



University College Dublin

Strategic Plan 2005 to 2008

Creating the Future



STRATEGIC PLAN 2005 TO 2008

University College Dublin

National University of Ireland, Dublin

This Strategic Plan was presented to and formally approved by the Governing Authority of University College Dublin at its meeting on 21 December 2004.

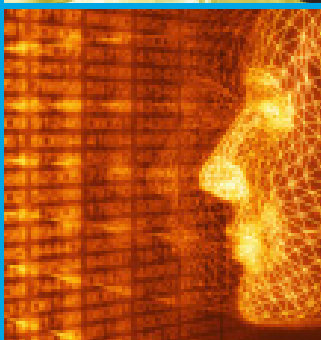
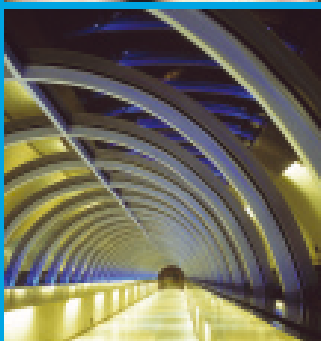
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Note: When this Strategic Plan was written it was proposed that the nomenclature for the restructured university would refer to Faculties and Schools. Subsequently this was changed to Colleges and Schools. The Plan was revised on September 1 2005 to reflect this change.



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"This Strategic Plan is not an end in itself but rather marks a milestone in our planning process. We will build on the strategic framework outlined in this document."

INTRODUCTION BY DR HUGH BRADY UCD PRESIDENT

This document sets out the strategic direction for UCD for the next three years. In setting our direction, we have identified priorities, emphasised key goals and objectives and indicated necessary elements of the implementation process. The development of this document has been based on an extensive consultation process and a large number of inputs drawn from diverse internal and external sources over the past year.

This Strategic Plan is not an end in itself but rather marks a milestone in our planning process. We will build on the strategic framework outlined in this document and, with further consultation and dialogue, publish in the coming year more detailed plans in specific domains. In addition, we will conduct an annual review where progress against our Strategic Plan will be measured and will inform plans for the following year.

UCD's students, staff, alumni and the wider community that we serve all hold a stake in the future of the university. I would, as President, ask you to read this Strategic Plan carefully, to consider it and discuss it widely, and to continue to contribute to its further development and implementation.

I look forward to working with you to create our future.

December 2004

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Mission, Vision and Values



2.1 MISSION

The mission of UCD is to advance knowledge, pursue truth and foster learning, in an atmosphere of discovery, creativity, innovation and excellence, drawing out the best in each individual, and contributing to the social, cultural and economic life of Ireland in the wider world.

2.2 VISION

In further developing its distinctive identity, UCD will become:

- A leading international research-intensive university where bold and imaginative teaching programmes and excellence in teaching and learning go hand-in-glove with a commitment to research, scholarship, innovation, and creativity;
- A university that shapes agendas, supporting where appropriate and challenging where warranted;
- A university that is distinctively Irish, diverse, socially inclusive and recognised as world-class;
- A university that continues to play a central role in the shaping of modern Ireland, engages the global Irish community and offers an educational gateway to Europe for increasing numbers of international students;
- A university where the holistic development of individual students and staff is central to our academic, social, cultural and professional lives;
- A university where international competitiveness is the benchmark for everything that we do.

2.3 VALUES

UCD will cherish the following values in all its activities:

- Excellence, rigour and integrity;
- Fairness, equality and inclusiveness;
- Freedom, creativity and innovation;
- Service to the local, national and global Irish communities.





Context

This Strategic Plan takes as its foundation the unique heritage and historic achievements of UCD, the societal and political context in which we operate and the opportunities and challenges that face us in the coming years.

The plan has been formed through a detailed planning process within Faculties, specific task forces, focus groups and dialogues involving a cross-section of the university community. There has been significant input from a variety of external reviews, including two institutional reviews conducted by the European Universities Association (formerly Conference of Rectors of Europe), a review of quality procedures also conducted under the auspices of the European Universities Association and most recently, advice offered in the report of the Washington Advisory Group. The OECD *Review of Higher Education in Ireland* and the reports of the Enterprise Strategy Group and the British Academy provide an important public policy context for this Strategic Plan.

3.1

THE TRADITION OF NEWMAN

This plan is published in the context of UCD's celebration of its 150th anniversary, John Henry Cardinal Newman having opened the doors of UCD's antecedent institution, the Catholic University of Ireland, on 3 November 1854.

In 1852, Newman delivered the nine discourses which make up the first half of his great work *The Idea of a University*. Newman entitled his fifth discourse: "Knowledge is its own end". Today, while the work of UCD brings and has brought multiple and diverse benefits to the individual, the economy and society, it is always knowledge that is our end: the creation of new knowledge through research and the transmission of existing knowledge through teaching. Newman's holistic educational ethos lives on in the UCD of 2005. UCD is and will continue to be a university of ideas. Newman defined for the modern world the value of a university and UCD has never ceased to take up his challenge to be "the alma mater of the rising generation".



UCD is unique amongst Irish universities; having started life as the Catholic University of Ireland without a state endowment or act of Parliament, it came to play a central role in the development of Ireland. It was founded with the ideal of helping Ireland grow to become a flourishing European country. For 150 years UCD has enriched Ireland and Irish communities across the globe. The challenge today is to position itself to facilitate a new wave of Ireland's development in the highly competitive and globalised 21st Century.

3.2 THE COMPETITIVE ENVIRONMENT

UCD has a strong and proud record but is conscious that it cannot rest on its laurels. We operate in an increasingly competitive global higher education environment and others are continually evolving to acquire a competitive advantage. Ireland's best secondary school students are being courted as never before by leading universities abroad. Furthermore, a large number of PhD students are now opting to pursue their studies in the UK and internationally. Our leading scholars are being targeted by top international institutions. If these students and scholars leave, they will flourish

academically on other campuses and contribute to the social, cultural and economic development of other societies.

In addition to retaining the best Irish talent, UCD must establish itself as a magnet for top international talent and develop the environment, structures, systems and incentives to facilitate this. In short, UCD's Strategic Plan must be bolder and more imaginative than ever before if UCD and Ireland are to compete and succeed in this uncompromisingly competitive context.

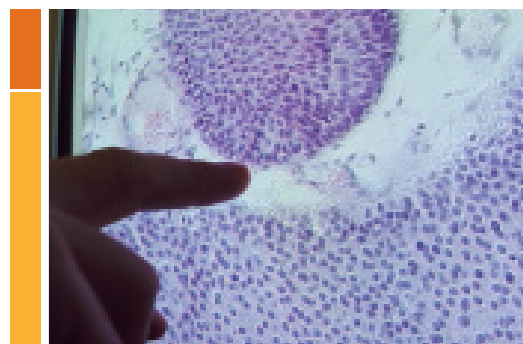
3.3 PUBLIC POLICY CONTEXT

In advance of the OECD *Review of Higher Education in Ireland* (September 2004), the Department of Education and Science prepared a *Background Country Report* that set out the main objectives of higher education policy in Ireland. These included:

- Achieving recognised standards of excellence in teaching and learning;
- Expansion of research activity of international quality;
- Promotion of the responsiveness of higher education to the needs of society and the economy.

