. The time frame for review and implementation is set for completion in mid-2017.

4. High quality, internationally competitive research and innovation

Research

Excellence in research and innovation are central to all that we do in UCD, drawing on the range and depth of our disciplines, the commitment of our community and the strength of our partnerships to deliver impact and value in areas of importance and opportunity. This ambition is set out clearly in our strategy to 2020. The institutional objectives and associated performance indicators in our Compact with the HEA reflect our ambitions for excellence in research and our actions to ensure it delivers impact across all of the dimensions noted above. Across all measures UCD has exceeded its Compact targets. This reflects a strong research performance by the university and given increased global competition in the international research arena and a challenging national funding environment, this performance is all the more laudable.

UCD continued its strong performance in the field-weighted citation impact of our research from a baseline of 1.3 to 1.64, 14% above the target for the compact of 1.5. A sustained focus on the quality of our research, selection of the field-weighted citation impact measure as a UCD KPI, internal initiatives to support academic staff to publish in the highest quality outlets and the outstanding commitment of UCD researchers, have all contributed to this success. In our previous report, we sounded a note of caution that while our research outputs and funding performance are strong, they are built on a precarious base of infrastructure and core funding. In terms of both funding and field weighted citation impact UCD's performance is plateauing and dropped slightly in 2016 over 2015. We now need to urgently reinvest in our base and cannot do so without national investment in core funding and in the ambition set out in *Innovation 2020.*

Over the last 3 years our research funding base has stabilised with new awards of around €100M. Of this, over 30% is from non-exchequer sources. Diversification of the funding base is underpinned by a strong performance in Horizon 2020 and increased funding from industry sources. UCD, along with other national HEIs has significantly improved its performance in EU funding, ensuring the sector is on track to deliver against the ambitious national target of €1.25bN set at the beginning of the programme. Brexit is a significant risk to this position and while nationally, the UK are partners in 14% of awards to Ireland, in UCD this figure is 45%. Our partnerships with the UK are critical to us and we welcome agency initiatives to develop bilateral funding programmes between Ireland and the UK. We also welcome the inclusion of research and education in the Government's May statement of Brexit priorities.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	
Continue to develop UCD's international reputation as a leading research intensive university	Publication Impact (UCD's publication impact currently stands at 1.3. UCD intends to improve this index over the period in selected disciplines. Work is still required to identify these disciplines)	1.3 (35% above world averages)	Final Target: 1.5 50%above world averages 2010-2014: 1.69 (69% above world average) 2011-2015: 1.71 (71% above world average) 2012-2016: 1.64 (64% above world average) Target of 50% above world average exceeded	
	Open Access: number of UCD publications in RIAN.ie	2300	Final Target: 7000-9000 7,113 (Dec 2016) Target achieved	
	Prestigious research awards: ERC, Marie Curie etc. (cumulative awardees)	45	Final Target: 80 Achieved: 108 16 ERC & 92 Marie Curie Awardees; Source RMS Grants Target of 80 exceeded	
Faculty of the future – attract, retain and support the development of the academic faculty to address global challenges.	Strategic recruitment of faculty	0	Final Target: 10 Achieved: 16 Professor SARAH PRESCOTT COLLEGE PRINCIPAL Professor MICHAEL O'NEILL, ICON Professor of Business Analytics; Professor ANNETTE FUCHS DIRECTOR OF HII Professor DAVID WOOLNER MARY BALL WASHINGTON FULL PROF/AMERICAN Professor THILO KROLL FULL PROFESSOR OF HEALTH SYSTEM MNGMT Professor JIM CAMPBELL FULL PROFESSOR OF SOCIAL WORK Professor LIAM DELANEY AIB CHAIR OF BEHAVIOURAL ECONOMICS Professor JAMES DEVENNEY MCCANN FITZGERALD PROFESSOR OF INTERNATI	

