

NCAD + UCD

The Academic Alliance



**Strategic
Innovation
& Development
Fund:**
*Final Project
Report 2016*



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Executive Summary

This project sought to scope the future shape of the alliance between NCAD and UCD. Undertaken between October 2014 and October 2015, the study has found ample evidence on a number of fronts of the current success and future potential of the alliance. The 'extraordinary potential' identified in the initial memorandum can be realised.

The approach taken has been actively to cultivate the alliance while simultaneously diagnosing its best future form. This has involved a combination of bottom-up and top-down aspects. From the bottom up, the aim has been to analyse and support existing collaborations and to sponsor further shared activity in key areas of potential. From the top down, the aim has been to find the best means to structure a strategic intra-institutional relationship of this kind.

The summary findings of the project are as follows:

In considering the future form of the relationship between UCD and NCAD, there are three key aspects: **the scope for academic collaboration**, identified throughout as central to the rationale for the relationship; **the accreditation of degrees**, put in place in the initial phase of the relationship; and **the possibility of merger**, seen at various points as the logical and optimal version of the relationship. In the initial phase of the alliance, each of these aspects has been understood as dependent upon, or premised upon, at least one other. This report opts to consider each independent of the other. To deal with the findings and recommendations for each of these aspects in turn:

1. Collaboration

- From the outset, the potential for extensive academic collaboration has been a significant stated benefit of the NCAD – UCD relationship.
- This project has determined that realising this potential is key to the ongoing rationale and success of the relationship.



- There is great potential for academic collaboration across a number of thematic areas identified by this project, some realised already, some planned already, and much with clear potential.
 - The project has demonstrated that seed-funding and other initiatives can act to identify and kickstart potential collaborations.
- Actively pursuing collaboration will make possible ventures, both in teaching and research, which would not be feasible for either institution to undertake on its own. Acting together, new areas of activity will be opened up.
- In order to develop and thrive, such collaboration must be facilitated and supported by what this project terms 'a framework for shared activity'.
- The framework brings together and aligns the institutions' potential (policies, processes, systems, advice, and support) to help academics launch and sustain collaborative activity.
 - In the case of programmes and other taught courses this will include programme approval, registration, fees and income, assessment, discipline, appeals etc.
 - In the case of research it will encompass all aspects from identifying and assembling research teams to supporting shared research awards.
- The framework involves people as well as systems/solutions, with individuals from all the relevant domains within the institutions contributing on an ongoing basis to the shaping and structuring of shared ventures.
- In order to succeed, continued/ongoing leadership and support is needed in catalysing academically and supporting operationally the collaboration enabled by this framework. That is, a dedicated academic and administrative resource will be necessary to its success.
- In order to realise the potential, the framework must be used to continue to seek out, catalyse and develop collaborative ventures. The use of seed-funding and other initiatives can act to identify and kickstart potential collaborations.
- The shared activities envisaged between the two institutions are ultimately not dependent upon UCD's accrediting and awarding of NCAD degrees but upon the active use of this framework.

2. Accreditation/Validation

- Under the terms of the MoU and MoA, UCD has been awarding NCAD degrees since 2011. NCAD degrees had previously been awarded by the NUI and it was in the context of the potential dissolution of the NUI that UCD took on the degree-awarding role in the first place.
- In carrying out its role as validating body for NCAD awards, and on the assumption that merger was a possible outcome to the institutions' developing relationship, NCAD, through the MoA, aligned its accreditation policy and process with standard UCD policies and processes, including the use of UCD's General Regulations. This accreditation relationship naturally imposes responsibilities on both parties.
- A relationship based simply on the awarding of NCAD degrees is not of strategic interest to either NCAD or UCD.
- The renewal of the Memorandum of Understanding and Memorandum of Agreement, due late 2016, will allow the relevant aspects of accreditation and validation be reviewed and agreed.

3. Merger

- As the conditions necessary to support merger are not in place, in particular the financial input required, merger is not being actively considered by the institutions and so was not considered in this project.
- Merger is not, itself, a necessary prerequisite to a successful academic alliance.
- None of the shared activities envisaged between the two institutions is dependent upon merger in order to proceed.

- In terms of academic collaboration, the framework/structure necessary enable and nurture this shared activity is more akin to a cluster (as envisaged by HEA documents) than a merger.
- Such a framework has the further advantage of accommodating additional partners/participants as necessary, specifically IADT.

In summary:

- For academic collaboration to thrive there needs to be active stimulating and fostering of such collaboration, thereby realising the primary objective, namely that of maximising the value of the academic alliance for both institutions.
- Validation and accreditation of degrees is not a prerequisite to academic collaboration. UCD's role as validating authority for NCAD's degrees will be considered in the course of the 2016 renewal of the MoA.
- Institutional merger itself is not under consideration.

Report structure

Section one sets out the context in which the work covered by this report was carried out, highlighting how a change in context during the project shaped the ultimate direction taken.

Section two highlights eight strands or areas in which the academic alliance between NCAD and UCD can bear fruit – graduate taught programmes, student abroad opportunities, the student experience, the 'City Life' summer school as a model for such programmes, the opportunities created by the Centre for Creative Arts and Critical Cultures, developments in design, urban research, and collaboration with IADT. The 'extraordinary potential' of the academic alliance is shown both through what has been achieved to date and which might be achieved by 2020 in each of these areas.

Section three draws insight from a close consideration of two current examples of the relationship between a University and a School of Art from our near neighbours in Edinburgh and Glasgow.

Section four looks at the foundational area of the structure of the governance and academic quality management relationship between NCAD and UCD.

Section five proposes the framework which will support shared activity between the two institutions.

There are a number of appendices which provide more detail on certain relevant areas within the project.

This report was written by the project team in UCD – Hugh Campbell (academic lead), Michael Sinnott (admin lead), Amy Smith (admin support) in consultation with Declan McGonagle, Director of NCAD (till end of 2015) and Damian Downes, Registrar of NCAD.

<i>Recommendations</i>	<i>Current Outputs</i>	<i>Future Outputs</i>
•Framework for Shared Activity to be established	•Proposed form and components of framework outlined in Section Five of the report	•Fully developed and detailed framework supporting and promoting shared activity
•Shared territory of Design research and innovation to be claimed for graduate taught programmes, research projects and commercialisation	•MA in Medical Devices Design •MA in Interaction Design launched 15/16 •MA in Spatial Arts and Visualisation launching 16 for 17/18 intake •Collaborative projects in visualisation funded and completed •Commercialisation – NovaUCD and Origin8	•Scoping strategy on design research, building on success of Irish Design 2015 •Funded research projects FP7, Horizon 2020 •Co-funded position to foster engagement with enterprise and national policy on design
•Urban research	•City Life – Summer school ‘15	•Centre for Urban Cultures and Urban futures •Taught policies •Research projects •Business and community engagement
•Capture and develop research in creative arts and humanities via a research centre for creative arts and critical cultures	•Centre for Creative Arts and Critical Cultures established 2015 •Collaborative projects funded and completed. •Research events hosted	•Visiting Professors •Funded Research •Increased PhD student numbers
•Increase intake of international students to NCAD programmes, to courses, semesters and programmes	•Promotion of NCAD courses and modules by UCD internationally at fairs and visits, and at national Open Days •Shared ‘city life’ summer school aimed at international students, piloted in 2015	•Enrolment to undergraduate and graduate taught programmes •Semester and year long studio/academic programmes for international students
•Enhance Student Experience through exposure and access to creative arts education and practice	•Artists in residence already established across a number of colleges in UCD •Initial mapping of modules/options to be made available to students across institutions	•University-wide rollout of Artists-in-Residence and Graduates-in-Residence programme •Develop pathways/options for UCD students within NCAD
•Develop shared graduate taught programmes to attract national and international students	•One 90 credit, 1 year taught masters launched in 2015 (MSc Interaction Design) •MA Spatial Arts and Visualisation fully developed for launch	•Another 90 credit, 1 year taught masters to launch in 2017 (MA SAV) •Scope for further programmes in the areas of creative and critical cultures, curating and design
•Increase scope and extent of collaboration between UCD, NCAD and IADT	•3-way collaborative programmes •Graduate, post graduate, CPD and professional	•MA in Spatial Art and Visualisation
•Institute of Education	•Joint Professional Masters (PME) in Education to be offered from Sept 2017 to replace offering in each of the constituent colleges of UCD, NCAD, TCD and MIE.	•Joint PME •Continuing Professional Development •Post graduate and doctoral research



Section 1

Context



Key Points

This section provides the context for the current project and places it within the evolution of the relationship between NCAD and UCD. It sets out the way in which, over the course of the project, this broader context has changed.

There are three main aspects to the context of the current project: the potential for a merger between UCD and NCAD; UCD as NCAD's degree awarding authority, and collaboration through the academic alliance between UCD and NCAD. The aims and focus of the project have taken a specific direction and have concentrated on the nature and potential of academic collaboration, with UCD's status as awarding authority given due consideration, while the question of merger is not considered.

In short, merger is not the ultimate form of academic collaboration and so, in focusing on how best to support and develop collaborative academic activity, the report has not pursued questions of merger.

Whatever formal relationship is ultimately established between NCAD, UCD and potentially IADT, it will be based on shared academic activity: maintaining the appetite and capacity for collaboration and the means to positively and effectively support it to the mutual benefit of the parties involved.

Evidence of enthusiasm and appetite for shared activity is extremely clear – the challenge is now to construct the relationship which allows it flourish. The alliance will succeed to the extent that it is about doing new things together – the challenge is to find a framework to facilitate this.

This section considers how the needs of each institution, as well as of the HEA and society at large, might be best served through the academic alliance between the institutions, focusing on clustering as having the capacity to be more effective and more efficient in delivering this collaboration.

What is the gain, realised and potential, from this alliance?

The sector expands its reach and extends its capacity; the institutions grow in ways they would not otherwise have done; creativity is catalysed; the student experience expands to encompass new modes of learning and new opportunities.

A) Foundational Context: The First Phase Of The UCD-NCAD Academic Alliance

The academic alliance between NCAD and UCD was established in 2010 on the basis that it would be of mutual benefit to both institutions. The creation of the alliance was prompted in part by the then-planned dissolution of the NUI, with UCD to become the degree-awarding body for NCAD. Beyond this formal purpose, it was seen that there was clear scope for academic collaboration across a wide range of fields and disciplines. It was also anticipated that NCAD would benefit from UCD's existing investment in systems for students, finances etc., its research agendas and its international activity. UCD, in turn, would gain greater access to the creative arts and to design, allowing it to expand and extend its offerings, and enhance its students' experience. As set out in more detail in Section Four, the terms of the Memorandum of Understanding (MoU - 2010) and Memorandum of Agreement (MoA - 2011) established a basis for managing and developing all the main aspects of the relationship.

The establishment of these original Memoranda was contemporaneous with the publication of the Hunt report, and so the vision of what the alliance might achieve mirrored quite closely the benefits of 'clustering' set out in that report:

"The benefits of clustering would extend to both staff and students of all participating institutions. Those in institutes of technology could obtain some of the benefits that come from being at a research-oriented university – they could be encouraged to join seminars in the associated university, and possibly carry on joint research projects, which would strengthen their own teaching, and graduate students might also be able to attend courses in both institutions. It would be more attractive to do doctoral work under the primary supervision of a staff member of an institute of technology if the resulting degree was awarded jointly with the associated university. Universities could also derive benefits in that their applied research, opportunities for consultancy and even course teaching would be strengthened by the closer contacts that institutes of technology have with the needs of industry and labour market."¹

While many aspects of the original rationale for the alliance are still valid, it is evident that the advantages of the relationship need to be analysed, restated and reframed to reflect current realities highlighted in the section immediately following. It is this need which helps resolve considerations into three elements – merger, accreditation, and collaboration.

Any future relationship will only prove sustainable if it has clear benefits for both institutions, within the context of the development of the sector as a whole. This study has therefore focused on what those benefits are and how they might most fruitfully and effectively be realised.

¹ National Strategy for Higher Education to 2030 -Report of the Strategy Group, Department of Education and Skills, 2011, p97

B) The Context At The Outset Of The Project

The project was established to scope the future shape of the relationship between UCD and NCAD, up to and including merger. The overarching context for this exercise is the broader consideration of the structures of higher education in Ireland, which have been ongoing for the past five years. The foundational document for this is the *2011 National Strategy for Higher Education to 2030* – the so-called Hunt Report – with further studies building on this, including the *2013 Report to the Minister for Education and Skills on system reconfiguration, inter-institutional collaboration and system governance in Irish higher education*.

The Hunt Report sets out the rationale for increased collaboration, clustering and merging of institutions, in helping to fulfil the following overall aims:

Retain and improve the diversity of institutional missions while ensuring their relevance to individual, labour market and societal needs;

- Enhance the quality of the student undergraduate and postgraduate experience;
- Enhance the role of the sector in actively supporting economic development, particularly through improved knowledge transfer to the enterprise sector;
- Improve resource efficiency, by taking advantage of economies of scale and opportunities for sharing services; and
- Develop system capacity according to national and regional needs.²

It goes on to note that ‘Only a coherent system, made up of diverse, responsive and sustainable institutions, will be able to deliver on the ambitious goals set out in this strategy.’³ The future development of the sector must therefore strike a balance between the need for greater efficiency and economy and the need for genuine diversity. Hence, while the Hunt report explicitly recommended that ‘smaller institutions should be encouraged to merge with others in order to create the scale needed to provide quality services’, it also warned against mergers which ‘would be more likely to dilute the diversity of the system’.³

This overarching need to balance diversity and efficiency is consequently reflected in the explicit requirement for any future NCAD/UCD relationship to maintain the distinctiveness and value of NCAD’s identity and mission.

This study has considered the best structure of the NCAD/UCD relationship in light of these broader sectoral aims which, having been articulated in a series of strategic reviews of the education sector over the last five years, have more recently been integral to the institutional compacts signed in early 2014 between all HEIs and the HEA, working to seven strategic areas.

² *ibid.* p96

³ *ibid.* p99



C) Evolving Context: Terms Of Current Study

i) HEA SDIF Funding for Current Project

This study follows on from a recommendation made by the HEA, in its “Report to the Minister for Education and Skills on system reconfiguration, inter-institutional collaboration and system governance in Irish higher education” of April 17 2013:

“National College of Art and Design, University College Dublin

It is proposed that University College Dublin and the National College of Art and Design should develop their inter-institutional alliance – up to and including merger. A risk identified in this approach is that as a small, specialist institution the National College of Art and Design might over time lose its identity within the larger institution. Implementation proposals, outlining governance and management structures together with timelines and the processes to be put in place to safeguard against dilution of the mission and identity of the National College of Art and Design should be submitted to the HEA by the end of October 2013.”

Ruairi Quinn, the then Minister for Education and Skills, in a letter to the chair of the HEA of 30 May 2013, in response to a report from the HEA of 17 April 2013, wrote, in relation to the University sector:

“I ... also agree with the recommendation for a deeper relationship, up to full merger for NCAD and UCD.”

UCD and NCAD submitted a joint proposal under the SIDF 2013 funding round in 2013. While a significant and broad proposal was submitted, the HEA provided only a part of the funding sought. In explanation, the HEA in its award letter of 23 October 2013 stated:

“In general, while the review of proposals found quality and potential impact to be good, the overall finding of the review team was that the sum of proposals received, when assessed under the headings of Quality and Impact, was not sufficiently high or sufficiently comprehensive to justify allocation of the entire available fund of €3 million.

It was noted that these proposals are generally concerned with early stage planning of restructuring and it was important to get this planning stage right, with focussed and timed implementation plans.

It was therefore important to take a cautious, conservative approach to the allocation of funding, whereby more limited funding could be allocated in the first instance. Success in delivering the outcomes could then be taken into account in the allocation of any further funding; thus building on demonstrated commitment and delivery.”

This reduced funding was therefore provided in order to enable UCD and NCAD focus on planning the restructuring of the institutions' relationships. The award was made in the following terms:

“Allocation of €300,000 towards the merger and a further €100,000 towards the participation of UCD/NCAD in the disciplinary cluster. UCD/NCAD are asked to specifically collaborate with IADT in the revision of the creative arts cluster to ensure that these key parties are underpinning that cluster.

A risk management strategy is sought to take account of risks identified in the Review of Provision of Creative Arts in Dublin of loss of heterogeneity in mergers involving small niche providers and larger institutions needs to form part of this project. While a vision for the post-merger institution is referred to in the areas of design and visual culture, a vision for Fine Art and art practice is not explicitly addressed. Reference to opportunities

for the National Flagship to develop activities and programmes in the areas of film, photography and digital media need to be properly co-ordinated with other relevant providers through the disciplinary cluster.”