Subsequently, OECD's own recommendations highlighted the need for universities to adopt a more strategic outlook and to be more fluid and dynamic in their approach to their business. Specifically, the OECD Report includes the following recommendations:

- That Higher Education Institutions (HEIs) give higher priority to staff development issues and allocate resources accordingly;
- That steps be taken to expand the numbers of doctoral students in universities, with the intention to more than double them by 2010;
- That Irish HEIs aim to double their international student population in five years;
- That, in order to incentivise HEIs to seek external sources of funding, the government make a clear statement that income generated from sources outside those provided by the State will not be subject to off-setting against State funding;
- That universities review their resource allocation processes with a view to ensuring that resources are allocated in line with stated strategic priorities.



In the context of the humanities, the British Academy report of March 2004, *That full complement of riches*, sets out the contribution of the arts, humanities and social sciences to national development and progress. It states that the arts, humanities and social sciences:

- Lead the way in promoting understanding of a nation's history and cultures, religions and societies, thereby helping to sustain national identity, multicultural tolerance and interaction;
- Foster public debate and enhance public engagement with the complexities of modern life, especially those which involve conflicting moralities, traditions and beliefs;
- Provide, through their commitment to analytical rigour and humane values, crucial support for civic virtues and open, accessible government, on which any civilised society depends;
- Contribute to understanding and developing the performance, productivity and innovative development of business;

- Contribute critically to rapidly expanding and strategically significant sectors of the economy including heritage and tourism;
- Address major issues such as the impact of scientific and medical advances, the management of international relations, development and security, and the effects of globalisation;
- Offer a very favourable social rate of return on public investment.

The Enterprise Strategy Group (ESG) Report (July 2004) addressed the key actions required to deliver sustainable enterprise and continuing growth in Ireland in the decade ahead. The report specifically recommended that "an adaptive and responsive higher education sector is necessary to create and exploit knowledge and to produce the number and quality of graduates necessary to support the knowledge economy."

In pursuit of this goal, the ESG report asserted that the future of the higher education sector would require all institutions to:

- Respond to changes in the global market, demands for skills and advances in knowledge;
- Be flexible and adaptive to the needs of students and enterprise;
- Be creative and innovative in delivery methods;
- Support high levels of participation in lifelong learning;
- Be innovative in exploiting the commercialisation of research;
- Facilitate the mobility of staff in both directions between academia and enterprise.

3.4 EXTERNAL REVIEW

In 1998 and again in 2003 UCD was reviewed by the Conference of European Rectors (CRE), now the European Universities Association (EUA). The findings of these reviews, which were not widely disseminated at the time, leave little room for doubt about the scale of the challenge facing UCD. Specific EUA recommendations include:

- Implementation of a consistent university-wide modularised and credit-based curriculum;
- Setting of targets for increased recruitment of non-traditional students;
- Enhanced use of e-learning for traditional and non-traditional students;
- Development of a clear and ambitious university-wide research strategy;
- Overhaul of university management and governance to include simplification of academic and decision-making structures and external chairmanship of the Governing Authority;
- Transformation of Vice-Presidents' role to one of full-time executive function with appropriate administrative support;
- Implementation of a thoroughgoing strategic planning process at university and Faculty level;
- Design and implementation of comprehensive staff training and development programmes;
- Formulation of clear strategy for internationalisation;

- Diversification of income portfolio;
- Strengthening of the UCD brand.

In 2004, The Washington Advisory Group carried out a review of UCD's operations and objectives. Its recommendations included the following:

- The need to define clear institutional priorities;
- Focusing attention on recruitment processes to ensure that UCD competes internationally for high-calibre, high-potential recruits;
- Reducing the number of Faculties, Departments and Centres to ensure critical mass in research and teaching and learning and to provide administrative efficiency, thereby reducing the administrative burden on academics;
- Developing workload models to be deployed on a university-wide basis and assessing teaching on a more systematic basis;
- The urgency of enhancing the learning, research and social infrastructure of the UCD campus.

A recent review of quality and quality assurance in Irish universities was conducted by the EUA and commissioned by the Higher Education Authority and the Irish Universities Quality Board. This review highlighted:

- The potential for curricular reform, student recruitment, internationalisation and social inclusion offered by the introduction of full modularisation;

- The impediments to academic and administrative effectiveness posed by UCD's excessively complex structures;
- The quality of and commitment to student support and welfare services;
- The need to use quality assurance procedures and institutional research to support academic strategy and planning.

3.5 THE RESEARCH INTENSIVE UNIVERSITY

In using the term "research-intensive university", the following criteria are envisaged:

- An institution dedicated to the search for knowledge and marked by a spirit of critical inquiry;
- An institution where intensity of research and dedication to scholarship drives and stimulates teaching and learning and inspires students.

Research includes the creation, preservation, interpretation and re-interpretation of knowledge. Scholarship, creativity, discovery and innovation are all facets of university research. UCD will be a research-intensive university which celebrates equally a diversity of world-class research outputs: books, journal papers, patents, policy papers, literature and art. The reputation and impact of a research-intensive university depend

upon the quality of the work done, the mark of quality being its academic, social, cultural or technical impact.

As a research-intensive university, UCD will offer undergraduate and postgraduate learning of unmatched quality. Such universities are magnets for the best students and researchers in the world. Concomitantly, a society without internationally competitive higher education is unable to compete with the world's most innovative, skilled and enterprising societies.

Furthermore, a research-intensive university is student centred and combines quality research with the best teaching and learning programmes. It informs undergraduate and postgraduate teaching with content derived from the discovery process.

3.6 DEVELOPING OUR CAPABILITY

As UCD aims to position itself as a leading international, student-centred, research-intensive university, historic constraints and infrastructural limitations to our development must be addressed. As identified above, external reviews have pointed to the enormous potential that UCD has to offer, based on the quality of its staff, students and facilities. These same reviews, however, particularly when taken together with internal quality assurance assessments, indicate significant unrealised potential when measured against relevant international comparative institutions.

Furthermore, there is a significant commonality in the reasons advanced for this situation:

- Chronic under-investment by the State in Irish higher education;
- Excess number of Faculties, Departments and other academic units limiting interdisciplinary collaboration and the emergence of new disciplines;
- Disconnect between academic and administrative systems, leading to excess administrative burden carried by academic staff and frustration amongst administrative and support staff over lack of clarity of roles;
- A resource allocation model which fails to encourage the exploitation of opportunities;
- Archaic recruitment and promotion procedures;
- Confusion between governance and management in the conduct of university business;
- Lack of target setting and performance metrics;
- Lack of integration between strategic planning, academic planning and support services;
- The reality that our competitors, already ahead in a variety of international rankings, are not standing still.