			Professor RONAN CAHILL PROFESSOR OF SURGERY Professor ANNE KEEGAN PROFESSOR Professor EILISH MCAULIFFE FULL PROFESSOR Professor ROBERT STASZEWSKI FULL PROFESSOR IN ELECTRONIC CIRCUITS Professor MÁIRE B NÍ ANNRACHÁIN FULL PROF OF MODERN IRISH LANGUAGE & LIT Professor KATHLEEN JAMES-CHAKRABORTY FULL PROFESSOR Professor ROBERT SHORTEN FULL PROFESSOR Professor RONAN POWELL FULL PROFESSOR	
Ensure sustainability of a diversified research funding base	Raising 30% matched funding from non-Exchequer sources	64%:36%	Final Target: 70%:30% (+/- 10%) 69%:31% €74.3m Irish Exchequer & €32.7 Non-Exchequer in financial year 2015/16 Source RMS Grants	
To foster greater innovation amongst UCD staff in order to disseminate effectively UCD's knowledge base while increasing enterprise and community engagement	Total numbers of UCD staff that participated in innovation programmes	Total numbers of UCD staff that participated in innovation: 50	Final Target: 70 Achieved 149	
	Number of inventions, disclosures and **patent** applications	Number of inventions, disclosures and **patent** applications: 70	Final Target: 83 Achieved 94	
	Number of spin-out companies	Number of spin-out companies: 3	Final Target: 3 Achieved 3 We are continuing to focus on high quality spin-outs that create employment at scale and profile for UCD and for Ireland's innovation system. A UCD spin-out that worked collaboratively with IBM was winner of the last AmCham RIA award for R&D in the HEI category.	

To develop innovation and entrepreneurship in students	Numbers of UCD students participating on innovation modules	Numbers of UCD students participating on innovation modules: 209	Final Target: Numbers of UCD students participating on innovation modules: 262 Academic Year 2015/16: 651 Students participated on innovation modules Academic Year 2016/17: 555 Students participated on innovation modules This is an exceptionally strong performance and demonstrates the University's commitment to integrating innovation with education and student recognition of the value of these modules.	
	Numbers of UCD students that participated in innovation programmes	Numbers of UCD students that participated in innovation programmes: 10	Final Target: : 40 Academic Year 2015/16: 293 Students participated on innovation programmes Academic Year 2016/17: 243 Students participated on innovation programmes As is very visible from the data, we are seeing an exceptional level of interest and involvement of students in innovation programmes. Through initiatives such as Start-up Stars we have accelerated student activity in informal engagement in innovation programmes.	

5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

The University is strongly committed to developing Ireland as a Global Innovation Leader. UCD's *Strategy 2015 – 2020* closely reflects the national aspirations identified in *Innovation 2020* and identifies ways in which this will be delivered through innovation, by engaging with enterprise, developing talent, managing intellectual property and collaborating nationally and internationally. During 2016, UCD launched its impact services, training and toolkits to enable our academic staff to plan pathways to impact when developing their research ideas and capture and communicate delivered impacts afterwards. These internal supports complement our leadership in the area of public engagement. UCD was a cofounder of the annual SciCom conference that seeks to build national capacity for communicating research. During 2016, we launched the Science Apprentice series of books, distributed through the Irish Independent and targeted at increasing interest in STEM among primary school children. The methodology used to assess the impact of the intervention was presented nationally and internationally as an exemplar in the field of public engagement.

During 2016, we have particularly focused on developing our organisational capability around public involvement in research, particularly focusing on patient involvement in medical and public health research. The Institution was successful in a bid for funding from the Wellcome Trust to develop and embed this capability.

The development of UCD is closely linked to the development of the Irish State and many staff, students and graduates of University College Dublin played a pivotal role in the discourse and actions that took place at its foundation. As a major holder of archives of national and international significance relating to the period 1912 to 1923, UCD played a significant role in the Decade of Centenaries commemorations informing national debate and bringing an independent voice to an important national discourse.

UCD continues to be lead in enterprise development and entrepreneurship. Building on the strength of the Nova brand, we are expanding our engagement with industry through a range of strategic partnerships and co-funded research programmes. During 2015 and 2016, UCD built industry consortia in areas of manufacturing, personalised medicine, food, smart agriculture and the bioeconomy. We proposed 4 SFI Centres across these areas, 2 were awarded funding in the most recent round and 1 is approved for funding, while another secured over €17M in an SFI-funded strategic partnership. We are also continuing to develop the national ecosystem for start-ups and