Accordingly, the approach of the project has been simultaneously to scope the best future shape of the institutional relationship and to populate the alliance with activity on the ground. The focus is on enabling, developing and supporting academic collaboration. This is seen as the best means of ensuring a sustainable model for the future. In considering this model, full value is accorded to the entire spectrum of activity within NCAD and its distinctive characteristics and pedagogies. The particular character and demands of fine-art teaching are fully recognised. Equally, the specific approach and remit of IADT is given due consideration.

ii) Changing Context 2014-2015

During the course of this project (September 2014 to present) the context continued to develop and change. In meetings with the HEA, the President of UCD, Professor Andrew Deeks, noted that merger would not be feasible without considerable investment of public funds. Given the HEA has clarified that such funds are not available, it is clear that merger is not a viable option at this point in time and so has not been further considered. This, therefore, is the significant shift in context between the point at which this work was envisaged and the environment in which it took place.

This shift, in turn, helped the recognition that there is a categorical distinction between considerations of merger and considerations of academic collaboration: merger is not the ultimate form of collaboration, nor does collaboration depend upon merger.

In making this distinction the question of the value or purpose of UCD as an accreditation authority for NCAD consequently arises: given the intention of shared value for both institutions through our relationship, and acknowledging NCAD's need to have an awarding authority, what value does this role bring to UCD in the absence of a merger? In terms of potential models, a minimalist approach would be UCD's simply acting as NCAD's awarding authority: this approach has no discernible benefits for UCD, and is not in NCAD's strategic interest, so is therefore not an option. In order for the academic alliance to be sustainable, and to be of strategic importance to UCD, it is imperative that the relationship deliver significant value in terms of teaching and research. For NCAD in turn, the relationship with UCD must extend far beyond graduation days in order to make sense.

Consequently, this project has focused on and developed the area of academic collaboration, producing both immediate outcomes and the plan for a framework for future collaboration. The collaboration considered in this work is in response both to the direct opportunities which exist for NCAD and UCD and to the potential of the clustering of the creative arts provision.

This project also identifies the areas of programme approval and quality assurance which can profitably be addressed in the further evolution of the formal agreement between the two institutions should UCD's role as an accreditation authority for NCAD continue to be an element of the relationship. In looking at these areas it is again necessary to recall the distinctions between enabling academic collaboration and acting as an awarding authority.

As a final comment on merger, it became clear in this work that **merger is costly, provides no guarantee of financial gains or other efficiencies in and of itself, and will not necessarily create collaborative opportunities or activity.**

In short, as it became clear that there is neither the public nor the institutional funding to support merger, and that merger itself does not necessarily promote collaboration, this project did not consider merger in detail.

iii) Focus on Academic Collaboration

This study has focused on articulating a structure for the NCAD+UCD relationship which will enable the maximum benefit to flow to both institutions, while realising the larger goals of the HEA for sectoral reform and development.

In so doing, it has sought to draw together areas of activity arising from the bottom up with the enabling structures needed to allow those areas develop and expand. *The Review of the Provision of Creative Arts Programmes in Dublin* (2013) noted the need for any partnership to be grounded in, and to emerge from, bottom-up collaborations. To that end, this project has consciously sought out and cultivated such initiatives, through a mixture of surveys, workshops and targeted seed-funding. [Details of all in Appendix II].

The project has confirmed that the potential benefits of a strengthened relationship are manifold. There is very considerable scope for shared activity between the two institutions which will serve to enrich and improve current taught programmes and research projects and also to foster growth, with new programme offerings and new research projects developing as a direct result of the alliance.

As the extent and potential of this collaborative activity became clear, it also became clear that some form of shared academic framework would be needed in order to nurture and support it all, one which would facilitate the full range of potential shared activity between the institutions. **Such a framework will offer a future path for the development of the alliance which will address the HEA's interests in increased efficiency and economic self-sufficiency, will recognise and protect NCAD's distinctive pedagogy and its aim of increased international and increased inter-disciplinary collaborations, and will augment UCD's capacity in strategically important areas of teaching and research.** Among the significant benefits will be that creative practice will figure more prominently in UCD, while research culture gains more breadth in NCAD.

iv) A Framework for Shared Activity

Vital to the success of the alliance will be making it easier for academics to collaborate, and students to be mobile, through a coherent, thoroughgoing and robust collaborative framework - the 'Framework for Shared Activity'.

This framework will be proactive rather than reactive – consciously cultivating more shared activity rather than



passively managing existing initiatives and activities. It will also have the capacity to draw in other partners, notably IADT, with whom, as detailed elsewhere in this report, current collaboration, both two-way and three-way (also involving NCAD) exists. In order to gain and maintain traction, the framework will need an academic leader, and active advocates within each institution.

As outlined in more detail in section 5 of this report, this framework will establish a modus operandi for shared activity, encompassing academic, financial and operational aspects. The framework will allow sufficient alignment of systems and approaches to facilitate all shared activities and endeavours, providing a shared platform for such activity, giving visibility and a distinctive identity to this collaboration. The plus '+' brand developed in the course of this current project could serve as a useful ongoing identity: **NCAD+UCD**

Among the purposes of this framework will be the facilitation of progression pathways which draw on the strengths and orientations of both institutions. This is in response to a need identified in the Creative Arts review:

“In the opinion of the reviewers, the enhancement of progression pathways between different levels of educational provisions is the most urgent issue facing the creative arts sector and needs to be addressed through both partnerships and more substantial and accountable quality assurance frameworks.”⁴

By allowing each institution, and specifically NCAD, to maintain its distinctive identity and autonomy, the framework will maintain the necessary diversity within the system.

Finally, it will be vital to the ongoing success of the alliance that it clearly serve each institution's strategic aims. It is clear that a number of the objectives contained in UCD's strategic plan 2015 – 2020 can be positively served by the relationship. The educational potential, and the scope to enrich student experience and to attract a more diverse student cohort feed into Objectives 2 (educational experience), 5 (attracting excellent student and staff) and 6 (local, national and international engagement), while the possibilities for research and interdisciplinary work feed into Objectives 1 (research and its impact) and 4 (interdisciplinarity).

NCAD is currently undergoing a period of renewal, with a new board overseeing the rationalisation of governance, an interim director to be appointed early in 2016, followed by a search for a permanent director in early 2017. In this context, the continued development of its new educational structures and a growth in research activity will continue to be priorities, and both are well served through the alliance. On this basis, it can be asserted that the alliance is currently, and will continue to be, in the strategic interests of both institutions.

v) A Process and a Timeline for the Development

This funded project, has identified and supported existing areas of shared activity as well as fostering new projects and initiatives. As anticipated in the Hunt report, the bottom-up approach has indeed proved the most potent and viable means to give shape and substance to the alliance. This has been achieved through active engagement in nurturing and developing the relationship through the SDIF-funded project and the staff it supported.

In light of this, it will be important, in the next stages of development that an administrative and academic resource be kept in place to ensure continuity and no loss of momentum. While the alliance has 'buy-in' from a wide cross-section of academics in each institution, it nonetheless needs to be 'owned', nurtured and actively steered.

⁴ *Review of the Provision of The Creative Arts Programmes in Dublin 6th February 2013 p3*

The continued delivery of outputs from the various initiatives supported by this project – from shared masters programme to colloquia and exhibitions - will mean that during this period of ‘framework design’ the alliance remains active and continues to evolve.

The renewal and revision of the Memorandum of Agreement between the two institutions, due in September 2016, provides the most obvious and important means of formalising the next iteration of the alliance. In the period leading up to that, both institutions will need to consider how a Framework for Shared Activity can best be established and sustained. This process of developing the Framework in detail will also require a small dedicated academic and administrative resource within both institutions in order to be successful.

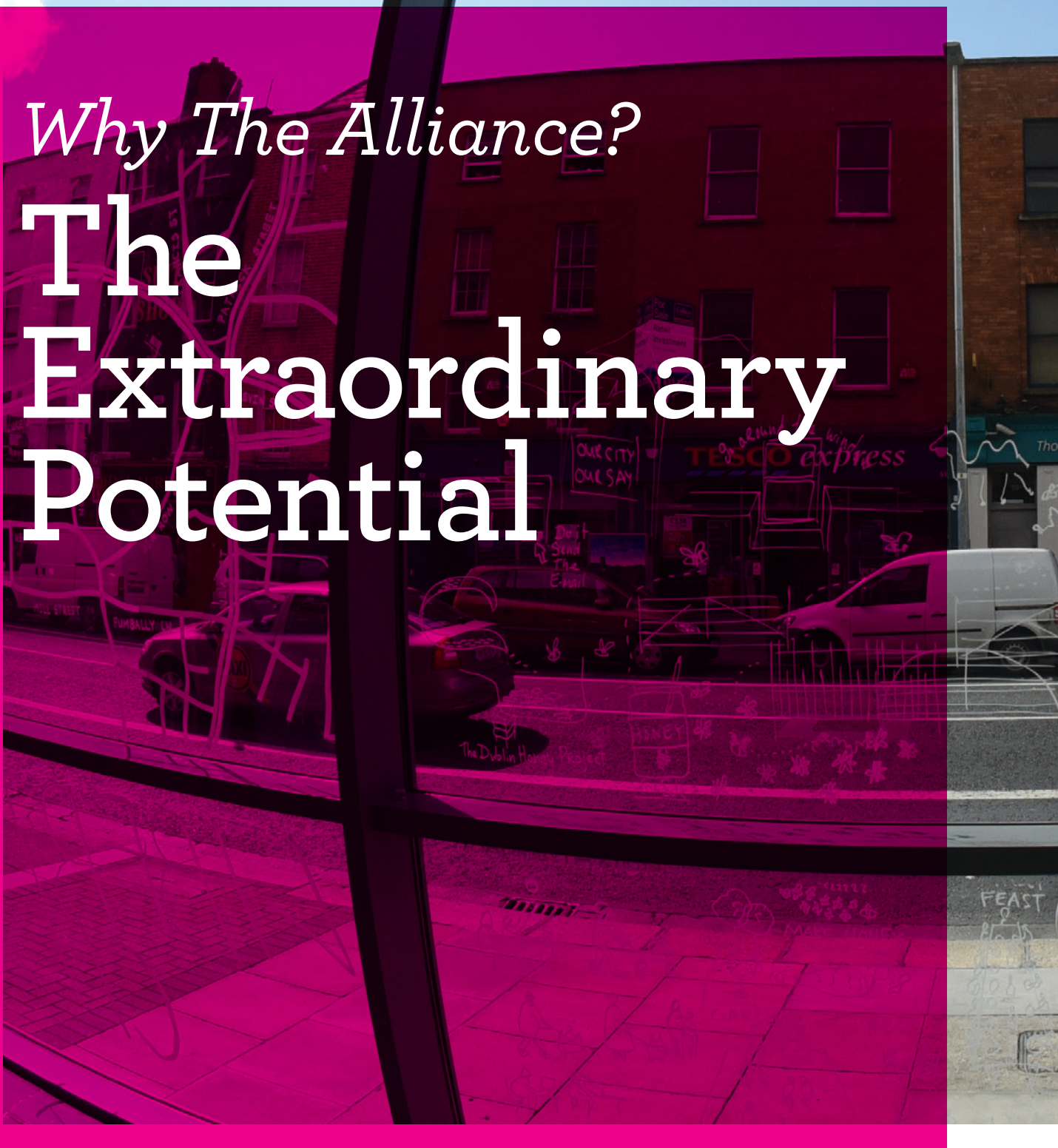
The longer-term prospects for the alliance are very positive, if these next steps are successfully completed. Section 2 of this report offers an overview of what the successful alliance might look like if it can build successfully on current activity, existing potential and available opportunities.



Section 2

Why The Alliance?

The Extraordinary Potential





Key Points

There is great potential for creative collaboration in the academic alliance, some of it already realised.

Much of the work to date (masters programmes, international students, the summer school, the brand etc.) has been necessarily foundational and requires another academic cycle, at least, to bear fruit.

In order to develop and extend this collaboration both institutions need to actively resource their commitment rather than providing merely passive institutional support.

A) Introduction

This study has sought to understand and analyse the nature of what the 2011 Memorandum of Understanding termed 'the extraordinary potential' of the alliance between NCAD and UCD, and to set out how it might develop in a structured and sustainable way.

This section of the report articulates a vision for what that 'extraordinary potential' can look like when realised through sketching the future state of the alliance as could be seen in 2020.

In the sections below a number of aspects of collaboration are laid out, highlighting the aspect in question and giving the view from 2020 through vignettes in the form of "In 2020 what we will see is...". These vignettes describe what can be achieved by 2020 if we actively pursue this aspect of collaboration. This is a motivational focus on what can be achieved: the 'how' is only relevant if the 'what' is compelling.

Early on in the project, a number of broad themes were set out which captured many current and potential synergies, and which align with larger academic, societal and sectoral demands. Also established were a number of modes of activity- from taught programmes to research projects. Over the course of the project, these themes and modes were refined and expanded, as the scope for shared activity became clearer.

The themes and areas are as follows:

- Design research & innovation
- Urban research
- Centre for creative arts and critical cultures
- Student experience
- Graduate taught programmes
- Shared 'city life' summer school
- International students
- Collaboration with IADT

The Alliance, in its mature state, will encompass a broad range of activity, anchored by a number of shared taught programmes and student pathways, alongside research initiatives and groupings and special events.

What is offered below is an overview of the various strands of activity in terms of their origins, their current state and their future potential. What is important to recognise is that, in all these, what is being described is essentially 'new business' for the two institutions. **The alliance will be defined not by the way in which it allows to continue what was happening already but rather by how it enables what had hitherto not been possible nor even been envisaged.**

i) Design Research & Innovation

Design is one of the key areas for collaborative work, encompassing teaching and research and extending into commercialisation. In discussions with UCD's research office, with key stakeholders, it was evident that the potential to develop research in the areas of design, and also for design research to feed into existing research initiatives, was very considerable. Building on existing connections and collaborations, NCAD's School of Design can develop research collaborations with a number of Schools in UCD. Areas of collaboration include Engineering, Architecture & Planning, Health Sciences, Computer Science and Information Studies, Social Sciences, etc. The range and diversity of themes and disciplines, reflects the fact that it is now recognised that design can contribute

specific skills, methods and insights to major research projects. Furthermore, design, with its emphasis on the end user of products, services and concepts, contributes enormously to the impact of research. Thus, the scope for successful Horizon 2020 bids is very considerable.

In tandem, research projects which are design-led or design-focussed can also be developed with the shared capacity of both institutions allowing projects which combine advanced commercial, technical and scientific knowledge with aesthetic and qualitative approaches. An increasing number of spin-out companies arising out of collaborative projects and research. NovaUCD and Origin8 (NCAD's incubator) have already worked successfully with Enterprise Ireland to support the establishment of new enterprises, and there is clearly potential for much more in this area. The success of the Irish Year of Design 2015 (with extensive NCAD involvement) points to the enormous growth in importance of this area to the economy. Beyond this, as Ireland's renown in design increases worldwide, the potential to draw students to graduate programmes and to research projects also increases. Working together, NCAD and UCD can define and dominate this territory.

ii) Urban Research

Building on existing activity and expertise across a number of disciplines, combined with the unique setting of NCAD in the heart of the city, there is scope to develop new models of 'in-situ' urban research. There are some precedents for this kind of symbiotic relationship of academy and city elsewhere (Toronto, Buffalo). There is potential to emulate and move beyond those exemplars here.

In 2020 what we will see is...

An established research nexus taking as its setting and its subject the urban environs of the NCAD campus. This area, centred on the High St/Thomas St/James St east-west axis of Dublin, has been going through a period of transformation, in which all the various forces impacting on processes of urban development are at play. NCAD's presence in the midst of this changing urban context offers a unique opportunity to bring together academic and creative disciplines interested in urban themes and to allow them to observe and shape the processes of change. Research happens in-situ. A wide range of disciplines within UCD drawn from the social sciences, the humanities, the design disciplines and others have become involved in this in-situ work, often generating innovative and original inter-disciplinary work.

Research centres both established – Geary Institute, CASL – and new – Cantillon Centre for Entrepreneurship, Design and Innovation - play

an important role. Important relationships will be forged with Dublin City Council, with Diageo/Guinness, with business and community groups in the areas. In parallel a network of international partners working in similar modes and similar contexts Europe, North America and Asia will be established.