Strategic Objectives

UCD will achieve its vision by overcoming current constraints and differentiating itself from other institutions through the successful achievement of a set of strategic objectives. It will exploit its diversity and compete successfully for the best students by offering an attractive and fully modularised suite of degree programmes. A key change will be the expansion of research activity and graduate programmes, including structured doctoral programmes. Our academic staff will be supported by colleagues who will deploy best practice in the management and administration of the institution. The UCD Strategic Plan 2005 to 2008 contains a set of objectives whose aim is to translate the mission and vision of the university into appropriate actions. The plan and its progress against stated objectives will be subject to continuous review.

4.1

TEACHING, LEARNING AND STUDENT LIFE

The university must be the ideal environment in which to learn, discover, create and innovate. This requires a vibrant, dynamic and engaged academic community, and constant attention to the quality of our educational programmes and learning environment. Where the learning community is appropriately diverse, we must be responsive to and accommodate the resulting diversity of backgrounds, needs, goals and objectives. This requires clear and challenging academic standards, combined with flexibility in the curriculum and its delivery, in order that each individual fulfils their potential. Furthermore, our students require and deserve a high-quality, inclusive learning environment, excellent student facilities, responsive student support services and opportunities for intellectual, personal and social development.

The Strategic Plan will reflect these core values, to establish UCD as a leading international university where:

- Excellence in teaching and learning is informed and stimulated by excellence in research and scholarship;
- The quality of teaching and taught programmes is to the highest international standards;
- The educational programmes and learning environment attract the best students from Ireland and elsewhere;
- A diverse body of learners participate in and benefit from higher education, and such social and cultural diversity is demonstrably valued;
- An emphasis is placed on a student-centred and inclusive approach to learning;
- The student experience is widely seen as being of the highest quality, and all students have access to facilities and supports to enrich their holistic development;
- Support for students is quantitatively and qualitatively the best in the Irish university sector, and comparable to best international practice;
- A core objective is to develop the skills and interest necessary for a lifelong commitment to learning, and to support such learning;
- The combination of strong basic and classical disciplines, a liberal educational ethos and robust professional programmes yields graduates who shape as well as serve society;

- Through its activities and its graduates, the university benefits and enriches the social, cultural and economic fabric of our lives.

The implementation of a fully modular, semesterised, credit-based curriculum for all programmes is key to achieving many of the objectives outlined below and is the priority educational development at UCD in the period of this Strategic Plan.

EXCELLENCE IN TEACHING AND LEARNING DRIVEN BY EXCELLENCE IN RESEARCH AND SCHOLARSHIP

The student in a research-intensive university is taught, learns and lives in an atmosphere of advanced scholarship, in an environment where cutting-edge research is conducted. They cannot but internalise the very process by which new knowledge is generated, and are thus uniquely placed to contribute, to critique and to apply. A general approach and specific measures are required to ensure that this research genuinely informs teaching and inspires students.

Excellence in learning in the era of mass higher education requires a clear strategy to retain the fundamental values of a university: challenging each student with the very highest standards while supporting all to achieve their full potential.

Specific objectives contained within this overarching objective include the commitment to:

- Explicitly link research and scholarship with teaching and learning;
- Encourage active and autonomous learning;
- Drive innovation in teaching, learning and assessment;
- Enhance quality and foster a quality culture;
- Ensure that excellence in teaching is fostered and rewarded by staff development and promotion procedures.

Key actions

- Implement a modularised and semesterised curriculum, with a rolling implementation beginning September 2005 and complete September 2007;
- Fully modularise all taught postgraduate programmes by September 2006, to increase effectiveness and flexibility at this level and provide an essential taught element for structured doctoral programmes;
- Drive curricular reform at programme and module level to focus on defining the core curriculum and learning outcomes, including generic outcomes;
- Shift the focus from teaching to learning, from coverage to depth, from teacher to student;



- Introduce research-driven modules and activities at all levels of undergraduate programmes;
- Involve graduate students in facilitating undergraduate learning in a structured manner;
- Create a competitive strategic innovation fund for teaching and learning;
- Develop strong academic, educational and technical support structures for innovation in teaching;
- Establish a robust teaching quality enhancement process involving student feedback, peer review and external programme assessment;
- Formalise and enhance the process by which new staff are trained to teach, including mentoring programmes, and provide mechanisms to support ongoing professional development;
- Ensure that performance in teaching is valued in reward and promotion mechanisms;
- Form strong Schools with the critical mass to deliver quality modular educational programmes and ensure staff development;
- Maintain and develop professional and vocational programmes that serve national needs to international standards.

RECRUIT THE BEST STUDENTS AND MAXIMISE THEIR POTENTIAL

The success of higher learning depends greatly upon the abilities and engagement of the students, and the community they form within the institution. A leading university will attract the very best students, who by driving high standards and stimulating their peers enrich the experience for all learners.

This requires a fundamental change in the attitude of UCD to its prospective students: simply put, a move from admissions to recruitment. The academically accomplished are in a position to choose the higher education institution that best meets their needs,

nationally and internationally. UCD must attract students based on the quality and diversity of its programmes, the range of opportunities available in the modular curriculum, the excellence and international reputation of its teaching staff and ongoing investment in the learning environment.

There are also potential students who, while requiring assistance, guidance or preparation to enter higher education will benefit greatly and contribute significantly to the learning community and to society. The recruitment effort must cast its net beyond the traditional student intake, with specific and tailored strategies where required.

Specific objectives contained within this overarching objective include the commitment to ensure programmes are:

- Of the highest quality;
- Tailored to the needs of individual students;
- Appropriately marketed and advertised nationally and internationally.

Key actions

- Implement the modular, semesterised curriculum to maximise choice and facilitate individualisation of educational offerings;
- Develop a focused, inclusive student recruitment strategy (national and international) including strategic use of electronic information systems, campus accommodation and scholarships.

DIVERSIFY THE LEARNING COMMUNITY AND EMPHASISE INCLUSIVE LEARNING

UCD has a strong track record in widening participation with programmes such as New ERA and the Disability Support Service, developing specific strategies and supports to include students who have traditionally experienced impediments to participation in higher education.

UCD will build on this commitment and experience to be positioned and recognised as a socially inclusive institution. This will be achieved firstly by ensuring that teaching programmes and the learning environment are suited to all potential students, but also by identifying and setting specific targets and reinforcing or establishing dedicated recruitment, support and retention strategies.

It is not sufficient for UCD to change; we must work in partnership with other HEIs and with the State to maximise the impact of our initiatives and to help set the national agenda for diversity and inclusiveness.

Specific objectives contained within this overarching objective include the commitment to:

- Open new entry pathways and implement flexible progression mechanisms;
- Widen the range of teaching and assessment methods employed to accommodate different learning needs and styles;
- Achieve a target of 20% of Irish intake from non-traditional backgrounds (socioeconomically disadvantaged, mature and disabled).