- Industry engagement – strategic partnerships, colabs, SFI Centres.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	
To strengthen UCD's links with industry and other organisations to maximise the impact of UCD's knowledge and expertise to benefit Ireland in the wider world.	Number of UCD research partnerships with industry of greater value than €25K	Number of UCD research partnerships with industry of greater value than €25K: 40	Final Target: Number of UCD research partnerships with industry of greater value than €25K: 55 Achieved: 41 While this is below the original target of 55, it is consistent with our strategy to focus on a smaller number of higher value partnerships. In many instances these are multi-annual partnerships, so while each one is counted only once in this metric, the impact of the partnership is over a number of years and generally at a scale significantly larger than €25K. For example, one partnership among the 41 reported is for over €4M in cash and approx. €10M in kind from a single partner.	
	Total number of licence agreements	Total number of licence agreements: 12	Final Target: Total number of licence agreements: 15 Achieved: 22 Licences remain strong and are evidence of the internationally competitive outputs of our research base and the capability of a strong professional technology transfer team.	
	Numbers of enterprise and community engagement events held	Numbers of enterprise and community engagement events held: 10	Final Target: Numbers of enterprise and community engagement events held: 25 Achieved: 100+ As further noted in our commentary we have accelerated our public engagement programme and the strong results here are evidence of our commitment to this area.	

6. Enhanced internationalisation

Continued promotion of UCD as "Ireland's Global University" has ensured that the university is well-positioned to deliver on its Global Engagement Strategy 2016-2020. In support of UCD's key objectives in research and innovation and teaching and learning, this strategy seeks to enhance the international culture of UCD, further develop its global reputation, and increase the impact of UCD scholarship and research on key global issues. With significant global reach in its current activities, UCD has set the following five objectives over the coming period:

- Develop a distinctive global culture which will encompass all aspects of university life;
- Extend and develop strategic relationships to enhance our global engagement;
- Grow our global reputation for excellence in education, research, innovation and impact;
- Increase the global impact of our scholarship, research and innovation, and
- Further develop an enabling environment for UCD's global activities.

The achievement of these objectives is supported by a range of support structures and initiatives within the institution, not least a network of four Global Centres established in countries and regions of strategic importance to the university (USA, China, India and Malaysia). Within UCD, regional steering groups have been put in place to ensure the most effective coordination of the university's international engagement across Colleges and support units. A Global Partnerships Working Group has also been convened to propose new governance and management frameworks for institutional partnerships. As one example of outreach beyond the institution, President Deeks has recently been elected to the Administrative Board of the International Association of Universities. UCD is proud to provide education to the largest cohort of international students of any Irish institution. Its success in terms of international student recruitment (for both its Dublin campus and overseas programmes) is testament to a professional service approach, efficiently coordinated internally and benchmarked against international best practice. UCD also coordinates a large outbound mobility program for staff and students, and received excellent feedback from the HEA for its management of Erasmus+ mobility programmes in the 2015-2016 year.

With such a large population of international students, UCD naturally takes its responsibilities in relation to the student experience very seriously. Participation in the International Student Barometer (ISB) survey ensures that the university can benchmark international student satisfaction nationally and against key international comparator institutions. International student feedback from the most recent ISB survey (conducted in Autumn 2016) is informing improvements to academic programming and service delivery across UCD.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	
Increase the number of international students undertaking programmes of study at UCD	Number of international students at UCD	5000	Final Target: 6000 Academic Year 2015/16: 7,038 International Students. (of which 6,150 are full-time) Further 5,591 On overseas campuses. Academic Year 2016/17: 7,645 International Students. (of which 6,618 are full-time) Further 4,947 On overseas campuses. Excellent progress was made, with the final target to end 2016 well exceeded. The international student cohort were recruited from a wide geographical base contributing to the diversity of the UCD campus. UCD's four Global Centres are playing an increasingly important role in attracting international students. Responses from a recent (Autumn 2016) International student barometer survey indicates a high level of satisfaction with UCD.	
Expand opportunities for UCD students to spend 1 or more semesters away from their home campus	Numbers of UCD students to spend 1 or more semesters away from their home campus	553	Final Target: 600 Academic Year 2015/16: 623 Students participated in an Erasmus or other Exchange programme Academic Year 2016/17: 655 Students participated in an Erasmus or other Exchange programme The final target to end 2016 was exceeded. UCD recruited senior staff to oversee our mobility programmes and enhance our support systems. Enhancing mobility is a key priority in UCD's Global Engagement strategy.	

7. Institutional consolidation

In the context of significant financial challenges within UCD and NCAD, significant progress has been made in embedding NCAD as a recognised college of UCD. As reported previously, the clarity provided in relation to the lack of funding to facilitate merger has allowed the relationship to be reframed within the Regional Cluster outlined earlier in this document as more formally within UCD by the embedding of the relationship within the framework of the Universities Recognised Colleges Statutes.