This research initiative will secure funding for its own projects, as well as contributing to larger bids in related areas to do with smart cities, social cohesion, innovation and entrepreneurship. A substantial cohort of research students will work under the auspices of a new academic centre – the Centre for Urban Cultures and Urban Futures - established between UCD School of Architecture, Planning and Environmental Policy and NCAD Schools of Design and Visual Culture, with a presence on both campuses. Taught modules and projects will be developed, relating to this research. As well as this, a number of policy statements and live projects will be supported, with a direct impact on the district.

iii) Centre for Creative Arts and Critical Cultures

One of the key initiatives of the NCAD + UCD project, has been the establishment of the Centre for Creative Arts & Critical Cultures to promote, initiate and coordinate cross-institutional academic activity in the domain of creative arts and critical cultures.

This centre is intended to support a cross-institutional, creative academic community whose work bears an affinity of interest in the arts, culture and critical studies—amplifying the impact and reach of this work across both institutions, and beyond to wider society. It achieves these aims by developing new teaching and research initiatives, promoting and supporting the activities of its affiliated members, and facilitating collaborations between the two institutions.

The Academic centre – a recognised means within UCD of bringing together and making visible research in a certain area, often inter-disciplinary – is used as the vehicle to mobilise what is a very considerable degree of current and past activity in the broad intersecting area of creative arts and humanities and social science research. More detail on the development, rationale and structure of the Centre is offered in the appendices.



In 2020 what we will see is...

This Academic Centre, established in 2015, will be a hub for research in the overlapping fields between creative practice and related critical and historical disciplines. It will support over 50 PhD students working across NCAD and UCD, many co-supervised and most drawing supervisory panels from both institutions. The rationale for the establishment of the Centre was to make more visible, powerful and coherent the array of academics and researchers working in and around the creative disciplines. Between UCD and NCAD, and latterly, IADT, the quality, quantity, scope and reach of the work being produced is striking. This is an area in which Ireland, and these institutions in particular, are in a position to play a leading international role. The Centre is intended to provide the platform for it to do so.

The centre will strengthen its relationships with Ireland's cultural institutions through a number of collaborative ventures – symposia, exhibitions and lecture series. These collaborations are set to result in successfully funded research projects, working with partners in Europe and beyond. The international reach of the Centre will be further enhanced through the appointment of a series of high-profile Visiting Professors.

Operating between the two institutions, the Centre successfully defines and laid claim to a shared territory of enquiry. It can become the clear national leader of research in this area, with a very wide network of national and international partners. It allows UCD to strengthen its profile in the whole area of culture and the creative arts, producing, amongst other things, a cultural policy for the university and contributing to cultural programming, exhibitions and building

university collections. For NCAD, the Centre will be instrumental in developing its research culture, allowing faculty to pursue research interests, expanding supervisory capacity, and opening new networks and building new research linkages to related disciplines.

The Centre has directors based in both institutions, and a membership which includes faculty and research students drawn from a wide range of disciplines, mostly, but not exclusively, in the arts, humanities and social sciences. In future phases, it will be building on connections made to STEM disciplines where research involving the creative arts and design has also been expanding, and where there is clear scope for collaboration. It will seek funding for research through Marie Curie, ERC, Creative Europe and HERA in order to build capacity and extend networks. Under Horizon 2020, the Centre can also collaborated in larger research projects on cross-cutting social and cultural themes. Of particular value will be its relationship with public institutions, allowing research to be disseminated more widely and increase its impact.

The Centre will have a very positive impact for staff, particularly in NCAD, who are enabled in developing their research activity under the auspices of UCD. Meanwhile, UCD staff can benefit from greater exposure to fine art and design practice and creative activity. All told, the Centre's success will make evident the compatibility of artistic practice, scholarly and scientific research. It will connect to the growing creative industries in Ireland, and the increasingly important sphere of cultural heritage, becoming a vital element of the higher education landscape.

iv) Study Abroad Students

It is evident that semester and year-long programmes which allow students from abroad to combine studio-based modules in NCAD with the full range of academic modules in UCD would prove very attractive.

Such programmes would appeal primarily, but not solely, to students interested in progressing to graduate study in creative disciplines, and students in liberal arts undergraduate programmes. These options can be actively promoted by UCD's Global Offices in the US and in China, in collaboration with NCAD's enrolment team.

Thus NCAD benefits from UCD's international reach and marketing, while UCD expands its offering to incoming students and enriches the student experience. There is already evidence that the appetite for these kinds of offerings is considerable, in the US but also in Asia, China and South America.

Significant practical challenges for NCAD's capacity to attract study abroad students arise from the structure of its academic year, primarily a structure which does not provide a self-contained pre-Christmas semester.



v) Student Experience

Cross-institutional 'pathways' can be made available to domestic students, in the first instance as linked electives, but with the potential to grow to become minors, or even shared degrees.

UCD's Artist-in-Residence programme, originated in a shared module in the School of Physics, and was then taken up by the College of Science and subsequently by other colleges. There is clear scope to relate this programme to the alliances with NCAD and with IADT.

The lack of alignment between teaching semesters and the timing of assessments remain significant practical challenges.

In 2020 what we will see is...

Drawing from a pool of graduates, emerging and established artists associated with NCAD and with IADT, all UCD Colleges will support artists in each teaching semester and as well as producing work in collaboration with staff, the artist re encouraged to engage with students through workshops and intensive modules. These will have popularity across a wide range

of disciplines. Exhibitions and other events will enrich the cultural life of the university, and in turn give NCAD staff and students greater access to UCD campus. Building on the success of the inaugural NCAD + UCD exhibition, the selected show of NCAD graduate work will become a regular event at the UCD Student Centre, joined more recently by an equivalent selection of IADT work.

vi) Graduate Taught Programmes

One of the most obvious means by which shared activity could augment the capacity of both institutions is in the area of graduate programmes. Across the sector an increasing number of taught masters programmes, typically 90-credit, single-year and combining specialisation with interdisciplinarity. These programmes are designed to attract Irish and international graduates as well as people returning to study from the workforce. The alliance has the scope to bring a range of new 'offerings' into this territory, combining the research-oriented focus of UCD with the creative, conceptual and practical orientation of NCAD and IADT.

Taken together, over time these graduate taught programmes can generate significant student numbers, can augment research capacity and can feed very directly into Irish society and economy, in which the fields of culture, design and creative professions play an increasingly important role.

In 2020 what we will see is...

The project has supported the development of the MA in Interaction Design, a programme already in the planning stages in NCAD, which was reconfigured to include more input from UCD. Launched in March 2015, the programme attracted a substantial number of applications, and is currently running with 12 students.

A further programme, involving a three-way collaboration with IADT will run in 2017/18. The Masters in Spatial Arts and Visualisation deals with the use of 3D visualisation techniques across a range of disciplines, drawing together technical, conceptual and academic aspects. The intention longer term is for the programme to develop European partnerships, allowing joint degrees. The programme is also expected to draw up, and to

feed into, the burgeoning research in this area.

Further down the line there is scope for further masters, with themes of photography and visual culture, urban studies/urban cultures and curatorial practice only the most obvious candidates to give rise to graduate programmes.

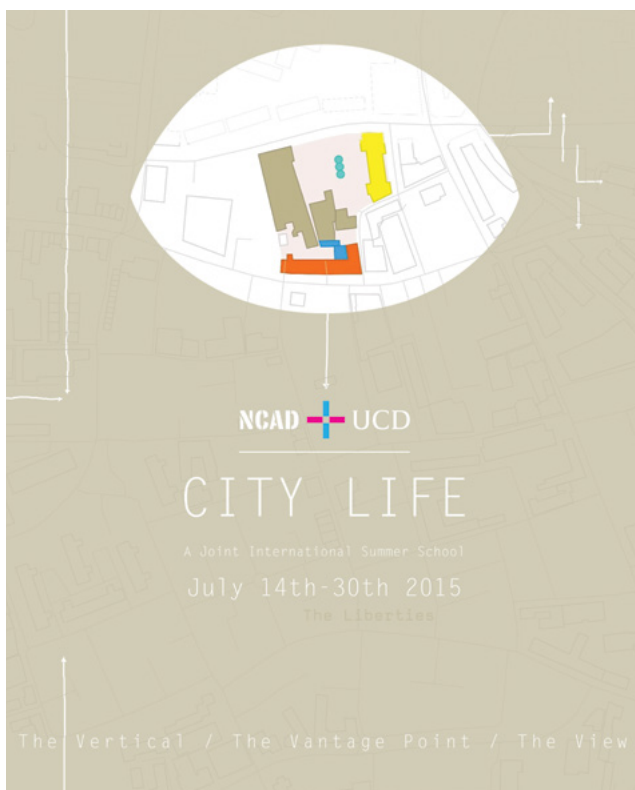
The project has discovered and demonstrated that collaborative conversations and activities sow the seeds of such programmes. To that end, the seed-funding rounds included in the project have proved extremely important, and would likely continue to be an important means of encouraging new ideas for courses and new/emerging areas of activity. Noteworthy too is the very wide range of disciplines involved in these beginning collaborations (see Appendix), ranging across all of UCD's Colleges.



B) Shared 'City Life' Summer School

Another initiative developed through the project was a shared Summer School, run in July 2015 under the theme of City Life.

The School was hosted in the NCAD campus and took the environs of the college as its area of study. The school ran successfully, albeit with a largely 'domestic' cohort of students. But there is clear potential for the three-week course to attract a sizable cohort of international students.



In 2020 what we will see is...

The NCAD+UCD summer school enables students from a wide range of disciplines and nationalities, working within the broad theme of 'City Life', to engage with the rich and dynamic urban context around NCAD, learning 'in-situ' from the communities and stakeholders in the area, while enjoying access to key creative practitioners, academics and cultural institutions.

The school, run over three weeks in July, will by 2020 have reached its maximum capacity intake of 40, generating fee income of €80k, well in excess of the associated running costs of €10k, and thus sponsoring the programming of shared exhibitions and events throughout the rest of the calendar year.

Similar to the study abroad programme, the summer school is promoted abroad by UCD Global Offices, appealing to a wide range of students from liberal arts colleges and creative arts programmes. Strategic partnerships with a number of key institutions in US and Asia guarantee an annual flow of students to the course, which in turn act as a feeder course into study abroad and graduate study opportunities in Ireland.

C) Collaboration With IADT

The three-way collaboration between IADT, NCAD and UCD is being spearheaded by the innovative Spatial Arts and Visualisation masters which will launch in 2017. Feedback to date suggests a strong initial intake. A round of seed-funding was used during the course of the project to generate activity in the broad thematic area. It drew a great deal of interest from across many disciplines, and has yielded very useful content to date. (See appendix X for more extensive report on this strand)

The programme aims to recruit a substantial cohort of students, a mix of domestic and international and drawn from a wide range of disciplines. As with other shared programmes, international promotion is led by UCD, while NCAD and IADT attract applicants from their 'peer' constituencies, domestically and abroad. In dealing with the logistical and geographical challenges inherent in co-hosting the programme, increased use will be made of innovative teaching technologies – a mix of online and blended learning, combined with responsive timetabling which allows intensive 'residencies' in each of the three campuses. The programme also makes innovative use of visiting faculty and guest professors, drawn from academia, industry, related professions and fine art.

The terrain established by the masters will also be developed as an area of shared research, drawing in a range of disciplines from each institution. IADT's strong orientation towards industry and entrepreneurship has been central to the distinctive profile of the programmes being offered, which can combine research-informed teaching with skills-based learning. This three-way collaboration - to which each partner brings complementary strengths, has the potential to generate programmes at graduate level, and CPD/professional courses. It is a combination which any of the partners, acting alone, would struggle to replicate and offer convincingly.





Section 3

*What Are The Models
Of Institutional
Relationship?*

**Lessons
From
Scotland**



Key Points

In exploring potential structures for institutional relationships, and having reviewed a range of examples, this report focuses on the two interesting and contrasting examples of the University / School of Art relationships in the cities of Edinburgh and Glasgow. The University of Edinburgh with the Edinburgh College of Art and the University of Glasgow with the Glasgow School of Art. In the former, the art college has become part of the university, in the latter the art college is an independent institution.

The University of Glasgow has an established degree-awarding relationship with the Glasgow School of Art. It shares some collaborative programme activity, and has aligned some policies and regulations to enable this. The University's established programme approvals process is currently under review, focusing on increasing the delegation of responsibility to its Colleges and making the process more agile (timelines). In this context the GSA is treated with a similar autonomy to a College of the University. A key focus of their shared policy and regulatory space is enabling collaboration. In terms of academic collaboration itself, it would appear that the long-established relationship the two institutions does not generate notable activity and it is noted that there is no academic lead driving such activity.

The Edinburgh College of Art (ECA) merged with the University of Edinburgh in a specific context for the College which made its independence untenable. The merger required a significant commitment of funds both by the University and the Scottish funding council. Notable challenges were faced in the process of merger. The merger has given rise to substantive new collaborative activity as the now merged institutions seek to draw value from new opportunities and new relationships. The identity of the ECA has been maintained in the merger.

In both cases the relationship of the School of Art to the University was seen to be of advantage to both partners in the relationship, particularly in relation to the recruitment of international students.

A) Overview Of The Scottish Examples

Study visits to both institutions have centrally informed the final stages of this report, both because of the possibilities presented by each model as well, importantly, the conditions necessary for success:



Edinburgh

In the merger with Edinburgh University, Edinburgh College of Art (ECA) retained its identity while absorbing the Schools of Architecture, of History of Art and of Music from the university. Many positive outcomes from the merger were in evidence. Enrolment has increased significantly. New programmes have been established. There is increased research activity and investment in estates and facilities. Overall the merger has been successful.

Two points of particular note: the need for merger arose on foot of significant financial challenges faced by the ECA; and the merger was only made possible through a combination of internal funding from the University and significant funding from the Scottish Funding Council, the former amount widely reported as being about £13.8m, the latter estimated at £6m. This allowed the whole merger process to happen in a period of less than 18 months.

Glasgow

Glasgow School of Art (GSA) has had a relatively stable relationship with Glasgow University, which in its current form dates back to 1992. The GSA is an accredited institution of the University of Glasgow, which validates its undergraduate and postgraduate programmes. GSA students have associate institution status at the University which allows access to some of the facilities at Glasgow. GSA students on joint programmes and research students have full access to facilities at both institutions. GSA staff are formally recognised as teachers of the University. The model was seen as working well in allowing GSA its independence, while allowing some level of shared activity, notably a shared Product Design masters and a new Masters in Curatorial Practice and international initiatives, notably a new GSA campus in Singapore. The relationship with the university does not loom large on the agenda - it works in the background.

Of note: the stable and long established nature of this relationship appears to create little collaborative energy with the main focus in the relationship being the university as an accreditation authority

The main points to emerge from this analysis are as follows:

- **Financial support for merger:**

Without the considerable financial support needed to bring it into being, a full academic merger between

NCAD and UCD is not a viable option at this time. The merger in Edinburgh was driven by circumstantial necessity and was funded both by the Scottish authorities and the university.

■ **Validating relationship:**

The validating relationship enjoyed by GSA by University of Glasgow is a formal reality not recently established. While it seems to facilitate shared activities, the absence of an actively championed agenda for collaboration means that the potential of the relationship is not being actively exploited.

■ **School of Art identity:**

In both cases the identity of the school of art was considered to be a positive in its own right, contributing to the profile of the university, and benefiting, in each case, from the association with the university.

■ **Relationship model arising:**

Overall, this suggests that a plausible model would be one which combines the validating relationship of GSA with the more populated and active collaborative agenda being pursued by ESA. This model should allow the gains already made on a number of fronts over the course of the present project to be put on a stable footing, and further activity to flourish.

However, it is clear that in neither case is the validating/accrediting relationship being sought as an end in itself: in Glasgow it is an established historical fact and in Edinburgh the necessary consequence of merger.



B) Lessons From The GSA/University Of Glasgow – Detail

i) Formal nature of the relationship between Glasgow School of Art and Glasgow University

The following section is excerpted from the University of Glasgow report “Enhancement-led Institutional Review 2013-14 Reflective Analysis”⁵, with direct quotes identified.

This document addresses the formal context of the awarding authority relationship between Glasgow University (GU) and the Glasgow School of Art (GSA). The excerpts chosen focus on how GU views GSA as an institution, and the consequences of this in term of autonomy, delegation of authority and responsibility, and the academic programme approval process. Subsequent sections below look at this relationship from a practical perspective.

The GSA is a Validated Institution of Glasgow University with Accredited Status. This is explained as follows:

5.7 A Validated Institution with Accredited Status (hereinafter an ‘accredited institution’) is judged by the University as having a **strong academic reputation and experience in higher education in its own right**. It will be expected to have a substantial record and a critical mass sufficient to sustain some degree of **delegated authority**. Within the UK and overseas, the institution will normally be publicly funded.