Key actions

- Clarify and extend credit accumulation and progression systems in the implementation of the modular curriculum;
- Disseminate best practice in inclusive teaching and assessment methods;
- Develop integrated student administrative and academic advisory services;
- Negotiate more flexible funding arrangements with the HEA;
- Establish progression mechanisms and 'ladders of opportunity' from the further education sector and Institutes of Technology;
- Form educational partnerships with local Institutes of Technology.



INTERNATIONALISE THE UCD EXPERIENCE

Exposure to diverse ideas, cultures, languages and experiences is a critical component of modern life in general and should be a central element of the UCD student experience. UCD needs to proactively engage in a process to diversify the cultural milieu of our university. Our specific objectives will be to:

- Ensure that UCD is a destination of choice for the best international students with the goal that they will form 20% of our student body by 2008;

- Ensure that by 2008, 30% of UCD undergraduate students have the opportunity to spend at least one semester abroad;
- Take a proactive approach to ensure that international students are integrated into the UCD community and thereby enrich the campus experience for all students.

Key actions

- Develop an integrated internationalisation strategy that supports undergraduate, postgraduate and research activity, and addresses the spectrum of issues that impact on this domain;
- Ensure that, through the implementation of modularisation and credit accumulation, educational offerings are compatible with the Bologna Declaration, but also US and other systems;
- Develop and co-ordinate university and College activities in the international student arena, establishing clear lines of responsibility for recruitment, junior-year-abroad and exchange activities;
- Identify and target specific high-quality universities in Europe and beyond to engage in student exchange programmes with UCD;
- Develop and resource marketing programmes using electronic and traditional channels targeted at identified groups of international students;
- Provide excellent infrastructural and academic support specific to the needs of the international student in order to both attract them and enable their success;
- Provide a coherent range of supports to Irish students on exchange programmes abroad.

CREATE A WORLD-CLASS, STUDENT-FOCUSED ENVIRONMENT TO SUPPORT THE HOLISTIC DEVELOPMENT OF OUR STUDENTS

UCD will take specific measures to develop a more supportive environment for our students which will match best international practice. The objective is to ensure the broad and holistic development of all students, enriching and maximising the impact of our teaching and learning programme.

Specifically we will:

- Extend and improve access to our learning facilities;
- Exploit new technologies to improve the learning experience and develop the virtual campus;
- Create an inclusive campus environment where facilities are accessible by a wide range of potential users;

- Ensure cultural, leisure and sporting facilities are fully developed and used by our students, staff, alumni and the wider community;
- Develop our on-campus accommodation as a key element in the enrichment of the UCD community.

Key actions

- Develop and extend access to library, computing, laboratory and study facilities, with the specific goal of having 24-hour access to many of our facilities;
- Initiate a programme of strategic investment in classroom technology, virtual learning environments and e-learning infrastructure;
- Put in place a programme to promote and encourage full use of our facilities and in particular develop valuable academic and cultural programmes which run during the summer months;
- Develop and promote programmes to encourage the student and wider community to participate in sporting, cultural and leisure activities. The capacity and quality of some of our facilities will need to be reviewed as part of this process and developed/extended as appropriate;
- Develop, extend and refurbish our residential accommodation.

PROVIDE TIMELY AND RELEVANT SUPPORT SERVICES TO OUR STUDENTS

We fully recognise that life can present difficulties for many of our students. These difficulties will often be expressed in financial, psychological, cultural or physical terms. As we aspire to be a truly leading university, we must provide necessary supports for our students to assist them in overcoming these difficulties. Specifically we will:

- Ensure that extensive formal support services are in place across the university;
- Assist in the provision of financial support to ensure that the potential for students to withdraw from university life for financial reasons is minimised;
- Significantly develop mental and physical healthcare services.

Key actions

- Develop and resource College-based support teams in each of our Colleges;
- Develop and implement training programmes in student support to both our administrative and academic staff;

- Significantly augment the current programme to promote the physical and mental health of our students;
- Put in place a programme to aid low-income students, and students that encounter financial difficulties;
- Recognise and encourage the support provided to students by the UCD Students' Union by working with and aiding the SU to put in place training and advice structures for Union officers engaged in student support.

PROMOTE A CULTURE OF LIFELONG LEARNING

The fundamental value of education, the rate of growth of knowledge and the pace of social and technological change dictate that learning is now a lifelong pursuit. UCD recognises the need and the desire on the part of individuals to expand their knowledge, add to their skills and return to the learning experience at all points in their lives. We are committed to fostering this approach to life and fulfilling these needs.

Specific objectives include:

- Incorporating generic learning skills into the core curriculum in all programmes;
- Leveraging the benefits of modularisation to make elements of our traditional programmes available to lifelong learners;
- Continuing the successful dedicated adult education and continuing professional development programmes.

Key actions

- Consolidate the existing adult education and continuing professional development activities, implementing a modular credit accumulation and transfer model.
- Develop targeted e-learning initiatives to meet the specific learning and lifestyle needs of this constituency.

4.2 RESEARCH AND SCHOLARSHIP

Research is the engine of knowledge creation, whether that knowledge and creativity is cultural or scientific in nature. The goal of research at UCD is creative discovery, from which flows, variously, publications, intellectual property and income. Research grants and income, particularly in the scientific disciplines, depend largely on a track record of quality publications. Analogously in the humanities and social sciences, institutional reputation hinges on the quality of published output. Therefore, high-impact publications are the currency of a university research programme.

UCD must be a university that will attract and retain the best researchers by delivering postgraduate programmes that compete with top institutions worldwide. In the absence of a domestic alternative, our best students will leave Ireland to affiliate with research-intensive institutions elsewhere that are capable of providing state-of-the-art training and programmes delivered by researchers with a strong track record.

With this in mind, UCD aims to build an environment that encourages and attracts world-class researchers from across the disciplinary spectrum, that enhances confidence in UCD as a destination for commercial partnerships and that makes UCD a national leader in research funding. Within this framework, UCD will embody the fundamental values of academic freedom and scholarship, governed by the highest professional and ethical standards.

EXCELLENCE AND DISTINCTIVENESS IN RESEARCH ACROSS THE UNIVERSITY

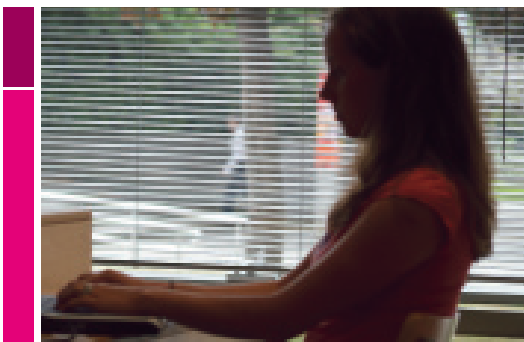
The future success of UCD depends upon our research and scholarship making an international impact, building on areas of established success as well as emerging strengths and harnessing the diversity of talent within the institution. This will involve a programme of strategic investment in priority areas.

Specifically we will:

- Identify areas of strength for prioritisation;
- Focus on research of high scientific, social and cultural impact;
- Provide required resources and time for research-active staff;
- Foster interdisciplinary programmes;
- Internationalise our research programmes.