The final steps in this are scheduled for completion in 2017, including
- signing of a new MoA,
- the institutional review of NCAD scheduled for Feb 2017 fulfilling requirements under the QQI act 2012
- changes in the University regulations to incorporate the different requirements of NCADs pedagogy,
- agreement to work towards alignment of academic calendar and schedule to better facilitate cross institutional teaching (noting that this cannot be achieved in the short-term)

Given that the relationship will not involve institutional consolidation, the future development will be in the context of NCAD as a recognised college of UCD and as part of the HEA regional cluster strategy.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	
Deepen relationship with NCAD	tba	tba	As described in the last report, the relationship has been fully defined in the context of NCAD as a recognised college of UCD and as a partner in the Regional Cluster described in section 1 In this vein, Institutional Review is Scheduled for Feb 2017 under the requirement of the QQI act 2012. Significant progress has been made and is due to be finalised in 2017 in relation to embedding Governance structures within the overall University structure as part of the mainstreaming the recognised college relationship. Revised and updated MoA due for completion and approval in 2017. Development of a framework for cross institutional initiative development.	

Mission Based Performance Compact
University College Dublin
And
The Higher Education Authority

Strategic Dialogue – May 2017
Case Studies

Set out below are a number of case studies as requested by the HEA. Given the scale of UCD, these case studies represent only a tiny fraction of the material which UCD can make available if requested. Furthermore, only summary details are included in this submission. If the HEA wishes to obtain further details on these cases or seeks information on case studies in other areas, UCD will be delighted to supply same

Participation, Equal Access and Lifelong Learning

Case Study 1: Scholarships

The Widening Participation Scholarships are awarded to students admitted through a range of access routes, who demonstrate that they have overcome significant barriers and challenges in order to pursue their education. Typically, the scholarships are awarded to students from socio-economic disadvantaged backgrounds, students with a disability, and mature students. The application process is competitive and merit based, with applicants required to describe:

- What barriers they have overcome in accessing third level education,
- What it means to them to be a student in UCD,
- Their involvement in voluntary and community activities.

Eighty-one such awards were made in 2016/17. The average financial award is in the order of €1,500 per student per year of study. In addition, the Scholars are offered a range of supports by UCD Access & Lifelong Learning (ALL). To date, the Scholarships have been awarded by Registrar & Deputy President, Professor Mark Rogers, at a dedicated ceremony organised by Access & Lifelong Learning.

Following an initiative led by Professor Grace Mulcahy, Chair, Widening Participation Committee, and Centre for ALL, a consultation process was held with current scholarship recipients, where their views on the proposed changes were sought. A majority of students agreed that these Scholarships should form part of the UCD Entrance Scholars ceremony. Equality, recognition of achievement and visibility of scholarships were cited as benefits of the proposal. The main reservations concerned ensuring confidentiality issues, including, family financial circumstances, association with specific entry pathways, and disability. UCD's Entrance Scholars ceremony provides acknowledgment to students attaining 560 leaving certificate points, to students entering with sports scholarships, or with special accomplishments in the performing arts. The University management group supported the view that the achievements of WP scholars, in overcoming particular barriers and challenges, and in articulating their involvement in community and voluntary activities, were also worthy of such recognition. Thus, the WP Scholars now form part of the Entrance Scholars ceremony, which is consistent with the University's commitment to mainstreaming and inclusion. A process to rename the Widening Participation Scholarships is underway.

Case Study 2: Community-based approach to engagement and outreach

UCD is committed to build engagement at local, national and international levels[10]. In this context, the University launched a campus-wide initiative, *UCD in the Community*, with a view to strengthening relationships with the community and working together in a collaborative and mutually beneficial way, contributing to positive and sustainable social outcomes. A central aspect concerns access to higher education. A disproportionate number of students from lower socio-economic backgrounds participate in higher education: participation by semi-skilled and unskilled socio-economic groups is at 26%, while there is full participation by the higher professional groups. This is particularly stark in Dublin where participation rates differ between postal districts: Dublin 6 records over 99% of 18–20 year olds going to higher education, while Dublin 10 stands at 16%[11].

In their evaluation of UCD's Future You Peer Mentoring programme, McNally and Downes (2016) identified an approach to address this gap, and recommended that community-based peer mentors working holistically with all family members, including parents, younger and older children, as well as adults. In this context, UCD Access & Lifelong Learning has reshaped its approach to now work holistically with <u>all</u> community members, in selected communities within the Dun Laoghaire Rathdown, and South Dublin Council districts.