5.8 An accredited institution will have considerable experience in assuring the quality, monitoring and evaluation of courses and programmes to the extent that **the University can be assured that its standards will be maintained by extensive delegation of authority**. The level of delegated authority will be expressed in the Memorandum of Agreement. Normally, Accredited Status will only be accorded to an associated institution after several years of association with the University.

Validation is defined on the UG website as⁶:

Validation is the process by which the University judges that a programme developed and delivered by another institution without degree awarding powers is of an appropriate quality and standard to lead to a University of Glasgow award at a specified level and that the necessary resources are available to support the delivery of the programme.

In terms of autonomy and the nature of the delegation of authority:

2.1.8 The University will seek to recognise **the autonomy of the partner institution**, with particular reference to academic policy and planning, programme development and financial matters, so far as is consistent with the University’s standards.

2.1.9 The University will encourage and **enable the partner institution to take maximum responsibility for assuring and enhancing the quality of the programmes**. Where a partner institution has little or no experience of higher education provision, the University will assist in promoting the higher education ethos of a self-critical academic community in the partner institution.

⁵ http://www.gla.ac.uk/media/media_298619_en.pdf

⁶ <http://www.gla.ac.uk/services/academiccollaborations/typesofcollaboration/validation/>

In terms of academic programme validation:

5.9 The validation and re-validation of programmes will be conducted entirely by the accredited institution in accordance with terms approved by the University. A full report on each validation of a new programme, or re-validation of an existing programme and an annual report reviewing the operation of the approved arrangements for validation, re-validation, monitoring and evaluation will be submitted by the accredited institution to a Joint Liaison Committee via the Academic Collaborations office and thereafter to ASC; EdPSC and Senate.

ii) Quality Assurance

Assurance for GU on quality at GSA is also provided indirectly. Formally, GSA is a Scottish HEI in its own right, and so must conform to the full range of requirements of the Scottish HE & FE Funding Council. These include compliance with the Scottish Quality Enhancement Framework, which includes ELIR, internal review of provision.

iii) Strategic Joint Board

A recent development has been the establishing of a Strategic Joint Board. This is to provide a forum where broader and non-academic matters of mutual interest can be discussed. Unlike the academic Joint Board, which reports through ASC to the Senate (supreme academic body at GU), the new strategic committee reports to the Senior Management Group.

iv) Programme Proposals and Review

Glasgow University, in the context of introducing greater devolution of responsibility within the University itself, is currently moving to a new programme approval process and is consequently discussing with GSA what changes they should make to their procedures to fit in with, and benefit from, the new GU approach.

Current GU practice is an elaborate internal process, a process which will be shortened through their planned changes. Documentation consists of a programme specification (also being overhauled, to focus more on information of interest to potential students) and a supporting form with annexes to confirm that all necessary consultations have taken place - with external academics, other schools that are affected, students, employers, etc., and that the necessary resources will be in place.

GU's structure consist of circa twenty large Schools organised within four Colleges. New programmes are prepared by the relevant School and then the documentation is submitted to the College Board of Studies for scrutiny. It passes then to a central Programme Approval Group, which comprises members from outside the College concerned (from the University Academic Standards Committee). The PAG then makes a recommendation to the ASC. This process is required to be completed a year ahead of implementation. This current process is very pressured and involved.

The process GU are moving to will involve proposals having a more formal sign-off by the School whence the proposal originates, and then being given final approval by the College Board of Studies. This reflects the intended devolution of responsibilities. In order to ensure there is appropriate externality and to retain a measure of central oversight, some members of the central ASC from other colleges will be added to the College Boards of Studies, and the Board of Studies will submit a report to ASC. A central function will carry out some auditing to check all the essentials have been dealt with.

In terms of how the GSA meshes with GU's governance and approvals process, GU have offered GSA the prospect of being treated like a GU college as much as possible.

The current approval process for GSA programmes involves:

- Advance notification of their plans for programme development and review. This is approved by GU's ASC.
- An internal validation process at GSA, involving two stages: an 'internal' and then 'external' event. The latter includes GU staff as well as academic staff from other institutions. (The documentation for these exercises is fairly extensive).
- The report from the validation event is submitted to GSA's Academic Council for final internal approval before
- Passing to GU's ASC for final approval.

GU have not completed their changes to these processes and so some points of principle have yet to be finalised. As a general point, GU would not focus on GSA retaining its internal and external validation events, but will likely want to focus on treating the GSA Academic Council as a Board of Studies. This approach would likely add members of GU's ASC to the GSA Academic Council. (There are already members of staff from GU's College of Arts on the GSA Academic Council, and some of that representation may be retained, as it comes from cognate academic areas of the University, but the Council will also be augmented by GU staff from other academic areas.)

v) Teaching and Learning

The ways in which GU monitors and influence teaching and learning at GSA are somewhat less linear than the approach taken in quality assurance.

GSA is not obliged to adopt fully new GU academic policy, but it needs to consider the development and whatever it does in response needs to be compatible.

GSA is semesterised and modularised, as is the University. Other than in instances where GSA courses form part of one of the joint GU/GSA degrees, GU does not insist that GSA follow exactly GU's requirements for acceptable course sizes (in terms of credits), but in practice this does generally occur.



GSA produces an annual report on academic performance (annual monitoring of provision), which also includes teaching and learning developments, statistics/ other relevant details form academic appeals and complaints that potentially affect academic standards, etc. The report will include the CVs of new appointments at GSA, as staff must be approved as associate staff of GU though this is something of a formality. This report is considered by the GSA Academic Council, and then by the Joint Board - this joint GU/GSA committee is chaired by a senior member of GU staff and reports to GU's ASC. The report of the Joint Board meeting is submitted to ASC.

vi) Overall

Overall, the situation in Glasgow might be described as 'benign inertia'. The accrediting relationship between the two institutions is well established, the oversight role performed by the university is not an item of particular contention, the alignment of the policies allows for collaboration, yet there is no active institution-level pursuit of the potential benefits of collaboration.

C) Lessons From ECA/University Of Edinburgh- Detail

i) Collaboration

The key lesson from Edinburgh is that the kinetic energy of the merger still quickens the pulse of those schools, departments and personnel most directly affected. The advantages brought about by the merger are being actively pursued and new opportunities discovered. In this context, there was notably more enthusiasm from the academics than from those support staff who had been faced with making the operational side of the merger a success.

ii) Structural Relationship

The Edinburgh College of Art (ECA) is a School of the College of Humanities and Social Sciences in Edinburgh University (EU). The College of Humanities and Social Science is the largest of the three Colleges in the University of Edinburgh and has 11 Schools:

- Business School
- Divinity
- Economics
- Edinburgh College of Art
- Health in Social Science
- History, Classics and Archaeology
- Law
- Literatures, Languages and Cultures
- Moray House School of Education
- Philosophy, Psychology and Language Science
- Social and Political Science

The Edinburgh College of Art itself has a number of constituent elements

- Architecture and Landscape Architecture
- School of Art
- History of Art
- School of Design
- Reid School of Music

The ECA has no particular independence within EU (Edinburgh University) and functions, from a governance and academic quality management point of view, as any other school within a college of EU would. Any particularities are related to the nature of the teaching and exist in much the same way as every school/college can have its own particularities and peculiarities.

Edinburgh College of Art⁷

Welcome to Edinburgh College of Art
ECA is a vibrant and creative community of students and academics: a place of experimentation, exploration, intellectual stimulation and exciting collaborations.

We enjoy an international reputation for the quality of our teaching and research across the disciplines of art, design, architecture and landscape architecture, history of art and music. Tracing our history back to the 1770s, we remain at the forefront of teaching and research, ideally placed to engage with the challenges of the future.

Our home within the University of Edinburgh makes us distinctive, offering many opportunities to benefit from the diverse range of expertise and resources associated with one of the world's leading academic institutions.



THE UNIVERSITY OF EDINBURGH
Edinburgh College of Art

⁷ <http://www.eca.ed.ac.uk/eca-home>

iii) Identity and Nomenclature

The independent identity of ECA, as evidenced on the site visits of May 2015, is a critically important feature for both the ECA and EU. EU took the decision that the ECA could continue to refer to itself as a College even though it is, formally, a school within the College of Humanities and Social Sciences, and it has constituent elements – the School of Art, the School of Design, the Reid School of Music – which are referred to, publicly, as schools but are, in fact, elements within this single school of the College of Humanities and Social Sciences.

The ECA's independent identity, longstanding and well established, serves as an anchor for current students and a magnet for prospective students. EU is enhanced by the association and students considering the ECA do so in the context of EU, noted as a significant factor, particularly in international recruitment.

This aspect of the ECA/EU relationship addresses an important issue in this process – how best to maintain NCAD's identity within any merged relationship with UCD. (UCD itself has a similar example of flexible nomenclature in the College of Business which, under recent reorganisation, does not itself have a constituent school but refers to itself, and manifests itself to the world, as consisting of UCD Lochlann Quinn School of Business (undergraduate), UCD Michael Smurfit Graduate Business School, UCD Smurfit Executive Development and UCD Centre for Distance Learning.) In summary, there can be a significant difference between formal structures (school within a college) and how the entity manifests itself to the outside world, with ECA/EU and UCD's College of Business being clear examples.

iv) Overall

The merger of the ECA with the University of Edinburgh was driven as much by circumstantial necessity as by idealist aspirations. The ECA, as a school of the university, is subject to the regulations and policies of the University as a matter of course. The separate identity of the ECA is still maintained, using 'college' in this context even though it is a school of the University. There appears to be active exploration of the potential of the relationship, encompassing teaching, research and shared services.



A woman with dark hair tied back, wearing a green sweater, is focused on her work. She is seated at a table, handling a piece of fabric with a dark, intricate pattern. The background is filled with various sketches, diagrams, and handwritten notes on papers, suggesting a creative or academic workspace. The lighting is soft, highlighting the texture of the fabric and the concentration on her face.

Section 4

Governance And Academic Quality Management



Key Points

The governance and academic quality management aspects of the NCAD+UCD relationship serve two purposes – to enable and support academic collaboration and to ensure the proper exercising of degree-awarding authority in relation to NCAD’s programmes.

To achieve these purposes the principles and operation of collaboration and of academic oversight are configured to meet the needs of both parties. The Memorandum of Agreement is the primary document in which the relationship is defined and in which the principles of the relationship are stated and its operation pre-figured.

The context in which the existing MoA was created has shifted. With the MoA facing renewal in 2016, the Scottish examples studied offer new insights into how a MoA might be configured, with the best configuration of the MoA being determined by the purpose of the relationship – accreditation, collaboration, or both.

In looking to the specifics of the renewal of the MoA it is important to distinguish the separate goals of enabling academic collaboration and acting as a degree-awarding authority. Were UCD not to be the awarding authority for NCAD it would still be necessary, at least in the agreements governing a given programme if not in an inter-institutional agreement, to address the mutual recognition of academic quality and governance structures.

UCD receives no payment from NCAD with respect to its activities as an awarding authority.

A) Overview Of Governance And Academic Quality Management

There are two key elements to governance and academic quality management – the enabling of academic collaboration and the assurance of the quality of the degrees for which UCD is the awarding body. It is through the MoA that these aspects of the academic alliance are defined.

This section of the report is not intended to be a comprehensive review of the nature and structure of the formal relationship between NCAD and UCD but seeks to draw attention to a number of aspects of the MoA of particular relevance to the future configuration of the alliance. In this context lessons are drawn from the exploration of the Glasgow and Edinburgh art college/university relationships. The final section looks in more detail to the MoA and considerations which should form part of the discussion of its renewal.

i) Academic Collaboration

Academic collaboration is essentially focused on the capacity to share and take part in teaching and learning across institutions, with teaching and learning typically quantised by credits earned and grades awarded. **Collaboration, therefore, is based on being able to recognise and accept the teaching taken in another institution on terms consistent with one's own institution, and to create new teaching which can be recognised by both.**

In the example of the Glasgow pairing, this leads, to a focus on the mutual recognition of teaching and learning through consistency with assessment policy and a practical, though not principled, focus on module credit size. GU does not look to have its academic regulations apply, en masse, to GSA teaching. The primary value against which regulatory compliance and consistency appears to be measured in practice is the capacity to support collaboration and, as a secondary value, that this be consistent with overall academic quality goals.

ii) Degree Awarding Authority

In acting as an awarding authority the University has two responsibilities – to ensure the degrees being awarded are consistent with the academic standards of the University and to assist the recognised college in developing its degrees and their quality. The two key mechanisms, in this regard, are the University's programme development, approval and review framework, and the academic programme board which the two institutions share.

iii) Two Key Questions

In essence, these issues reduce to two questions:

- **Collaboration**

How do the two institutions govern and oversee teaching and learning in a way best able to support academic collaboration?

- **Accreditation**

How do the two institutions govern and oversee academic programmes such that the standards of the University, as awarding authority, are maintained and the programme delivery and development of NCAD is accredited and supported.

The section on MoA renewal, below, draws attention to some of the areas which might usefully be addressed when considering the future evolution of the academic alliance between NCAD and UCD.

B) Structure Of NCAD/UCD Relationship - The Memorandum Of Agreement

The relationship is governed by the Memorandum of Agreement which has been in effect since September 1 2011. The MOA addresses the status and nature of NCAD as a recognised college of UCD, subjecting it to the academic regulation of UCD, and noting the independence of NCAD and its separateness from the College/School structure of UCD.

In section two of the MoA, NCAD is established as a recognised college of UCD.

“2.1 The University shall designate NCAD as a Recognised College of the University, with immediate effect from the Commencement Date and the NCAD shall be entitled to advert to this designation in promoting its affairs. However, any promotional programme will be agreed in advance with the University.”

“2.2 For the purpose of avoiding doubt NCAD shall (subject hereto) nevertheless remain independent to the University, and shall neither be a College nor School of the University within the meaning of those terms in the University’s Statutes.”

“2.3 The term “Recognised College” shall not be taken to imply or confer upon the NCAD any rights or status other than expressly provided for in Statute 11 of the University.”

“2.4 Nothing in this Agreement shall incorporate NCAD or any part of it into the University or vice versa.”

The operation of the relationship is through two Boards – an academic programme board and a strategic management committee.

The NCAD-UCD Academic Programme Board

“6.1. The University shall establish an NCAD-UCD Academic Programme Board. Its function shall be to report to UCD Academic Council and to oversee the academic activities and accreditation programmes in the assessments and awards which fall under this Agreement ensuring that strategic objectives of the parties and that high-quality assurance processes are achieved and the recruitment of high-calibre academic and research staff to deliver the joint programmes.”

The NCAD-UCD Strategic Management Committee

“7. The NCAD shall establish an *NCAD-UCD Strategic Management Committee* comprising of senior management and academic personnel of both parties (and any appropriate external personnel) and who shall deal with the administration of matters to be developed under this Agreement and to manage such matters as may need joint management e.g. (non exclusively) in research, library, information technology, e-learning infrastructure, academic publishing or with specific joint projects, including the implementation of financial guidelines, financial arrangements and implementation of financial aspects of this Agreement.”

In relation to the taught programme,

“3.1 NCAD shall be entitled to devise or develop programmes that it considers to be suitable for provision by NCAD, and may submit such programmes to the University for Accreditation.”

"3.2 Any such programmes (to include postgraduate as well as undergraduate Programmes) as NCAD shall submit to the University for accreditation, shall be submitted in accordance with the Regulations and shall be assessed, and accredited as appropriate by the University in accordance with the Regulations and standard practice within the University with respect to programme approval."

"3.3 NCAD shall manage the provision of any accredited programmes in accordance with:

- (a) the academic management, assessment and quality assurance processes set out in the Regulations, and
- (b) such additional academic quality assurance and enhancement regulations for University programmes as may be approved by the Academic Council,

except where authorised to depart from (a) and/or (b) above by the Board and the Academic Council."
In relation to research programmes

"4.1 NCAD shall ensure that:

- (a) the academic management and supervision of students registered for masters and doctoral degrees by research in NCAD shall be compliant with regulations and practice in the University;
- (b) those engaged in supervising the students referred to at (a) of this Clause 4.1 shall be appropriately qualified and experienced and include NCAD staff, University staff, or external specialists nominated by NCAD and approved by the University (in accordance with the practice in the University)."

C) Issues Arising

It is to be expected that the development of the effective working of the structures put in place by the MoA in 2011 would take some time to become well established. Two areas worth considering, in light of the nature of the GSA/University of Glasgow relationship, are firstly, programme approvals and, secondly, the application of UCD's academic regulations to NCAD's teaching.