Key actions

- Complete the review process of research strengths;
- Define governance and strategic models for research institutes;
- Develop strategic alliances with leading national and international institutions;
- Establish research as a major driver of the UCD resource allocation model;
- Perform space allocation review and implementation based on research outputs;



- Strengthen enabling disciplines and technologies;
- Seed-fund emerging areas across all disciplines.

ATTRACT AND RETAIN LEADING RESEARCHERS

The research-intensive university requires that the majority of its academic staff are research-active as measured by internationally recognised criteria. This Strategic Plan builds on the acknowledged excellence of our academic staff. It includes specific measures to encourage, support and reward research activity, and to ensure that UCD attracts and retains leading researchers.

Specifically, we will:

- Increase the number of research-active academics across the institution;
- Professionalise research training and careers;
- Compete nationally and internationally for research leaders.

Key actions

- Internationalise the recruitment drive for research leaders in prioritised areas;
- Formalise the involvement in UCD of researchers, scholars and professionals who, although not directly employed by UCD, contribute to our academic mission;
- Further development of recognition and reward systems for research;
- Develop career paths for researchers:
 - Establish research-based undergraduate training;
 - Establish structured research-based PhD programmes;
 - Establish postdoctoral research training programmes;
 - Develop a structured and visible tenure-track;
 - Mainstream training in research management, leadership and entrepreneurship.
- Continue renewal and development of research infrastructure:
 - Continue the refurbishment programme for laboratories and offices;

- Continue the investment in enabling technologies, including IT;
- Strategic planning and pump-priming of new initiatives through competitive grants;
- Develop the archives and library holdings.

- Develop on- and off-campus accommodation and staff facilities.

ENHANCING TEACHING AND LEARNING THROUGH RESEARCH

The distinctive feature of a university learning experience is that it is informed by current research and is conducted in the same atmosphere of discovery, creativity, criticism and excitement that characterises scholarship. UCD will ensure that excellence in research directly and indirectly enhances teaching and learning throughout the university.

Specifically we will:

- Ensure that teaching programmes are informed by research;
- Retain top undergraduates for postgraduate programmes;
- Increase the value of postgraduate degrees.

Key actions

- Ensure research-active academics have a central role in teaching programmes;
- Develop further the research elements of undergraduate programmes, including specific research-based modules;
- Establish competitive research awards for undergraduates;
- Develop feeder programmes for postgraduate degrees.

A NATIONAL AND EUROPEAN LEADER IN POSTGRADUATE EDUCATION

While UCD has an established international reputation for the quality of its teaching, our future depends upon having doctoral programmes of sufficient quality and international standing to attract the very best students. This is key to the further development of UCD as a research-intensive university, to the vibrancy of our academic community, and to the success of Ireland as a knowledge society.

Specifically we will:

- Create a UCD PhD that is a quality hallmark of the university;
- Advance to structured PhD training programmes in line with funding opportunities;

- Resource a framework to enable quality while increasing enrolment of postgraduate students.

Key actions

- Establish PhD training programmes organised in Graduate Schools that include:
 - Discipline-based structured postgraduate programmes;
 - Competitive entry and assessment procedures;
 - Reward and recognition for performance of student and supervisor;
 - Tailored programmes through modularisation;
 - All degrees configured as Masters/PhD to facilitate early assessment and broaden student options;
 - Clear provisions for mentoring, career advice and development;
 - Active recruitment of overseas students;
 - Central administration of admissions and training.
- Incorporate postgraduate student activity into the resource allocation model;
- Establish cross-campus management, standards and internationalisation through a Director of Postgraduate Studies.

CONTRIBUTE TO THE SOCIAL, ECONOMIC AND CULTURAL OBJECTIVES OF A KNOWLEDGE SOCIETY

The primary goals of the university are the creation, preservation, interpretation and dissemination of knowledge. There is also an obligation to transfer and apply that knowledge for the betterment of society, whether economically, socially or culturally. UCD is committed to knowledge transfer in all areas of research and scholarship. The specific objectives under this Strategic Plan include a commitment to:

- Align UCD's research programmes with Ireland's social, cultural and economic objectives;
- Realise the full value of our research programmes;
- Engender an entrepreneurial culture.

Key actions

- Enhance knowledge transfer through our flagship programme, NovaUCD:
 - Initiate a knowledge management programme;
 - Identify and protect UCD's intellectual property;
 - Train our staff in knowledge transfer and entrepreneurship;
 - Integrate the NITM and NovaUCD programmes;
 - Commercialise UCD's intellectual property through licensing and spin-off companies.
- Establish a Centre for Policy Research in support of knowledge transfer from the humanities, human sciences and allied disciplines;

- Establish the Global Irish Institute as statement of wider interest in and support of the global Irish community;
- Continue to forge strategic partnerships with industry, the public sector and social and cultural organisations;
- Develop research services.

UCD AS A LEADING DESTINATION FOR QUALITY RESEARCH INVESTMENT

UCD's capacity for research and the quality of that research depends upon sustained investment at levels comparable to our international competitors. We must take specific steps to ensure that UCD attracts appropriate levels of research funding from a diversity of sources.

Specifically we will:

- Create opportunities for peer-reviewed and unrestricted grant income for research;
- Persuade government to invest in research;
- Diversify the funding base by strengthening existing relationships and forging new partnerships;
- Realise the value of our research programmes across the university to create new opportunities.

Key actions

- Target institutional research priority programmes towards areas of agency support;
- Reward and recognise prestigious grant support, innovation and commercialisation, patents and industry awards, and policy initiatives;
- Recognise grant income within the resource allocation model;
- Enhance the provision of research overheads to areas of strategic importance;
- Reward and recognise membership of government boards and charitable bodies;
- Contribute to government policy on research through policy statements;
- Develop a public relations framework that communicates our research successes;
- Develop a full cost model for research to include optimisation of research overheads;
- Develop a strong research economy by targeting and capitalising on available resources including:
 - State agencies;
 - European framework programmes;
 - Philanthropic and charitable donations;
 - Commercialisation of research output.

Supporting the Strategy



5.1 STAFF - OUR PRIMARY RESOURCE

The realisation of UCD's strategy requires an unprecedented commitment to staff: the strategic recruitment of new staff and the facilitation of the fullest development of current staff. Our success in relation to supporting the strategy through our staff will result in UCD being a place where the individual is valued and nurtured, and where performance is assessed in an appropriate and structured manner, supported by appropriate opportunities for personal and professional development.

More specifically UCD will be an institution where:

- Respect for the individual is a central theme of the organisation's culture;
- Equality of opportunity is demonstrable;
- Opportunities for career advancement and skills development are open to all staff;
- The dynamic between the development of current staff and recruitment of new staff will be planned carefully so as to facilitate the development of new staff through mentoring while allowing the introduction of new competencies to grow new skills amongst current staff;
- Performance is evaluated against externally-validated and internationally-relevant metrics and achievement and excellence are rewarded;
- The contributions of all staff (academic, administrative, technical and support) are recognised equally, and where all staff have appropriate personal and professional development opportunities, promotional pathways, and mechanisms to recognise and reward achievement and performance.