In 2016, an initial pilot was developed in Ballyfermot, with the aim of empowering participants through a leadership programme, thereby developing their capacity, confidence and understanding of the possibilities that higher education offers them, their families and their wider community. This intergenerational approach is intended to develop capacity, knowledge and improved educational outcomes. The development of 'hot knowledge' within these communities will aid sustainability, as conversations about college become part of everyday life. Thus far, three community-based groups in the South Dublin Council district have been established, i.e. Ballyfermot, Crumlin & Greenhills, and Tallaght West.

A recent development has been the establishment of a collaborative Traveller engagement initiative in the Dun Laoghaire Rathdown Council district, involving the Southside Traveller Action Group (STAG) and IADT, whose goal is to forge links. Some specific projects underway including a SPARC[12] initiative whereby UCD students will host a UCD Taster Day for STAG Level 4 students. Also, community members will be offered an opportunity to take part in a Horse Care workshop, provided by students from the School of Veterinary Medicine. The School of Irish, Celtic Studies and Folklore is also developing a cultural event. It is recognised that the Traveller community is among the most distant from the University and hence the emphasis is on fostering relationships, building awareness and trust so that members of this community can avail of the wide range of opportunities that UCD has to offer.

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[10] University College Dublin. (2015). *UCD Strategy 2015-2020*. Dublin: UCD. Retrieved from http://www.ucd.ie/strategy2015-2020/documents/UCD-Strategy2020-Singles.pdf
[11] HEA. (2015). *National Plan for Equity of Access to Higher Education, 2015-2019*. Dublin: Higher Education Authority.

[12] The SPARC (Supporting Partnerships and Realising Change) programme enables UCD staff and students to work together to make UCD a better place to learn, work and live

Excellent Teaching and Learning and Quality of the Student Experience

Case Study 1: Curriculum Review and Enhancement process

The Curriculum Review and Enhancement (CRE) process was an institution-wide strategic initiative involving all undergraduate and graduate taught programmes. The strategic focus was to review UCD's taught programmes in light of the planned learning outcomes for our students, paying particular attention to four enhancement themes:

- Embedding research in the undergraduate experience;
- Development of discipline-specific & wider set of attributes and capabilities;
- Effective and efficient definition and assessment of outcomes;
- Expansion of the use of technology to enhance learning.

The process involved the articulation of a vision/values statement and programme outcomes for 600 individual programme majors, leading to a curriculum mapping process (of approximately 8,900 modules) to ensure that the teaching, learning and assessment activities of contributing modules were aligned with the programmes outcomes. This concluded with an informed dialogue among programme teams to identify areas for enhancement. Programme teams completed Action and Implementation plans for their majors, which will be implemented in time for the 2018/19 academic year.

Case Study 2: Sharing examples of practice – UCD Teaching & Learning Showcase

Colleagues from schools around the university are invited to share teaching and learning approaches in the multi-media Showcase section of the Teaching & Learning website. The ideas do not have to be brand new, they could just be something that has been tried for the first time in a particular module or with a particular cohort. The object is to share these types of approaches in a very practical way with UCD colleagues who might like to try the approach themselves. Visitors to the showcase can filter the showcases by discipline or media. Contributors are assisted with the content by UCD Teaching and Learning and where the content is suited to video format, it is produced by UCD Teaching and Learning and also resides on the UCD Teaching and Learning YouTube channel.

After they are published the showcases are disseminated via the UCD Teaching and Learning Newsletter which is issued to all staff three times a year. In addition, they are shared via the UCD Teaching and Learning Google+ Community and Twitter.

Case Study 3: Student Adviser Community of Practice

Student Advisers are a distinct group of professionals within UCD who offer support, advice and space to all students, employing a decentralised model that keeps the adviser proximal to a programme or discipline area where they are very visible to students. This ensures that UCD's student support is not only centrally located in services such as Student Health and Counselling but includes local services such as those provided by Student Advisers in addition to programme and academic staff.   These Advisers are an integral part of every college and

are aware of and can respond quickly to the particular needs of different cohorts of students. They have a unique understanding of complex organisation such as UCD, an understanding of the academic demands on students and provide a confidential environment that can either resolve and issue or expertly guide student through the institutions comprehensive but complex support network. In 2015/16, 8,500 student interactions were logged in association with 12 Student Advisers.

In the past year, Advisers have formed a community of practice, led by a manager with a centralized reporting line, with the ultimate purpose of sharing best practice and skills development whilst keeping Student Advisers proximal to students and programmes.