Matters which will need to be considered in the renewing of the Memorandum of Agreement in 2016 should include:

- Recognition of the nature and identity of NCAD in the context of the strategic alliance, its independent identity as an institutions, the one-time question of merger, and the ongoing collaborative activity.
 - The MoA pre-dates the HEA's 2013 position and the subsequent unfolding of such considerations: these matters will inevitably be part of MoA renewal considerations. The issue of identity has primarily arisen in the context of potential merger: the Scottish examples show how identity has been addressed elsewhere.
- The nature of the review and sign-off of new NCAD programme proposals.
- The application of UCD's Academic Regulations to NCAD's teaching.
- UCD receives no payment from NCAD in respect of acting as an awarding authority.
 - The MoA had foreseen payments from NCAD to UCD in the same order as NCAD had paid to the NUI prior to the MoA. However with the retention of the NUI these payments continue to be made by NCAD directly to the NUI with no additional payments being made to UCD.



Section 5

The Proposed Structure
**Framework
For Shared
Activity**





Key Points

The purpose of the framework for shared activity is to provide an environment in which academic collaboration can develop and flourish. More than passively nurturing, this framework needs to offer integrated institutional supports to academics seeking to begin and develop collaborative activities. This means people with focus and intent measuring their success by the success of the collaborations being supported.

A **top-down** approach is needed to put the framework for shared activity in place and give it the right scope and focus, creating the environment in which academic collaboration can take place.

The **bottom-up** approach of generating collaborative activity produces a vehicle which tests the 'system' (the collaborative environment), bringing up issues which need to be considered in making further collaboration easier and more sustainable.

The report has taken this approach – combining view from the ground with view from above. We consider a framework and we develop a vehicle, not so much to test it, but more to find out what it is the framework needs to encompass and address.

The chapter sets out some of the criteria/parameters involved. It then draws on the experience of developing the shared Masters in Spatial Arts and Visualisation to reveal the many aspects of running shared activity which need to be considered.

A) Framework For Shared Activity: What It Is And What It Needs To Do

The Framework of Shared Activity is the dynamic confluence of people, creativity, supports and ambitions which will support existing collaborations and nurture new joint endeavours. Whatever the balance of the overall inter-institutional relationship, this space operates on the basis of equal partnership and mutual respect. **The idea is for the framework to be a shared space of operation, where all the prerequisite conditions for collaboration have been worked out already, or where the solutions are available.**

This in turn means that the framework will need to have available a 'one-stop shop' team who can advise on getting joint initiatives off the ground, and getting them to run. Beyond simply being supported, new initiatives will need to be regularly promoted and prompted, through some continuation of the seed-funding scheme. People need to be prompted and encouraged to collaborate.

The following sections outline the areas in which focus and activity would provide for the success of the future collaboration of UCD and NCAD as framed in section 2 above. The lessons which inform this analysis are drawn from the immediate experience of the project, from review and consideration of other university/school of art relationships, and from a particular study of Edinburgh College of Art and Glasgow School of Art.

B) Financial Model

The financial model underpinning the ongoing collaborative relationship between the two institutions will have two main aspects – programme delivery finances and non-programme finances. Programme finances refer to the income and expenditure involved in the delivery of a given programme of study. Non-programme finances refer to financial considerations associated with the relationship – support for sustaining and developing the relationship, infrastructure costs.

i) Programme Finances

Models

- Quid pro quo

This model is perhaps the most common – academics working in a common area agree to share and facilitate each other's students without a direct transfer of funds between the two institutions. This is a practical approach where small numbers of students are involved, the collaboration is in development, and the overall costs can be seen as marginal. Its main practicality, for the academics involved, is that it does not require the involvement of fees and finance colleagues in initiating and operating such an arrangement. In the initial phases of a collaboration this may be the most effective approach.

- Income minus costs

In this model one institution is the primary institution, which charges and receives the income from students, is invoiced for costs by the second institution, and treats any surplus income in the normal way as fee income.

- Full income allocation

This model would most likely arise in the context of a joint programme or of substantial student mobility. Income would be allocated on a pro rata basis (per credit) with each institution dealing with such fee income according to its own income and allocation principles. Programme operations overheads (e.g. admissions, administration,

etc.) may be agreed as a top slice on income. Alternatively, the operation of the programme may be rotated between institutions over time.

ii) Non-Programme Finances

In effect, non-programme finances are all the financial aspects of the institutional collaboration which are not directly related to the delivery of a specific programme. The HEA funding of this project has provided support for some of the costs arising from this exploration of collaborative possibilities.

There are two important aspects of non-programme finances worth some reflection – the incentivising of collaborative activity and the capacity of collaboration to generate new business.

Incentivising collaborative activity

- Encourage and enable

Through the active engagement of academic leaders others are drawn into the collaborative space. That this takes place is evidenced by the activities in this project. The values of active and committed academic leadership is also to be seen in the contrast between the GSA and ECA.

- Generate

A seed-funding call was announced in March 2015 with the aim of encouraging closer cooperation between the two institutions. A total fund of €30,000 from the funding provided by the HEA Strategic Innovation and Development Fund was made available to support projects. A total of 29 applications were received for the funding which in itself demonstrates the strong appetite for collaboration amongst staff in both institutions. The breadth of inter-disciplinary collaboration was evident in the variety of Schools represented in the application process (appendix on this?). Successful projects are developing and delivering collaborative activity in the form of research outputs, conferences and events, and taught course development.

Inaugurated in March 2015, the UCD + NCAD Centre for Creative Arts and Critical Cultures seeks to support a cross-institutional, creative academic community whose work bears an affinity of interest in the arts, culture and critical studies—amplifying the impact and reach of this work across both institutions, and beyond to wider society. It will achieve these aims by developing new teaching and research initiatives, promoting and supporting the activities of its affiliated members, and facilitating collaborations between the two institutions.

Generating new business

- Directly

This arises through the creation of new programmes of study, through research opportunities, and through industry collaborations. The 'City Life: A Shared International Summer School' is the first manifestation of the 'summer school' style programme in which the two institutions combine to create a strong offering. The unique summer school programme focused on urban life in contemporary Dublin. Participants were given access to leaders in the cultural and creative sector, meeting and working with significant practitioners, artists, museum directors, and critical thinkers. The focal area of the Liberties provided a space to learn and explore.

The MA in Interaction Design

Design, a central element of NCAD's curriculum and activities, offers scope for partnership and collaboration with a wide range of disciplines across UCD, including Architecture and Engineering most obviously, but extending to include Business, Computer Science, Information Studies and more. The UCD + NCAD initiative in the area of

design has already given rise to a new programme in Interaction design. The MA in Interaction Design is a one-year taught masters delivered at NCAD in conjunction with UCD.

The Spatial Arts and Visualisation MSc

As outlined earlier, this programme draws on complementary expertise across the three institutions to offer a course that combines theory, practice and technique. It responds to the growing importance of visualisation across a wide range of disciplines, and will serve combination of graduates looking to develop more specialised skills and professionals looking to augment their skills or change career direction.

Research activity

Across all thematic areas encompassed by the alliance, the potential for increased research activity, including funded research projects, is very considerable.

- By association

In both Glasgow and Edinburgh the two institutions in each relationship recognised the importance of the other in attracting students and enhancing institutional reputation.

The opportunities for UCD and NCAD in this regard require active development. Some benefits for both institutions are already becoming evident in the US study abroad market, with both the UCD International Office and NCAD enthusiastic about the cross-fertilising recruitment opportunities in 2015/16. (In this context it should be noted that study abroad decisions are taken early in the academic year and therefore could not be anticipated during the lifetime of this project).

MSc in Spatial Arts and Visualisation

The MSc in Spatial Arts and Visualisation – developed under the auspices of this project – provides the ideal case-study for how inter-institutional collaboration might work. Currently at the final stages of approval, the programme is envisaged to start enrolment in 2017/18

As outlined in the appendix B, the programme has been developed through the identification of key staff with compatible expertise in the three institutions who mapped out a shared territory of interest (visualisation in spatial disciplines) and then refined the final theme and shape of the programme within that broad terrain. In part, this refinement of the theme and shape was facilitated by a series of small seed-funded initiatives which explored the potential of visualisation in various areas and applications.

The academic development of the programme has been relatively smooth. Much of the discussion revolved around how to accommodate activity across the three 'sites', and how to balance the different inputs across the length of the programme. More significant were the challenges faced in negotiating the processes of approval and of governance. With each element of the programme dependent on the others, the institutions needed to operate in-synch with each other. This required adjustments to the usual processes which are, naturally, suited to supporting single-institution programmes and awards.

All told, the exercise reinforced the message that a 'framework' such as that outlined above will be absolutely necessary to the success and sustainability of alliance activity. Relying on the standard practices and procedures will not be sufficient.

iii) Governance and Academic Quality Management

Besides collaborative ventures in themselves, the framework will also need to provide for dealing with the responsibilities and challenges of governance and academic quality management.

It will need to identify a model whereby NCAD programmes can be validated/recognised by UCD. The main vehicle for this will be the joint programme board, albeit reconfigured and with an altered mission. Defining this mission involves acknowledging current areas of 'tension' which occur, both with the introduction of new programmes and with getting existing programmes to align.

The MoA put in place a number of boards:

- Joint management board
 - What does the joint management board do – what is its scope now that merger is not being considered? ■
How does this board serve actively to encourage and develop the collaborative academic activity of their colleagues in the two institutions?
 - It review and agrees new collaborative initiatives, monitors operational effectiveness, but what else does it do and who, in turn, encourages and stimulates it?
- Joint programme board
 - What does the joint programme board do – what is its scope now that merger is not being considered?
 - New programmes both stand-alone and shared
- Joint research board
 - Is the creation of such a board an effective means of stimulating and supporting joint research activity?

Glasgow University's approach to the governance aspects of its relationship with the GSA are informative– i.e. emphasise and support the value of the accredited institution's autonomy insofar as it accords with standards.

With regard to the need for UCD to satisfy itself that QA standards are met, account should be taken of the institutional review already required by early 2017, in relation to the definition of NCAD as a 'linked provider' of UCD. The negotiations for the new MoA in 2016, in the short term, must take account of this upcoming review as this will be the basis of an academic framework and how it will be tested in the medium term and will be capable of being modified as necessary to achieve the 'larger sectoral goals set out in the Hunt report etc.

From that point onwards, there will be no need for any close scrutiny of individual components or courses – the focus will be on validation on the one hand, and on closer examination only of shared ventures.

C) The Model For Agile Collaboration – ‘The Pit Crew’

The Pit Crew is a cluster of people and resources which come together to assist those involved in working in the Alliance Space as they plan for and engage in collaborative activity.



The Pit Crew is a virtual team – it is a team in that it comes together and is organised for a common goal, and virtual in that it involves existing staff in existing units. The Pit Crew’s common purpose is to make collaboration easy and effective for the enthused academics.

The success of the Pit Crew is measured by how easy it makes it for a group of academics to develop and grow a particular collaboration, or indeed to set up a collaborative context ab initio.

The commitment of the Pit Crew is to integrate and bring to bear the resources of NCAD and UCD on the challenge of developing and supporting collaboration between the two institutions. This will be active support rather than passive support, and will seek to understand the goals and needs of the collaboration in best marshalling the resources available.

Creating and sustaining collaborative activity will typically require support from most or all of the following areas – finance (central and college), registry (registration, fees, assessment, and transcripts), International (recruiting, relationships), academic approvals (proposal and review), marketing, event hosting, and the legal framework.

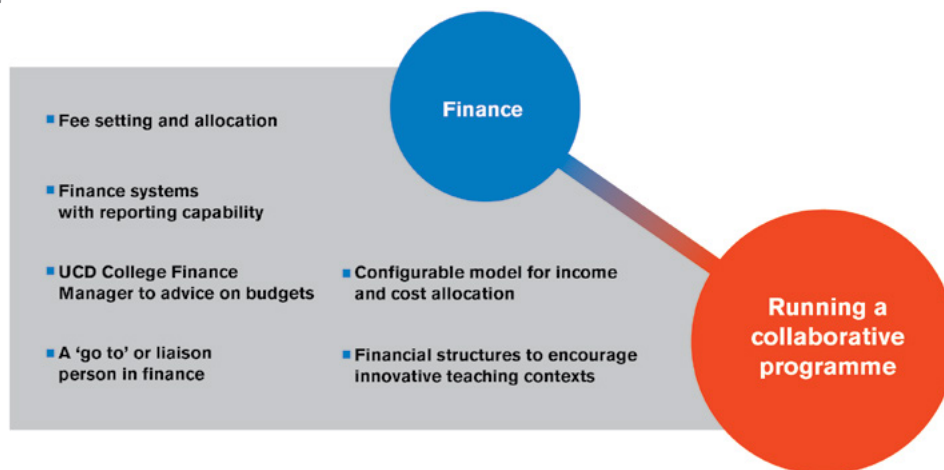
As a broad general comment, most academics, when setting up a new area of collaborative activity, are also faced with navigating and organising these various resources, necessities and constraints. This adds a considerable additional challenge to the primary challenge of creating successful collaboration.

The Pit Crew is shorthand for those individuals, mostly in support units or roles, who between them provide for the non-academic aspects of a collaboration.

By committing to create the Pit Crew UCD and NCAD would be committing to ensure the relevant individuals come together to provide the advice and support academic colleagues seeking to develop or grow a collaborative activity need in order to be successful and to be able to focus most of their energy on the collaboration itself.

The Pit Crew addresses a challenge of the current situation: while there are many supportive colleagues ready to help collaboration, they do not come together, do not self-organise, and do not work to the common goal of achieving success.

i) Finance



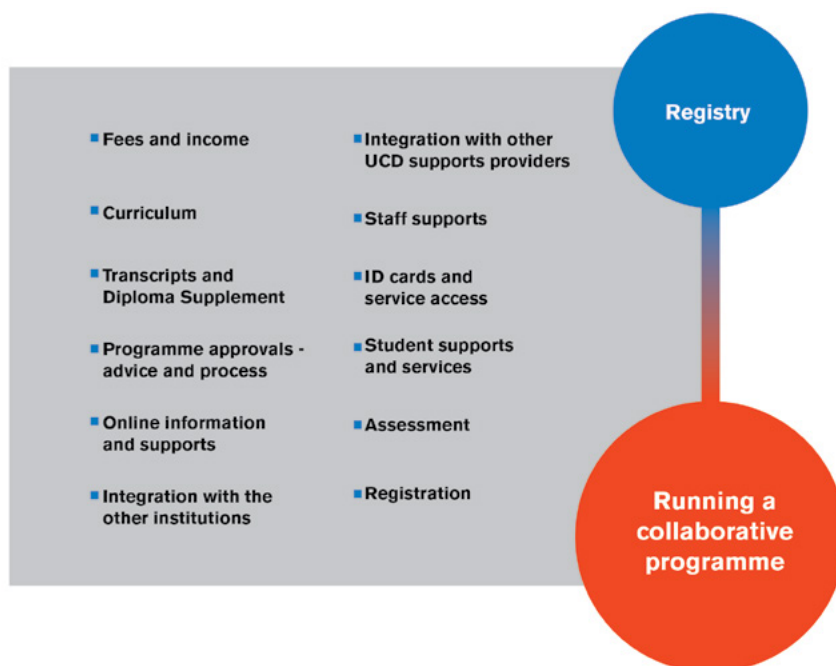
In place already

- Fee income structures in place in UCD
Willingness to agree to quid pro quo arrangements to encourage collaboration
- Finance systems with reporting functionality
A College Finance Manager to advise on the status of the budget

Required

- A 'go-to' person in UCD finance – somebody who understands the relationship and can help navigate the flow of fee income across institutions and can advise on such matters
- A structure that encourages activity outside of the standard programmes i.e. fee income and teaching for the summer school – a 'flag' of some sort that differentiates this teaching activity and recognises the potential to generate additional income
- A shared document or database accessible by both institutions that lists income and expenditure associated with collaboration, allowing transparency at every step.

ii) Registry



In place already

- Support from Academic Secretariat around the programme approval process.
- PDARF & derogation guidance
- A named College Liaison staff member in Administrative Services who is dedicated to providing integrated staff supports.
- A curriculum system that can accommodate activity with other institutions
- Other systems that can accommodate shared activity – online apps (e.g. for recruitment to summer school), booking centre (for any large scale events or CPD activity)
- Recognition of Study – to reflect student effort in UCD
- Grading processes
- Untapped resources in Student Recruitment for UG programmes