VALUE THE INDIVIDUAL

At the heart of UCD's strategy on staff development is a commitment to equality, fairness and respect for all of our staff members. UCD will:

- Ensure that it is seen as being at the forefront amongst Irish employers in terms of equality and fairness in our recruitment and staff development policies;
- Demonstrate respect for the individual through specific policies and the promotion and development of a respectful culture.

Key actions

- Drawing on the recently published Employment Equality Audit, develop a programme to ensure that UCD meets the highest standards in terms of equality and fairness. This will be based on measurable achievement over a defined period;
- Review and renew policies on respect for the individual and implement cultural reform where necessary to ensure these policies are adhered to.



REVIEW, REFOCUS AND REDEVELOP STAFF TRAINING AND DEVELOPMENT PROGRAMME

The achievement of organisational goals will be dependent on a workforce, both academic and administrative, whose skills are developed to meet the challenges of changing demands within a changing environment. In order to capitalise on these opportunities significant investment will be made in the development of key skills.

Specifically UCD aims to:

- Punctuate the value that it attaches to the individual by fostering an institutional and operational unit culture that builds teams and encourages cross-boundary contributions in a way that extends beyond academic interdisciplinarity;
- Ensure that staff at all levels have the opportunity to develop the range of interpersonal and functional skills that they need in order to do their current jobs excellently;
- Provide development and transitional support to enable staff at all levels to build competencies in anticipation of, and in conjunction with, assuming positions with greater and different responsibilities;
- Ensure that financial investment commensurate with leading European universities is made in skills development;
- Employ a wide range of skills development approaches including the use of e-learning tools.

Key actions

- Develop optimal skills requirements profiles for staff in all categories based on leading European universities;
- Match the skills profiles of UCD staff to the optimal skills requirements profiles;
- Develop a comprehensive training plan to deliver required skills with a focus on delivery through e-learning processes where appropriate.

FORMALISE EVALUATION OF STAFF PERFORMANCE

All UCD staff will have their performance evaluated against defined, specific objectives on a regular basis. Career development and progression and the reward of excellence can only operate effectively and fairly in an environment where performance is measured and evaluated. Specifically, UCD will:

- Develop a workload model for academic staff which ensures fairness, transparency and productivity are realised;
- Ensure that the workload model recognises disciplinary differences and particular staff needs of professional programmes;
- Develop for all groups of staff, in consultation with relevant stakeholders, staff performance criteria which underpin the delivery of the university's goals;
- Recognise and reward those who demonstrate high levels of performance against defined criteria.

Key actions

- Define, develop, implement and monitor the evaluation process;
- Define, publicise and subsequently demonstrate reward for high performance.

DEVELOP AND IMPLEMENT A PROGRAMME OF STRATEGIC RECRUITMENT

The attainment of strategic objectives across all key areas of university activity from research to teaching and learning and administration will be critically dependent on developing and/or recruiting new and diverse skill sets into UCD. Specifically we will:

- Recruit leading researchers in areas of identified high priority and expand the number of Professorships to create critical mass;
- Design flexible remuneration packages to enable UCD successfully attract excellent staff internationally;
- Develop recruitment strategies to support priority programmes that have a need for major curriculum reform and where there is a skill set deficit amongst existing staff;
- Develop administrative and organisation capabilities through strategic recruitment from professional, public service, industrial and commercial sectors.

Key actions

- Clarify target areas for recruitment of senior researchers and utilise search and selection activities as well as traditional recruitment approaches;

- Establish appropriate mechanisms for the recruitment of more junior academics, including a clear and transparent tenure-track mechanism;
- Evaluate the development of teaching programmes and develop recruitment plans to meet these requirements;
- Develop a strategy for the reorganisation of technical, administrative and support staff which, in the context

of a proposed reform of UCD's academic structures, enhances the effectiveness, training, development and promotional opportunities for such staff;

- Critically evaluate the administrative and organisational areas in which UCD wishes to excel and develop recruitment plans to develop these capabilities.

5.2

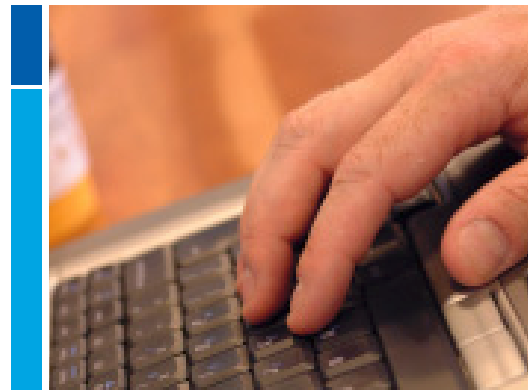
INFORMATION SYSTEMS AND INFRASTRUCTURE

SYSTEMS DEVELOPMENT AND SUPPORT

In keeping with leading international practice, significant IT and administrative supports will be put in place to underpin our student support, our research, teaching and learning and management processes. The emphasis should not merely be on the provision of information services, but also on the use of information and performance indicators to inform academic, research and management decision making.

We will:

- Continue to implement and extend the transactional and infrastructural support and services that are offered to students and staff in accordance with UCD's comprehensive IT strategy;
- Redefine our ambition in the employment of IT to be aligned with that of excellent research-oriented universities against whom we will benchmark ourselves;
- Renew and extend our commitment to offer an increased range of technology interactions and supports for our students, our potential students, our staff and our academic partners;



- Enhance IT literacy throughout the university community;
- Design and implement management information systems that enable us to be more effective at what we do, more understanding of the interactions between our activities and supportive of benchmarking on using comparable metrics;
- Establish an institutional research office, closely linked with quality and strategic planning functions, to optimise strategy, monitor implementation and inform decisions.

5.3

GOVERNANCE AND MANAGEMENT

The composition of the Governing Authority will remain unchanged as it ensures that all of the important constituencies within the university can contribute to its governance. Building on the reform that saw the appointment of an external chair of the Governing Authority, and consistent with best international practice, it is intended to appoint an independent chair of the Finance, Remuneration and Asset Management Committee.

The objectives and actions outlined in this Strategic Plan will require the timely development of detailed policies and implementation plans. The Teaching and Learning Board, the Research and Innovation Board and a new Academic Appointments, Tenure and Promotions Board will be responsible for developing such policies and plans for debate and approval by Academic Council. The Academic Council will need to meet more often,

and streamline its procedures for dealing with routine business, if policies and implementation plans are to be approved in a realistic timeframe.

There is an urgent need to streamline academic decision making, and in the context of the proposed reforms of UCD's organisational structure (see section 6) the relative roles of Schools, Colleges, the Academic Council Executive Committee and the Academic Council itself in making decisions regarding the academic affairs of the university must be clearly defined.