Team training

- Solution Focused Brief Therapy for Student Advisers – Training in delivering brief interventions based on student strengths.
- Dublin Rape Crisis Centre Training for Student Advisers.
- ASIST (Applied Suicide Intervention Skills Training) to help students who express suicidal ideation.

Communications

- New Student Adviser web site with updated materials.
- Introduction of Live Chat on Student Adviser web page.
- Student Adviser notices in each edition of the Student Ezine.
- Table Talkers with 'Words of Wisdom' introduced in food outlets across the campus.
- Stress buster leaflet, web page and email attachment.

Example Activities beyond student consultations in different programme areas

- Orientation & Peer Mentoring
- Beat the blues week – mental well-being week
- Walk and Talk
- Study Skills sessions
- End of semester care kit
- Creation of a Chill zone

Case Study 4: Peer Mentor Programme

One of the core objectives of the UCD Strategy for 2015-2020 is the development and strengthening of our college community. The Peer Mentor Programme has a major role in contributing to this objective. The programme is running in UCD since 2006; starting as a small pilot project. Since 2011, all first-year undergraduate students (4500) entering UCD are allocated a Peer Mentor from within their academic programme. During this period, over 26,000 new students have been helped and supported by Peer Mentors.

Mentors are predominantly second year students, all of whom undertake their role voluntarily. The programme runs over the first semester, with mentors organising three to four activities

and meetings for their mentees. The main aim of the programme is to support the successful transition of new students to all aspects of university life. Peer Mentors share their experiences, insights and challenges of being a student and also offer guidance, practical support and, if asked, are aware of other University support services. The programme is run on a group basis with one mentor to between 8-10 mentees; this also facilitates first years to make friends and develops an informal student support network. A recent evaluation survey shows that 74% of first years maintain contact with other students in their mentoring group and around 45% maintain contact with their mentor.

High Quality, Internationally Competitive Research and Innovation

Case Study 1: University Bridge Fund:

The University Bridge Fund is a €60M venture capital partnership driven by University College Dublin and Trinity College Dublin and available to benefit all third level research institutions in the country (see http://www.universitybridgefund.com/). UCD and Trinity worked in alliance to lead this initiative and brought together public, private and international institutional investors under its umbrella. The establishment of the Fund is a step change in Ireland's focus on translating academic research into high quality jobs and the country is now joining a select group of countries that has a dedicated to translate innovative academic research into companies that compete in global markets. The Fund recently won the KTI Initiative of the Year Award in recognition of its impact on the Irish venture system. Although only launched in late 2016 the fund has already invested in a significant number of new ventures.

Case Study 2: Development of Research Partners Group:

Increasingly research is an international and highly competitive pursuit. Large-scale interdisciplinary centres with networks of international academic and industry partners are now a significant portion of the landscape and not so much the exception as the rule. Successfully bidding for, and setting-up, these centres requires skills and experience that is beyond the traditional academic skillset. Recognising this changing landscape, UCD put in place a new team of research partners to help support our research leaders. In their first 12-18 months of operation UCD has secured 3 joint industry-academic strategic partnerships with a total value of €31M and was just awarded 2 of the 4 SFI Centres funded nationally. The partnership model between professional and academic teams is a key element of this success.

Case Study 3: Meeting the Challenge of the Impact Agenda:

A feature of the changing international research landscape is the increasing focus on impact and on articulating the value of research to an economy and society. UCD has developed a comprehensive impact change programme that will build organizational capability at scale in understanding and articulating impact. We have developed a set of support tools and associated training sessions on the topic that have been presented at numerous national and international conferences; most recently at the European Research Managers and Administrators Conference in Malta (April 2017). These have been cited as an example of emerging and good practice.

Enhanced Internationalisation

UCD has taken a holistic approach to its engagement with India, and has seen solid returns on this investment in terms of student recruitment, as well as other activities. Following the appointment of a South Asia Regional Manager in 2013 to grow university brand in the region and to increase student enrolments, UCD established a Global Centre in New Delhi in 2015. Originally staffed by three UCD alumni from India, the Global Centre serves as a local hub for the university for student recruitment, alumni activities and research engagement. On-campus, the university has developed a network of academics with a strong interest in India who visit frequently, maintaining relationships and creating personal links with students and with partner institutions. Members of the Career Development Centre also attend offer-holder sessions in-country to highlight opportunities for work after graduation, and the UCD President hosts an event for parents and students each year. In India, the Global Centre staff work closely with local UCD Alumni chapters to develop events and maintain links with UCD. All of these activities have helped to substantially grow the India market for UCD year on year.