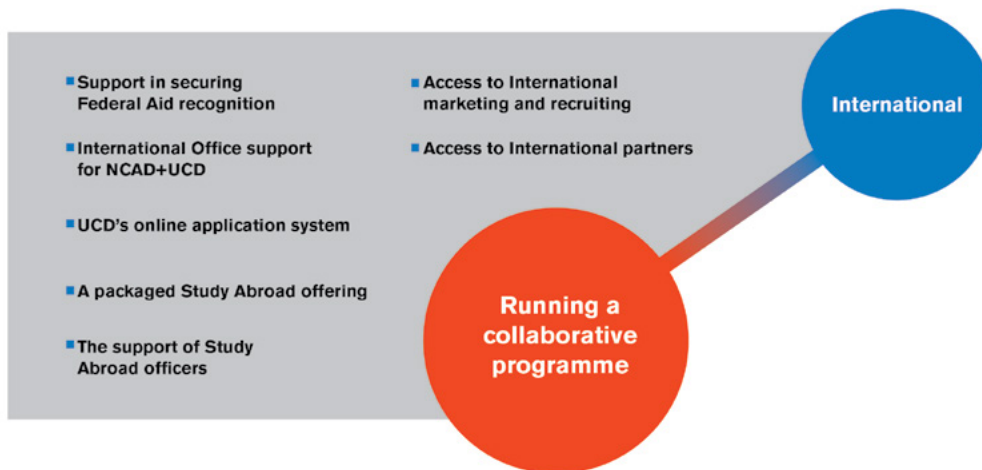
Required

- A more flexible structure in UCD that recognises and can accommodate larger credit studio-based learning modules
- Access for NCAD academic staff to systems (e.g. gradebook) and training as they require it
- A liaison for NCAD staff to navigate UCD Registry services where required
- What about the students themselves? In the case of shared modules or student mobility for modules in the other institution, are they responsible for registering themselves (access to SISWeb) or is this the remit of a programme manager?

iii) International

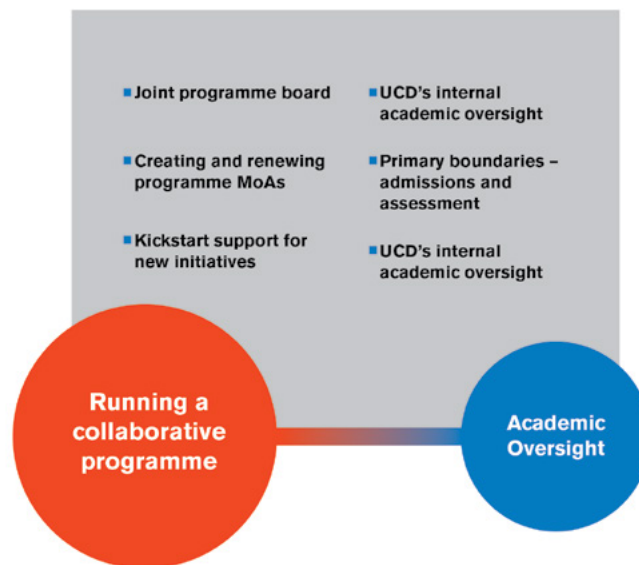
In place already

- Support for the relationship and any collaborative offerings that may come out of it
- Access to UCD International's network of partner institutions
- Access to UCD International's marketing and recruitment reach globally
- The support of a Study Abroad Officer



Required

- A packaged study abroad offering
- A liaison in NCAD whose remit is to work on internationalisation of the College (and possibly assist UCD International at recruitment events overseas)
- An online applications system (NCAD)



iv) Academic Oversight

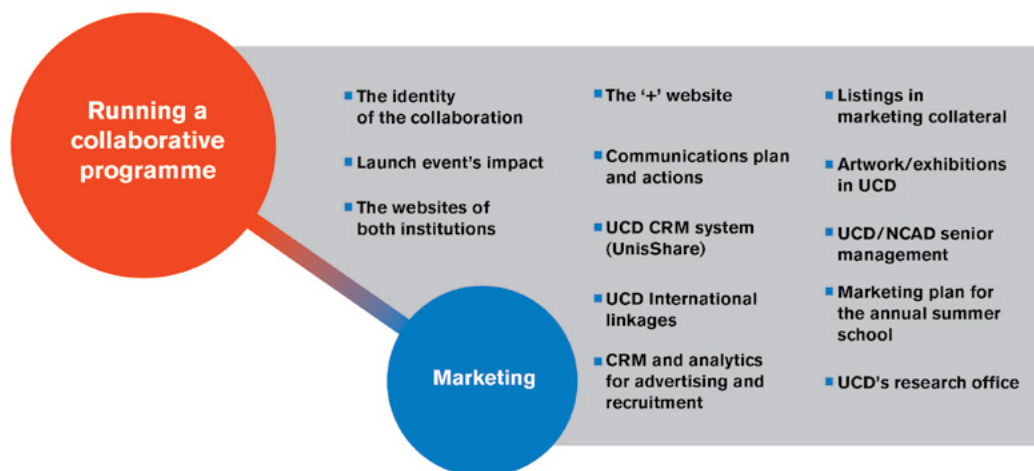
In place already

- Joint Programme Board
- UCD's
- ACCAC
- UPB
- PDARF process
- Numerous programme MOA examples to draw examples from – there is experience in the development and operation of joint programmes

Required

- An integrated support for collaboration-minded academics to engage with in creating new academic initiatives.
- A map, or guidelines for what this integrated support will be: its success would be measured by the effectiveness with which it makes it easy for academics to collaborate.

v) Marketing

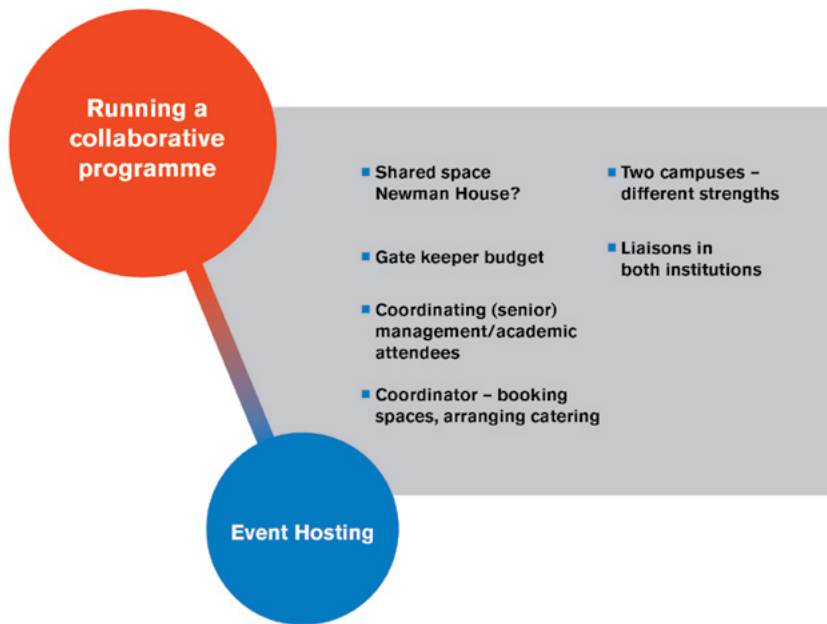
**In place already**

- The '+' website
- Websites of both institutions
- Internal CRM system in place in UCD (UniShare)
- An awareness of the project created by the launch event
- Linkages with UCD International
- UMT aware of the scope of the project

Required

- Identity of the collaboration – a gatekeeper for the website, identity of the project and promotion of activities taking place between the two institutions
- Somebody to link in with UCD International and their marketing efforts
- More communication with UCD's University Research Office of project activities
- Communications to the internal audiences
- Communications to external stakeholders
- Joint programmes listed on all UG and PG marketing collateral from both institutions
- More artwork/exhibitions in Belfield
- A marketing plan for the summer school each year
- CRM and analytics reporting for both UCD and NCAD programmes

vi) Event Hosting



In place already

- Two campuses, both with different strengths
- A project coordinator to book spaces, arrange catering etc.
- Knowledge of who to contact for gathering UMT and other senior management at an event

Required

- A cost centre or gatekeeper of budget for collaboration
- Shared space – Newman House? A “creative hub” between both campuses
- Liaisons in both institutions? Or one liaison in the creative hub...



vii) Research



In place already

- Doctoral panels with capacity to have supervisors from both institutions
- The capacity for visiting GR students to take taught modules in UCD and in NCAD
- The supports available from the UCD Research office
- UCD Research keen to engage in opportunities in the design space
- Potential for research collaboration across multiple disciplines

Required

- Events to bring GR students from both institutions together
- A joint research board
- More crossover with design
- More student mobility across both institutions
- Week long intensive module offerings across both institutions
- Funding/scholarships for GR students attached to the CC/CA Academic Centre
- Funding/scholarships for GR students in collaborative design projects

viii) Supervisor Support and Development

See 'Research' (above) for diagram

In place already

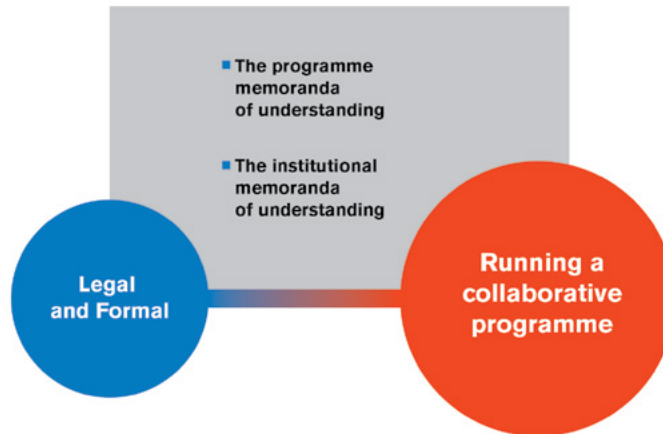
- Research supervisor support and development workshops that would be beneficial for early stage academics in both institutions and would drive more research activity in NCAD
- A myriad of policy and guideline documents for research students and supervisors based on European and international best practice

Required

- An 'academic incubator', or series of events, to bring academics and researchers from both institutions together and to encourage activity in the research space (using the example of ECA's 'Innovative Learning Week')

ix) Legal

- The legal aspects of the relationship between UCD and NCAD are covered by the Memorandum of Agreement.





Appendices

FROM THE GRAVITY BAR TO THE SEA
G. CAHILL



A) On Business Systems

The plausibility of extending the use of a given system encounters two challenges - the need for NCAD to conform to UCD's policies and practices, and the transition cost from the current situation. These challenges are reflections of UCD's not directly targeting the shared services market.

UCD's student system, in its configuration and operation, is an articulation of UCD's academic regulations and so direct use (i.e. through migration to the UCD platform) of UCD's student system would be contingent on NCAD's adopting UCD's academic regulations.

The use of non-core systems (i.e. where policy convergence would not be required) faces the challenge of prioritising UCD's limited development resources to enable such an extension while at the same time leveraging less benefit when not used in conjunction with core business systems.

i) Context

One of the potential benefits foreseen, dating back to the original MoU, for a closer relationship between the two institutions was that NCAD might benefit from UCD investment in its core business systems' infrastructure. Given the breadth of how such systems underpin operations and services/supports, it was to be imagined that UCD's student systems would provide the richest opportunity for deriving benefits from the relationship.

The following section provides some findings arising from the exploration of these opportunities by NCAD and UCD. More detailed comments are also provided on various systems environments considered.

ii) Student Information Systems:

Both institutions have established student systems. UCD have invested considerable resources in ensuring its student system both performs its basic functions and delivers high-value gains such as online services, integrated reporting, and cross-University systems integration. NCAD's student system is in need of some investment to bring it to the desired level.

- The curricular record.
 - The core of the student systems is the recording of the academic curriculum, for UCD the key driver of academic oversight, curriculum management, student curricular records, registration, fees, assessment and transcripts.
 - The key concepts and constructs of our curricular records are determined by the definitions in Academic Regulations.
 - Supporting NCAD curricular and student records would require their being re-articulated in UCD format, both as an initial exercise and in the on-going management of records.
 - The initial migration project, as well as on-going 'rearticulation', would give rise to significant cost.
- Student record confidentiality and security.
 - Incorporation of NCAD records UCD's systems would give rise to information access, security and data protection costs as actions would be required in order to ensure the segregation of institutional could be maintained and assured.
- Distinct identity and brand.
 - IT infrastructure and development costs would potentially be required were the distinct online and systems identity of NCAD to be maintained.

iii) Additional Online Student System Services:

UCD provides a number of useful systems to its staff and students - curriculum management, online applications for prospective students, student self-service facilities, student analytics etc.

- It is possible to provide the infrastructure for such systems in a way which does not depend on using UCD's student system.
- However, there are development and maintenance costs associated with deploying such peripheral systems.
- During the course of this project the potential NCAD deployment of the following systems was investigated:
 - Identity Management – the identity and access control kernel to all UCD's online systems.
 - InfoHub – the environment providing the online visuals and identity, menu structures, reporting, and online forms.
 - Online Applications – online-recruiting functionality which UCD uses for all non-CAO applicants.
- Two challenges prevented the deployment of any or all of these systems for NCAD are:
 - Primarily, UCD development resources would have to have been diverted from internal UCD projects, de-prioritising said projects, in order to support such deployments.
 - Secondly, the associated costs would have had a notable impact on the project's budget and so were not prioritised.
- The main challenge was the primary challenge – that UCD was not of a mind to divert its internal resources to support such developments.

iv) Finance system

UCD uses the eFinancials system. The eFinancials finance system is provided by Advanced Business Solutions and was implemented in the university in 2004.

UCD currently enables non-UCD entities use eFinancials and so there was the potential for NCAD to use this system.

- The issues which would have been faced were a migration project of NCAD's financial management data, casing them in a way which could be accommodated on eFinancials, as well as information access and security concerns.
- A further challenge would have been the integration of financial and student data.

NCAD decided not to progress this migration in the short term, preferring to focus internally during the course of this project.

v) HR System

UCD uses the Core HR/Payroll and employee self-service systems, and has been doing so since the late 1990s. Some initial conversations were held as to the potential for NCAD to be accommodated on UCD's platform.

It quickly became clear that the most expedient approach for an NCAD HR system would be to look directly to Core and its new 'cloud-based' offerings.

Two factors influenced this – the dependency which use of UCD's system would create on NCAD's policies and procedures, and Core's development of its 'cloud-based' offerings in relation to UCD's currently being based on a local UCD platform



vi) Library system

There were no discussions regarding library systems

vii) Alumni

UCD's alumni system, Raisers Edge, provides contact, relationship and fundraising management for UCD graduates.

In initial conversations UCD indicated the best potential for alumni synergies lay not in systems but in the broader aspects of alumni relations. Shared use of systems was therefore not pursued in detail.

viii) Procurement

eProcurement is a software package that is closely integrated with eFinancials and allows UCD staff to purchase goods and services on line.

Exploration of possibilities in this area is contingent on possible developments in relation to eFinancials.

B) The Immediate Experience of the Project

The second objective of this project sought to 'create and develop collaborative opportunities as part of articulating this path, including teaching projects, research initiatives, cross-institutional programmes and events'. This section intends to outline the activities which took place directly under the umbrella of the project and activities which developed alongside it as a result of its momentum.

Given the short timeframe for this project, a number of the outputs from the academic strands will not begin to unfold until the 2015/16 academic year. Activity to date has focussed on three academic strands, identified as having the potential to encourage most collaboration and

i) Design

The first of these strands identified potential for shared activity between NCAD's School of Design and UCD's Schools of Business, Information and Library Studies, Computer Science and Engineering. Building on the success of the MSc Medical Device Design programme, delivered by NCAD, UCD and TCD, a new shared MA Interaction Design programme will be delivered over the 2015/16 academic term.

MA Interaction Design

The programme includes a module in Entrepreneurship and Social Innovation delivered by the UCD Smurfit School of Business. It was envisaged that a second module in Web Design delivered out of the School of Computer Science would also comprise part of the programme. However, due to non-alignment of semesters (teaching, terminal assessment and boards) between the institutions this was not an option. Looking towards 2016/17, the inclusion of 'breakout' weeks in the programme could be a solution to this and provide more scope to deliver more modules.

Ireland's Year of Design 2015 (ID2015) offers an ideal opportunity to consider the central importance of design to the development of Irish society and how leading institutions in education and research can collaborate in this field. The MA in Interaction Design was publicly launched by Minister Damien English TD at an event in March, and is part of the programme for ID2015. Having received 37 applications in total, the programme currently has 12 students (10 EU and 2 non EU) registered for 2015/16 which was the specified target for 2015/16.

Research in Design


Meetings with UCD Research during the course of this project highlighted the potential for the design strand to attract ERC funding. There are also plans to establish cross-institutional research practices, and considerable collaborative potential is evident in the areas of data visualization and product design, among others. There is a gap in UCD in the area of data visualisation; now that there is an acknowledgement that some expertise lies with visual arts practitioners rather than ICT, this is an obvious opportunity for further collaboration in this area.

ii) Creative Arts and Critical Cultures

Work to date has focused primarily on the establishment of the joint NCAD + UCD Academic Centre for Creative Arts and Critical Cultures, and the announcement of a seed funding call in March 2015 to fund internal projects related to the founding of the Centre and in support of the NCAD-UCD alliance.