5.4 QUALITY CULTURE

It is central to the vision of UCD that quality and international competitiveness will be the benchmark for all of our activities. UCD has a strong background as an early adopter of quality assurance processes. The development of a culture of quality must now be a key objective. This will involve a broadening of our quality assurance procedures, shifting the focus to quality enhancement. An expertise in institutional research will be developed providing accurate data and meaningful information on which to base academic and management decisions and quality evaluations. The quality enhancement, to be effective, must be

linked to a formal strategic planning process at College and School level.

Key actions

- Establish institutional research focusing on information related to teaching and research activity, quality and effectiveness;
- Refocus quality assurance procedures to a quality enhancement approach;
- Institute strategic planning at the level of Colleges and Schools according to best practice.

5.5 COMMUNICATIONS, DEVELOPMENT AND ALUMNI RELATIONS

The success of UCD's core academic mission of teaching and research will be supported by the best resources and practices in its activities of internal and external communications, fundraising and alumni relations. These will be characterised by a commitment to the appropriate delivery of crisp and accurate messages which reflect the quality of the UCD academic endeavour, to the generation of significantly increased levels of private funding to support developments, and to building a stronger bond with generations of UCD alumni. The implementation of these goals will be characterised by the principle of subsidiarity, with certain tasks as appropriate devolving to Colleges and the central function playing key roles of leadership, co-ordination and quality assurance.

DESIGN AND IMPLEMENT A STRONG UCD BRAND

This objective signifies the commitment to create a visual image that reflects the ethos and values of the university.

Key actions

- Assess current brand(s) and provide platform for launch of a new brand drawing on relevant international experience;
- Design protocols for all UCD branding and brand deployment;
- Develop College and other sub-brands to capitalise on College and other UCD affiliations.

MAXIMISE UCD COMMUNICATIONS IMPACT TO EXTERNAL STAKEHOLDERS

UCD is committed to communicating proactively with stakeholders in order to engage their support for the university's strategic objectives.

Key actions

- Develop high standards for all literature including student prospectus, President's Report, student recruitment material and marketing material developed for research centres and Colleges;

- Undertake revamp of the UCD website with a navigational focus on the needs of users;
- Provide support for staff involved in external communications through the provision of advice and practical assistance.

MAXIMISE UCD COMMUNICATIONS IMPACT IN RELEVANT MEDIA

This includes:

- The provision of timely, accurate and comprehensive information in response to reactive media queries;
- The development of newsworthy information for proactive promotion of UCD achievements.

Key actions

- Identify and review/renew on an ongoing basis key UCD messages;
- Identify and develop relations with key journalists;
- Develop an efficient and effective response process to media queries;
- Develop a proactive media programme to draw attention to achievements of the university, and its staff and students;
- Provide media training and other necessary resources for UCD spokespeople;
- Design and implement appropriate metrics and evaluation system for UCD communications activity at university and College level.

OVERHAUL UCD INTERNAL COMMUNICATIONS STRUCTURES AND ACTIVITIES

This includes a commitment to:

- Identify deficiencies and strengths in current activity and structure;
- Define targets and performance measures for UCD internal communications activity.

Key actions

- Implement a substantial programme of structural reform in relation to internal communications to include the development of appropriate metrics;
- Provide necessary training and other resources to Associate Deans to facilitate the internal communications process.



OPTIMISE UCD FUNDRAISING POTENTIAL FROM PRIVATE SOURCES

This will include the commitment to:

- Carry out major overhaul of the UCD fundraising process to include a major campaign effort;
- Identify and enlist, nationally and internationally, key donors and prospects for initial campaign.

Key actions

- Launch major UCD fundraising campaign focused on specific targeted groups;
- Recruit UCD leadership and staff required for campaign;
- Recruit volunteer leadership for UCD Campaign Board;
- Strengthen existing and develop new College-based volunteer structures such as development councils to support fundraising effort;
- Produce UCD Case Statement as key campaign document.

DEVELOP SIGNIFICANTLY ENHANCED ALUMNI RELATIONS PROGRAMME

This includes the following objectives:

- Promote enhanced level of alumni involvement across spectrum of UCD activities;
- Achieve a significant increase in alumni donations to UCD.

Key actions

- Identify and evaluate alumni perceptions of UCD through a series of structured focus groups. These groups will particularly concentrate on developing enhanced alumni involvement with the university;
- Provide UCD base for alumni;
- Enhance current range of affinity and reward offerings for alumni association with UCD;
- Strengthen existing and develop new College and School alumni initiatives.



Organisational Structure

6.1 THE URGENT NEED FOR ACADEMIC RESTRUCTURING

External reviews of UCD (CRE Institutional Review 1998; EUA Institutional Review 2003; HEA/EUA/IUQB Quality Review 2004; WAG Report 2004) have repeatedly asserted that the division of the academic community into an excessively large number of Faculties and Departments:

- Is a major impediment to academic collaboration, performance and progress;
- Results in significant duplication of academic effort and inhibits innovation in the teaching arena;
- Is a barrier to interdisciplinary research and limits the capacity to launch major research initiatives or attract large research grants;
- Limits sabbatical and research leave opportunities;
- Complicates and diffuses administrative effort and expertise and thereby limits the effectiveness of both UCD's academic and administrative staff;
- Prevents effective communication and decision making;
- Limits the capacity for multi-annual strategic and financial planning;
- Dissipates valuable resources;
- Impairs UCD's ability to brand effectively and its ability to raise funds effectively from the private sector.

The unnecessary and counter-productive complexity of our organisation is also an issue of internal debate, was a major theme in the cross-Faculty strategic planning dialogue, and was examined by a specific task group on

academic structures. Several themes emerged repeatedly during this dialogue that further supported the views of external review teams. The artificial subdivision of broad disciplines into multiple Departments and Centres, sometimes located in different Faculties, clearly presents barriers to innovation and collaboration in teaching and research, and leads to duplication of resources, structures and effort. Small Departments are often inadequately resourced, and the small complement of staff may not be able to provide adequate mentoring, induction and guidance for new staff or graduate researchers. The proliferation of Departments makes it difficult to arrive at consensus or make decisions while adequately consulting at Head of Department level, isolating Heads of Department and individual academics from the decision-making structures of the university, with resultant lack of clarity on policy and objectives. While Departments have autonomy to operate within their own budgets, their ability to influence major decisions on resource allocation and staffing is limited. These factors lead to a disconnect between the strategic direction of individual Departments and the Strategic Plan of the university as a whole.

The future of the university, its impact on Irish society and its international standing requires a resolution of this issue, so that individual academic units are effective, empowered and resourced to act with common purpose to achieve agreed objectives. In short, UCD's academic structures urgently require revision and refinement if the objectives outlined in the Strategic Plan 2005-2008 are to be realised.

UCD will move to an academic structure where the School replaces the Department as the fundamental academic unit, and these Schools are organised into a smaller number of Colleges. It is not possible or desirable to prescribe an ideal number of Colleges and Schools to be established as a result of the restructuring process, as they are to be formed for academic rather than administrative reasons. However, the external commentators consulted and the various models explored suggest that the optimum structure would have fewer than 40 Schools and four to six Colleges.



6.2 PRINCIPLES AND CRITERIA GUIDING THE RESTRUCTURING PROCESS

SCHOOLS REPLACE DEPARTMENTS AS THE CORE ACADEMIC UNITS WITHIN COLLEGES

In response to the urgent need for academic restructuring highlighted above, UCD will move to a model in which the fundamental academic unit will be a School, a community of staff and students with common goals, a shared perspective, a common disciplinary ethos and approach, led by a head who is appropriately resourced to manage the unit and who has influence in the decision-making processes of the university. The School will be managed by the Head of School working with a School Executive. The School should give individual academics and students a strong sense of identity, and be large enough to be well recognised in the wider community. It should have clear responsibilities with regard to support and welfare of students and staff.

Several principles should guide the formation of Schools. These include:

- The primary objective of any change in structures should be to deliver improvements in research, teaching, learning and student life;
- Existing Departments should be merged to form a School only where there is genuine disciplinary coherence or potential synergies between the Departments;
- A School should ordinarily be large enough to achieve critical mass in teaching and research, yet not so large as to reduce the sense of identity and belonging or prevent effective management by the Head of School;
- Schools should ordinarily be large enough to warrant a well-developed and efficient administrative and

support structure and career development programmes for academic, administrative and technical staff.

The decision to form a School from existing Departments or Schools will be based on the following criteria:

- Current national and international standing and trajectory based on student profile and research output, with due regard for the history of the discipline and previous levels of development and investment;
- Critical mass of world-class scholars and/or clear opportunities and plans to create critical mass;
- Common ethos and approach and shared objectives;
- Alignment with Ireland's social, cultural and economic objectives;
- Quality, ambition, and feasibility of the School strategic development plan.

Schools will be responsible for the design, delivery and assessment of modules which contribute towards degree programmes and in some cases for the delivery of entire programmes within a broader College framework.



Schools will be the primary academic home for the vast majority of staff, and may host the research activities of lone scholars or clusters of researchers, and/or conduct some or all of their research activity within or in collaboration with Research Institutes.

SCHOOLS ARE DEVELOPED AND STRENGTHENED THROUGH INSTITUTIONAL INVESTMENT AND SUPPORT

Schools will encapsulate academic areas that are priorities for development at UCD. The university will support the development of Schools in particular by assisting them in obtaining external funds (from public and private sources) for research and teaching. It is envisaged that, with the support of their College and the university, Schools will agree multi-annual resourcing plans (human, financial and physical) with the university, put in place realistic and realisable strategies for their own development, and then act autonomously and creatively within the agreed framework. One important benefit accruing from the formation of larger units will be the ability to formulate clear goals for staff recruitment, a key factor in the future development of any academic unit.

PRESERVATION OF DISCIPLINES WITHIN SCHOOLS

While some Schools will accommodate only one discipline or subject area, many will bring together academic staff working in cognate or related disciplines. The identity and integrity of these disciplines will be preserved in two ways. The standing and development of a discipline of value to the university should be supported by ensuring that each discipline has at least one Professor. The School Executive should be representative of the disciplines or subjects contained within the School. The subject leader may or may not be a Professor, and is appointed by the College with the assent of the School, for a period of up to five years.

COLLEGES AND THEIR ROLE

The College, as the largest academic unit, should comprise academic staff in broadly cognate disciplines working together to deliver a portfolio of teaching and research programmes and who are supported by a critical mass of administrative staff with expertise in academic management, information systems, accounting and financial management, strategic planning, communications, alumni relations and fundraising. The College will be led by a Principal and College



Executive, including all Heads of School and other appropriate representatives. They will be highly autonomous and have significant devolved authority, within the university's broader policy framework, that will include delivery of academic programmes, staff recruitment, development and promotion, and managing the routine and strategic resource allocation to Schools. A major role of the College will be to act as strategic umbrella body binding together a group of cognate and related Schools, assuring the quality of their educational and research programmes, facilitating their good management and strategic planning, and leading strategic initiatives involving consortia of Schools.

ADMINISTRATIVE, TECHNICAL AND SUPPORT STAFF

The proposed academic restructuring has important consequences for administrative, technical and support staff, and for the relationship between central administrative services and Colleges and Schools. Academic restructuring will be accompanied by a detailed implementation plan to ensure that reporting relationships, working conditions and career development opportunities for all staff are respected. The opportunity will be taken to increase the effectiveness of administrative processes, and to ensure that central administrative services effectively underpin and support the activities of Colleges and Schools.

6.3 ROLE OF MULTIDISCIPLINARY RESEARCH INSTITUTES AND CENTRES

RESEARCH INSTITUTES

Interdisciplinary research collaboration and high-quality graduate programmes will be further facilitated through UCD's major Research Institutes. These Institutes will be characterised by a critical mass of research scholars working on related or the same broad themes, supported by state-of-the-art technology where relevant and by the administrative resources necessary to support internationally competitive masters and doctorate research programmes. Whereas Schools will be the primary academic home of academic staff, researchers can apply for membership of an Institute under a workload framework agreed with the Head of School and Institute Director. Indeed well-resourced high-profile Research Institutes should be valuable recruitment tools with which to attract high-quality scholars and students to UCD. Research Institutes may also serve as the primary academic home for scholars during the first years after their recruitment to UCD when their salary is funded primarily from Institute or external funds.



RESEARCH CENTRES

Research Centres will be research clusters which will ordinarily reside within UCD's major research institutes or may be located within a College or School. They are designed to promote interdisciplinary research in a focused theme or programme, usually on a smaller scale than, or forming part of the activities of, a Research Institute. The establishment of a Research Centre may also be used to concentrate and incubate research efforts in a new or emerging area. A clear set of procedures and criteria for the establishment, support and where necessary, winding down and closure of Research Centres is required.

STRUCTURED DOCTORAL PROGRAMMES

If UCD is to enhance its intake of high-quality research masters and doctorate students, it is essential that structured programmes are established across the university that offer students, as a matter of routine, a cutting-edge structured taught component, a high-quality mentored research experience, and career guidance. These programmes will be hosted by a major Research Institute, by a College or by a consortium of Schools.



Financial Strategy

Central to the achievement of UCD's recognition as a world-class research-intensive university is a commitment to strategic resource generation and strategic resource allocation. UCD's ability to attract and retain the best staff and students is dependent upon our building and sustaining areas of strength that achieve national and international scholarly recognition.

Specifically, we will:

- Develop a multi-annual financial strategy and budgeting process at university, College, School and Institute level;
- Initiate a strategic fund of 5-10% of the annual budget for development of new initiatives and personal academic development – the President will be advised on the disbursement of these funds by the Academic Council Executive Committee;
- Reform current resource allocation model to reflect and support strategic objectives;
- Provide direct funding line for major research institutes;
- Carry out comprehensive review of asset utilisation;
- Invest in projects aimed at diversification of income portfolio.