NCAD + UCD Centre for Creative Arts and Critical Cultures

The Centre is proposed as a formally constituted UCD Research Centre, housed jointly between UCD/NCAD, led by academic co-directors from each institution, and informed by a cross-institution advisory board. The Centre's activity will be primarily one of coordination and promotion, and as a resource of information and assistance in the development of cross-institutional initiatives. New BA or MA programmes, for example, will remain located in their School/College of origin, but the Centre will provide a visible identity under which this activity can be grouped and promoted.



Through its communication activity and identity, the Centre will make visible the UCD-NCAD Alliance and the activity of the Centre's affiliated scholars, via the project website, targeted email, and social media activity. It will provide a connective structure to assist in developing shared research and teaching activities. It will be a point of contact, information and knowledge between staff at both institutions, and set up working groups to address new initiatives.

Seed-Funding Call in Creative Arts and Critical Cultures

Further to the establishment of the Academic Centre, a seed-funding call was announced in March 2015 with the aim of encouraging closer collaboration between the two institutions. A total fund of €30,000 from the funding provided by the HEA Strategic Innovation and Development Fund was made available to support projects.

The seed funding was available to staff and postgraduate students from both institutions. Conditions set out in the funding call ensured participation of at least one applicant from each university, and required applicants to demonstrate their relationship to and contribution towards the overall NCAD + UCD alliance.

A total of 26 applications were received for the funding and an assessment panel made up of staff from both institutions and externally was put together. The panel, chaired by Prof Hugh Campbell (UCD), also included Prof Danielle Clarke (UCD), Prof Declan McGonagle (NCAD) and Sarah Glennie (Irish Museum of Modern Art). Nine projects were successful in their application for funding and are as follows:

- Fiona Whelan (NCAD) and Alan Mee (UCD): 'Socially Engaged Art and the City: A partnership between NCAD+UCD Dublin and Stockyard Institute Chicago'
- Lisa Godson (NCAD) and Kathleen James-Chakraborty (UCD): 'Modern Sacred Architecture in Ireland and Germany'
- Maeve Cooke (UCD) and Francis Halsall (NCAD): 'Conversations as Critique'
- Alice Feldman (UCD) and Nuala Hunt (NCAD): 'Symposium: Uncomfortable Encounters, Disruptive Pedagogies: Critical Explorations at the Intersections of Art and Research Practices'
- Thomas Oldfield (UCD) and Marcus Hanratty (NCAD): 'CEW Design Tool'
- Benjamin R Cowan (UCD) and Emma Creighton (NCAD): 'The UCD+NCAD Creative Technology Network - Building a Community for Inter-disciplinary Design and HCI'
- Kate Matthews (UCD) and Andrew Folan (NCAD): 'Radiography Science through Art'
- Muthu Thangaramanujam and Enda O'Dowd (NCAD): 'What is a real limb? Exploring boundaries between Art and Anatomy...'
- Laura Keogh (UCD): 'A Platform for Collaboration: An Examination of the Interconnected Teaching Methodologies of Art and Special Needs Education'

The breadth of inter-disciplinary collaboration is evident in the variety of Schools represented in the funding call.

iii) In Situ

The In Situ strand aims to expand the academy into the 'street', connecting communities of interest with communities of place, in education, in creative practice, in social settings, in health and wellbeing environments, in cultural and economic settings – locally, nationally and internationally. The main developments of this strand have been the launch of the Joint International City Life Summer School in July 2015, and developing connections with key external stakeholders such as Dublin City Council, with the intention of drawing them into the alliance.

'City Life': Joint International Summer School

The 2015 "City Life" summer school offered a powerful practical example of the inherent potential of collaboration between UCD and NCAD. Based in the NCAD gallery space on Thomas Street, staff from both institutions delivered an innovative programme which combined their specialisations into an exciting interdisciplinary experience.

The plan for the summer school was developed over the winter months through collaborative meetings and strategy sessions in UCD and NCAD, with a mix of academic and administrative staff working together to blend the strengths of each institution into a unique programme. All were aware of the project as an important opportunity, and worked to use the summer school's progress as an incentive to explore other new possibilities – testing out new teaching, such as with Interaction Design and Data Visualisation (both new planned programmes), and inventing new co-taught material between NCAD and UCD staff.

The experience of the three-week summer school was unprecedented for both UCD and NCAD. Fully open to the busy inner city through the immense glass walls of the NCAD gallery space, the activity of the school animated the campus and invited the city inside, in the form of lectures and seminars from key Dublin stakeholders from cultural, political, and intellectual spheres as well as collaborative sessions with representatives of the local community. With a teaching brief which focused on the immediate space of the Liberties and asked participants to explore and develop new "vantage points" on urban life in contemporary Dublin, the summer school offered an immediacy and urgency to the work which few students had previously encountered.

The summer school was a great success. Participants were excited at the occasion to learn research and project development skills from the different disciplines coordinated within the curriculum, staff benefited from the chance for practical collaboration in such a vibrant testing ground, and the reputation of both UCD and NCAD was enhanced by the unique engagement opportunity it presented. The plan for 2016 is to build on this success, and brochures for the upcoming school are already being distributed to our international partners.

iv) Project Identity and Visibility

One of the key recommendations from the September 2011 Progress Report (referenced in Section 1) was:

'The development of an infrastructure and public presence to sustain the alliance and establish its importance. Part of this included the establishment of a robust web presence that announces its activities and achievements...'

Consultations between the Project Management Group and staff from NCAD's Visual Communication Department took place in November 2014 to draft some ideas around identity of the collaboration.

It was proposed to use "Plus +" as a potential signifier/brand for the project. This identity would clarify the proposed ends of the project as "additional" to the current standing and activities of both institutions, as well as emphasising the joint-ness of the project, and claiming activity already underway. The purpose of the brand was also intended to describe the project to potential participants, in addition to the community who needed to be "convinced" of its value.

The agreed project branding 'NCAD + UCD' was incorporated into the www.ncad-ucd.ie website, which was officially launched on 26 January 2015 by President Andrew Deeks and Prof Hugh Campbell of UCD, and Prof Declan McGonagle, Director of NCAD. The launch event was also intended to mark the opening of the exhibition of NCAD MFA graduates' work in the UCD Student Centre Concourse.

The ncad-ucd.ie website was a key source of information and the main vehicle for marketing the summer school and the seed funding call.

v) Exhibitions and Events

A number of collaborative events and exhibitions were held in both Belfield and Thomas Street campuses. Through this series of talks and exhibitions, the aim was to identify, examine and develop the potential practical and operational synergies resulting from closer ties between the two institutions. Here is a summary of the events that took place:

Talks:

- 'Use Your Imagination!' Aligning qualitative social science methodologies and arts based enquiry within interdisciplinary and transcultural research. NCAD, Tuesday 3rd February 2015.
- 'Independent Thinking' The role of the creative arts within the contemporary university. NCAD, Tuesday 10th February 2015.
- 'Lack of discipline? History, visual art and critical method in the academy and studio'.
The debate: Has the emergence of visual culture as a critical strategy for reading the image undermined the disciplinary claims of art history? NCAD, Monday 23rd February 2015.
- 'Making a Show of Ourselves' Public arts policy and re-construction of the civic in austerity Ireland. NCAD, 3rd March 2015.
- 'Re-arranging the Furniture' Designers and educationalists collaborate to re-imagine the classroom for the 21st century. NCAD, 10 March 2015.
- 'Interaction Ireland: the launch of the MA in Interaction Design', NCAD, 25th March 2015.

Exhibitions:

- 'Multi-polar' An exhibition of artwork and scholarship at UCD, drawn from recent graduates across the School of Fine Art at NCAD. This programme was framed by The Student Centre, Humanities Building, Science Centre and School of Architecture with further residency dimensions. UCD, January – February 2015.
- 'The Cloud of Unknowing' Performance lecture by Jane Locke, as part of the MFA Exhibition. UCD Student Centre, 26th January 2015.
- 'Works by Joan Coan' Paintings of Joan Coen informed by qualities of time traced across the act of making multiple paintings of a similar form and showcased at present in the Newman Building, UCD.

vi) Consulting

The project team, in consultation with members of the working group and larger plenary group, sought feedback throughout the course of the project to help define the scope of the relationship and consider its trajectory over the next five years.

Facilitated Workshop

The first of these activities was an externally facilitated workshop in February 2015 where staff from both institutions met to discuss and brain storm two specific topics; a) the best version of the relationship in five years from now, and b) how it might be achieved. Lucy McCaffery, an external consultant for the company Latitude chaired the session which included academic and administrative staff from both institutions, as well as key management figures from both. A summary of the output is as follows:

A) The Best Version of the NCAD-UCD Alliance in 2020:

- A unique new identity and legacy, built in a pioneering way, and leading the field internationally
- A realisation of a shared purpose and one which demonstrates public value

- An articulation of the value that the alliance brings to the two institutions and to the country: social, economic, community, international
- A risk taking and pioneering academic culture where students and staff are learning
- A more diverse student population and the ability to celebrate, support and showcase students who are distinctive
- Student and staff mobility across the two institutions to encourage academics and students to see each other, swap information, collaborate on research, know who to talk to
- Complementarity with the ability retain the distinctiveness of the two institutions
- Loosened UCD structures to enable the manifestation of creativity to take hold and become part of the value system
- Significant gains for UCD around the “language” of design, especially in areas of the curriculum, the physical manifestation of design and societal design
- The development of a curated campus in Belfield – a kind of “creative city” with an enabling eco-system
- Solid retention of the NCAD brand and its values
- A less burdened NCAD with a sustainable funding model


B) To get to the point for both institutions as described above, it was agreed that a flexible academic, administrative and organisational “scaffolding” should be developed and put in place. The key pillars that would need to be in place to achieve this were identified as:

- Academic champions, i.e. people who are committed to the relationship and aligned with the alliance
- Proof of concept/evidence, based on joint research and taught programmes. This can be achieved by further developing and refining the prototype models such as the MA Interaction Design and the Masters in Spatial Arts and Visualisation
- The creation of a shared accessible space for the development of projects
- A reviewed version of a validating relationship and move away from the “parent – child” relationship and create a robust partnership
- A tactical team of people whose focus is to encourage collaborative activity and are available to build the supporting framework
- An academically led interim set of arrangements that are robust enough to put collaborative arrangements in place and build the foundations to allow the relationship to develop
- Physical planning on the Belfield campus to embody the value that’s being produced by the relationship
- A mission statement to articulate what the relationship is about with the idea at the core
- A means to communicate how the relationship is developing to a variety of audiences; internal, external and key stakeholders
- A wider trilateral relationship that includes IADT

vii) Deepening the Relationship with UCD Smurfit School of Business

The dynamic of the NCAD+UCD alliance has also generated activities beyond the direct scope of this project. Clear evidence of this energy is demonstrated in the development of new partnerships and connections between the UCD Smurfit School of Business and NCAD. It is becoming increasingly apparent, that recognition of the benefits gained from the practical application of design education are being realised across many disciplines. Outputs to date have been most evident in the disciplines of business and engineering.

In February 2015, the UCD Smurfit School of Business announced a new partnership with NCAD and NovaUCD to launch a new MSc in Innovation, Entrepreneurship and Design. The part time programme, due to commence in September 2015, aims to blend in one programme the creative and technical aspects of business. Speaking at the launch event in February 2015, Professor Ciarán Ó hÓgartaigh, Dean, UCD Business, commented, “At UCD



Smurfit School we are dedicated to a greater focus on collaboration across disciplines. It is at these intersections in perspectives that innovation happens...NCAD brings a design thinking approach critical to creating new businesses, with Nova UCD tapping into the entrepreneurial eco-system and providing suitable mentors”.

Additional evidence of collaborative activity between the two has become apparent in the development of connections between staff in both institutions, collaboration not just centred on the development of collaborative masters programmes. NCAD’s Head of Innovation and Engagement, Derek McGarry, was nominated as a member on the advisory board for the UCD Cantillon Centre in Entrepreneurship and Design. The Centre was established by the College of Business, in partnership with the College of Engineering & Architecture, College of Arts and Celtic Studies and the College of Science with the aim of encouraging the development of research in entrepreneurship, innovation and design across the University.

viii) Shared Undergraduate Elective Offering

A portion of this project involved the analysis of a shared set of undergraduate modules from both institutions that could be included as in-programme electives to students in the other institution and vice versa.

For example, a UCD architecture student might benefit from a studio based learning module in design offered by NCAD, while a design student from NCAD might require skills gained from a module in project management. Students stand to benefit from the opportunity of studying contemporary art and design alongside students who are predominantly studio-based, providing an insight into the priorities, values and debates currently at stake in the development of creative practice. The same principle would apply to NCAD students hoping to gain skills from the various areas of expertise offered by UCD.

An analysis of cross institutional undergraduate student mobility in both campuses was carried out with the aim of encouraging more cross fertilization in the undergraduate space. However some difficulties were soon encountered for two reasons.

The first difficulty arose as a result of the differences between the curriculum structures in both colleges.

■ Curricular fundamentals

Due to the nature of studio based learning in art and design education, many of the undergraduate modules offered in the Schools of Fine Art and Design are typically 20 ECTS in weight.

UCD undergraduate curriculum structures on the other hand, are largely made up of 5 and 10 credit modules. The differences between the two curriculum frameworks meant that finding a good fit for either institution was relatively difficult.

Ten possible semester two 5 ECTS modules were identified as having potential for encouraging undergraduate student mobility between institutions.

■ Term structure

However a further roadblock was encountered when it became apparent that the academic terms in both institutions did not align.

NCAD is not semesterised whereas UCD is.

In relation to pre-Christmas teaching, UCD’s semester structure is predicated on a 15 week teaching and assessment term followed by early exam boards in January. UCD’s semester 2 teaching starts in January NCAD has a very different structure which, without some re-engineering either overall or in relation to individual offerings, severely restricts the opportunities for collaborative teaching pre-Christmas.

The consequences of this are visible, too, in relation to student abroad opportunities.

ix) Split Site Working Arrangement

The funding received under the SIDF allowed for expenditure on staff costs in the area of senior academic and administrative leads, academic subject champions, as well as a full-time project coordinator. It was agreed from the outset by the management group tasked with steering the project that the project coordinator would engage in a split site arrangement between the Belfield and Thomas Street campuses. The purpose of which was to act as a liaison between the two institutions and facilitate collaborative activity between the two.

The results of the split site arrangement were very positive and encouraged familiarity amongst those directly engaged with the project, and even those on the periphery of the project activity. It was particularly helpful for NCAD staff trying to navigate their way through processes, procedures, organizational structures or staff and team structures in a large university such as UCD.

This facilitation of activity was evident in the dialogue between key staff in NCAD and across a number of teams and staff in UCD such as UCD International, UCD Management Services Unit, UCD President's Office, University Management Team, UCD Finance Office, UCD Research and academic linkages across many disciplines. These connections allowed for a number of assessments to take place in terms of where synergies lay, be it operational, administrative or academic.

A positive working relationship between NCAD's Development Manager and the Project Coordinator was instrumental in moving the project activity forward and fostering cross institutional relationships. It should be noted that the resignation of NCAD's Development Manager in July 2015 led to a minor dip in correspondence on the day to day administration of the project. It is therefore recommended that any future project administrative support would see a liaison in both institutions.

C) Review and Consideration of Other University/School Of Art Relationships

As is clear from elsewhere in this report, the examples of the two University/School of Art relationships to be found in Glasgow and Edinburgh were key to the development of our thinking in relation to potential model of institutional relationship. A number of other examples were considered before settling on this Scottish context, listed below for guidance.

i) University of the Arts London

University of the Arts London can award research and taught degrees and acts as validating and awarding body for a number of arts institutions both in the UK and internationally.

<http://www.arts.ac.uk/about-ual/strategy-governance/governance/academic-partnerships/>

ii) Winchester School of Art and the University of Southampton

■ Winchester School of Art | University of Southampton

www.southampton.ac.uk/wsa

- “Our highly-contemporary and global outlook ensures we can meet the challenges of the creative future. We have collaborations with Elisava, Barcelona School of Design and Engineering in Spain and Dalian Polytechnic University in China. These are equipped with state-of-the-art facilities and are supported by the Department of International Studies.”
- “At Winchester School of Art we are proud to be one of the UK’s leading art and design institutions and part of the world-renowned University of Southampton. We are an international centre for ideas and have a long history going back almost 150 years.”

■ University of Southampton

- The School is fully integrated into the academic work and life of the University of Southampton, which offers all the resources you would expect from one of the UK’s leading research universities. Our students can use facilities at the University’s Highfield campus, including the Hartley Library, Nuffield Theatre, Students’ Union bar, nightclub and restaurants and a state-of-the-art sporting complex.
- Winchester School of Art is a major international centre of excellence for teaching and research, offering a unique and broad range of programmes in fine art, fashion, textiles, graphic design, advertising design and photography and digital media.
- We have an excellent record and reputation in the UK and internationally. Our alumni have secured prestigious positions in the arts, textile industries, fashion houses and galleries worldwide.
- Winchester enjoys a friendly, lively and cosmopolitan campus, with an active Students’ Union.
- Our staff includes some of world’s finest artists and designers.

iii) Dartington College of Arts and Falmouth University

Dartington College of Arts merged with Falmouth University in 2008.

“Dartington College of Arts was a specialist institution near Totnes in Devon, southwest England, that focused on a performative and multi-disciplinary approach to the arts. It offered tertiary-level courses in post dramatic theatre, music, choreography, visual performance and performance writing and its teaching staff were all active arts practitioners. The college held an international reputation for excellence and aimed to promote a critical self-awareness in contemporary arts practice. The college was founded in 1961 as a consequence of the original Dartington Hall experiment in rural regeneration. Academic degrees were validated in partnership with the University of Plymouth.”

iv) Rhode Island School of Design (RISD) with Brown University

- 2007 A dual degree programme announced.

“Brown University and Rhode Island School of Design (RISD) announce the establishment of a dual-degree program, a five-year program that offers students the opportunity to be awarded a Bachelor of Arts (A.B.) from Brown and a Bachelor of Fine Arts (B.F.A.) degree from RISD. The program will enable students to explore the integration of a wide range of disciplines by combining the rigorous degree requirements of both institutions.”

- Brown-RISD Dual Degree Program

risd.brown.edu/

“Students may combine, for example, disciplines such as philosophy with sculpture, or art and design with math or anthropology. Brown offers comprehensive concentrations in the physical and biological sciences, social sciences, mathematics, and the humanities. RISD offers intensive, specialized education in all categories of visual media, architecture, and design.”

“The Dual Degree Program draws on the complementary strengths of Brown University and the Rhode Island School of Design (RISD) to provide students with a range of opportunities to develop and integrate academic and artistic work.”

“The program is five years in length. Students may receive a Bachelor of Arts (A.B.) degree from Brown and a Bachelor of Fine Arts (B.F.A.) degree from RISD. Prospective students must apply and be accepted to both institutions, and then be approved by a separate Brown/RISD admissions committee.”

“Students accepted into the Dual Degree Program will be enrolled in both Brown and RISD and will be required to complete existing degree requirements for both institutions. A minimum of two years in residence at each school is expected of the students.”

- Student mobility

“All Brown students have the option of taking studio art courses at the renowned Rhode Island School of Design (RISD), adjacent to Brown on College Hill. Students may count up to four RISD art classes toward graduation requirements at Brown. During the fall and spring semesters, Brown students enrol at RISD under a cross-registration agreement that is part of their Brown tuition. Once approved, each RISD course (3 to 5 credits) is regarded as the full equivalent of a Brown course, and upon satisfactory completion with a grade of C or better, the course is recorded on the student’s Brown transcript.”

v) School of Design and Architecture in Aalto in Finland

- School of Arts, Design and Architecture - Aalto University
:arts.aalto.fi/en/
- Aalto University
www.aalto.fi/en/
- The School of Design, Art and Architecture is one school among many in the University.

vi) Maastricht Academy of Fine Arts and Design in the Zuyd Hogeschool

- <http://www.zuyd.nl/studeren/studieoverzicht/vormgeving/english>

vii) Glasgow School of Art and the University of Glasgow

- Addressed in more detail elsewhere in this report.

viii) Edinburgh College of Art and Edinburgh University

- Addressed in more detail elsewhere in this report.

D) The IADT – NCAD – UCD Project

Focused Project Report: Spatial Arts and Visualisation

30th November 2015

The Spatial Arts and Visualisation (SAV) project was established to further existing thematic educational and research relationships between NCAD, IADT and UCD through three core actions: graduate education, research and dissemination. The initiative focused on establishing closer working relationships between staff with demonstrable outcomes designed to deliver a sustainable programme of education and research beyond the lifecycle of the project. The project chose two activities with defined outputs, namely the development of a taught Masters of Arts in Spatial Arts and Visualisation (SAV) and the establishment of a research stimulus programme modelled along the lines of the UCD Seed Funding scheme.

Taught Masters of Art in Spatial Arts and Visualisation

The SAV initiative focused on the visual representation and informatic and sensory augmentation of spatial environments and landscapes, a field which is rapidly growing in importance and applicability, supporting innovation in design, representation, realisation, recording, management, marketing and performance evaluation. The digital modelling and employment of complex environments also serves wider areas such as gaming, parametric modelling, prototyping, cultural heritage and its management, tourism and many more, encompassing scientific, technical and creative methodologies. The educational opportunity identified was to provide a high degree of literacy in this new and increasingly powerful and pervasive spatio-visual language.

The programme developed will be a one-year, full-time, three consecutive semesters, taught masters programme, NFQ level 9 with a total of 90 ECTS. Programme content will largely be derived from existing programme material and from the three institutions involved. Strategically the collaboration between the three institutions brings together a unique resource including experience, expertise, labs, libraries and other relevant resources without which the programme would not be possible. Graduates will be qualified to make important contributions in many professional fields and in a rapidly developing sector. It is anticipated that the programme will begin in September 2016, subject to institutional approval.

The target audience will be national and international and multi-disciplinary candidates from the creative arts, architecture, multi-media, modelling, information technology and related computer science fields who have completed a masters level course or equivalent and who seek to develop advanced skills in the fields of spatial art and visualisation in a taught and problem-solving environment.

The process of developing the programme and institutional approval has been complex, highlighting the difficulties involved in inter-institutional collaboration. Despite an existing framework within UCD employed in the development of this programme, it has been necessary to involve three institutional approval processes working in parallel and in the case of IADT, involving an external body, Quality and Qualifications Ireland. Differences in academic policy and structures, assessment and time-tabling has resulted in a year long process and the requirement for a memorandum of agreement to address these differences in advance of approving and launching the programme. The existence of single approval framework for all third-level programmes would have avoided such a complex and protracted process of programme approval and would support and encourage such collaborative initiatives.

SAV Seed Funding Scheme

To encourage closer collaboration between the three institutions and to develop an inter-institutional research community, the project offered support through a one-off thematic seed-funding round in the field of Spatial Arts and Visualisation. The funding scheme provided support for projects that were ambitious and innovative and that led to new knowledge and capacities. It offered UCD, NCAD and IADT staff and postgraduate students the opportunity to apply for internal funding to enhance existing and thematically related activities. Selected projects served to showcase and advance teaching and research with an emphasis on dissemination and in-programme delivery. Project types included:

1. Dissemination & Digital Outputs: The initiative aimed to support projects seeking to develop outputs in electronic format that would both highlight research successes and deliver in-programme content such as modules, lectures, seminars, workshops or skills-based labs.

2: Small Equipment-based Projects: Support was provided to projects based on the creative application of innovative digital visualisation models, techniques and technologies.

3: Exploratory Early Stage Innovation: This category was specifically targeted at applicants new to the field, seeking to transition from older models and techniques to expressing research through more visual and innovative means.

The funding scheme was open to all staff and postgraduate students of UCD, NCAD or IADT who held an employment contract (staff) or were fully registered (students). Projects supported included:

Project Title	Leader	Partners
Visualization, media, digital humanities and preservation: Developing curation ready projects	Dr. Amber Cushing, UCD	IADT
The potential and application of Light Field Photographic Technology to Heritage, Archaeology and the visual arts	Dr. Rob Sands, UCD	NCAD
"Eye in the Sky"	Cliona Harney, NCAD	UCD, DIT
New Technologies, Space, and Memory	Dr. Maria Parsons, IADT	UCD
Applying creative arts pedagogies to engineering education	Dr. Amanda Gibney, UCD	IADT
Big Landscape	Dr. Samantha Martin-McAuliffe, UCD	IADT
The Sensed Environment - how sensing and visualisation technologies can augment and mediate experiences of our environment	Claire Nidecker, NCAD	UCD
Cartographic Tools for Critical Visualisation: An interrogation of the dialectic between visual culture and scientific research	Ruth Kerr, IADT	UCD, University of Notre Dame (US)

E) Docs for CCACC

i) Preliminary discussion document

Centre for Creative Arts & Critical Cultures **NCAD/UCD Alliance**

Draft discussion document
3 December 2014

Dr. Emily Mark FitzGerald
UCD School of Art History & Cultural Policy
Working group, NCAD/UCD Alliance

*This proposal has been inspired by the various consultations held with academics at NCAD and UCD since September 2014, and proposes a model for a new Centre for Creative Arts & Critical Cultures as one outcome of the HEA-funded Alliance project. Your comments and responses to the proposal below are most welcome; please send by **15 December** to emily.mark@ucd.ie. I am happy also to meet with anyone who would like to discuss or is seeking further clarification.*

What is it?

The Centre for Creative Arts & Critical Cultures is a proposed centre that will promote, initiate and coordinate academic activity in the domain of creative arts and critical cultures. It is a product of the UCD/NCAD Alliance, but more importantly, it is an expression of the overlapping intellectual concerns and vision of both institutions.

It seeks to support a **cross-institutional, creative academic community whose work bears an affinity of interest in the arts, culture and critical studies**—amplifying the impact and reach of this work across both institutions, and beyond to wider society. It will achieve these aims by developing and supporting new teaching and research initiatives, promoting the activities of its affiliated members, and facilitating collaborations between the two institutions.

Why are we proposing this?

We believe that artistic activity, cultural production and intellectual engagement are creative endeavours currently flourishing in both institutions – and despite their base in either an art college or research university, they draw from similar sources of inspiration, theory and method. Though located in different faculties, colleges and disciplines, the individuals who constitute the Centre's **audience** and **membership** work within (and across) each of the following zones:

Creative arts and artistic practice: visual art and culture; material culture; design; architecture; music; film; theatre and drama; performance and dance

Disciplinary domains: art history; archaeology; architecture; business; cultural policy; design studies; education; English & drama; film studies; fine arts; history; law; literature and languages; law; music; philosophy; science; sociology; visual culture

Critical cultures – the critically engaged study of institutions, structures, methodologies and ideologies (contemporary and historical) – eg cultural democracy and public participation; the creative life of cities; reflexive aesthetics (artistic practices informing academic processes, and vice versa); critical museology and curation; cultural memory and the past; citizenship and national identities; arts management and creative leadership; aesthetic philosophy and critique; visualization and creative technologies

This population includes undergraduate and postgraduate students, postdoctoral scholars, academic faculty and staff, and associated artists, designers, architects, and cultural producers.

What connects the working lives of these individuals is a spirit of intellectual enquiry not constrained to any single discipline: **a belief that imaginative thinking and approaches can transform scientific, social scientific, and humanistic enquiry**. Moreover, their work moves fluidly between the academy and wider society, engaging with the city, institutions, government and civic society. Their network of practice and interest stretches beyond the academy into national and international cultural organizations, research groups and collaborations. By their very activity, those affiliated with the Centre demonstrate that **work emerging from an art college and a research university is both compelling in kinship, and productive in their difference**.

However this is a creative academic community whose potential, symmetry of concern, and critical mass is as yet unrecognized or organized between the two institutions of higher education. The atomized nature of UCD in particular has led to a situation where academics working dynamically in their fields do not always encounter one another, and our consultations have revealed a gap of knowledge of the activities and people in both institutions.

The proposed Centre is envisioned as a point where the concerns and interests of this population will converge, forming a hub to connect academics and students from both UCD and NCAD (and potentially IADT). Its activities and philosophy will be defined by the participation of its members: while informed by the strategic goals of both institutions, the Centre's direction will ultimately be led by the ideas and ambitions of its academic community.

Where will it be?

We propose the Centre be formally constituted as a UCD Centre/Institute, to be (nominally) housed jointly between two individual schools/faculty (School of Art History & Cultural Policy / School of Visual Culture), overseen by a director(s) (members of academic staff), and led by advisory board (drawn from both institutions).

At this point there is no additional investment sought into staff or overhead costs; the primary cost associated will be the assignation of staff time into the Centre's coordination. Funding for events and activities will be sought as required, but the Centre's activity will be primarily one of coordination and promotion, rather than event production. New BA or MA programmes, for example, will remain located in their School/Dept of origin, but the Centre will provide a visible identity under which this activity can be grouped and promoted.

How is this new?

It differs from pre-existing structures (eg the Humanities Institute of Ireland) in the wider range of disciplines it seeks to engage; its grounding in a particular institutional alliance with broad support yet few visible manifestations (as yet); and in specified, tangible teaching/research/infrastructural outcomes (eg new collaborative pathways for BA/MA/PhDs; summer schools; CPD; etc)

What will it do?**Immediate aims:**

- Through its communication activity and identity, make visible the UCD-NCAD Alliance and the activity of the Centre's affiliated scholars:
 - website, targeted email, and social media activity
- Provide a connective (if not directly administrative) structure to assist in developing shared research and teaching activities:
 - share information, knowledge of institutional structures and resources; act as point of contact/information between staff at both institutions
 - set up 'working groups' to address new initiatives (expansion of artist-in-residence programmes; new BA programmes; taught MAs; electives; continuing professional development; summer schools; international student pathways (BA/MA); joint-supervised PhDs)
 - persist as a support/crucible for future joint initiatives, and a source of institutional knowledge/history
- Serve as recruitment tool for postgraduate students & researchers, both nationally and internationally, by creating a community they wish to join:
 - Working with international offices at UCD/NCAD
- Promote cross-disciplinarity and support the scholarly community at its core:
 - Host symposia, conferences and joint events
 - Encourage and share information about relevant joint funding and training opportunities (national, international, European)

What might be promoted or developed under the 'banner' of a Centre for Creative Arts & Critical Cultures:

- BA honours single subject – art history and visual culture
- BA international – 1 year exchange programme in Irish art & culture (partnering with North American institution?)
- BA elective choices (UCD Art & Science pre-existing module)
- BA events and activities (student societies, recent graduate shows, etc.)
- MA in Urban Cultures/Cities: *In Situ*
- PhD research clusters
- Joint supervision PhDs
- Continuing Professional Development in Cultural Policy
- UCD Artist in Residence programmes
- Collaborative conferences/symposia (examples: Reflexive Aesthetics conference; Sacred Space in Architecture; Colloquia – Interdisciplinarity in Visual and Creative Arts)

Longer-term/strategic aims:

- Inform the development of a high-level cultural strategy for UCD
- Promote the vision of a **creative campus** which welcomes and supports cultural activity and innovative, cross-disciplinary thinking
- Shift the public narrative about UCD to reflect the range of creative activity actually present

What questions do we have?

- Is this concept clear and focused enough? What other names might be suggested that capture the mission of the Centre?
- Is this too broad a church, in terms of desired audience/membership?
- Are we trying to group too much under this banner, or is the range of activity a strength?
- Is it too restrictive to speak of this as a UCD/NCAD initiative, rather than the product of a shared set of intellectual concerns? Would this preclude, for example, participation of IADT in related activities?
- Is this practical/sustainable, in terms of the management or investment required?
- How do we need to talk about this, to engage our desired audience?
- Who are our champions and allies to push this forward? What are anticipated roadblocks?
- How formal an organization is desired? Is the endgame a physical building; a staff position; capital investment of some kind?

ii) Application Form for UCD Academic Centre



APPLICATION FORM FOR UCD ACADEMIC CENTRE

The **Application Form for UCD Academic Centre** should be used to propose the establishment of a new Academic Centre. This process is governed by the *UCD Policy on Academic Centres* available at: <http://www.ucd.ie/registry/academicsecretariat/policyd.htm>

Please note that UCD Academic Centres are predominantly one of two types: Research Centres or Centres supporting Continuing Professional Development or Executive Education programmes. Schools wishing to establish Centres that combine both types can make an application accordingly using this form.

This form is divided into separate sections marked for completion by the relevant Academic Centre type. For advice and assistance with completion of this form, please contact acsec@ucd.ie

A **scanned copy of the signed form** should be submitted to the Secretary of the Academic Council Committee for Academic Centres (ACCAC) in the Academic Secretariat.

Academic Centre Details		
This section should be completed for all proposals.		
1	Name of Academic Centre <i>See policy, section 2.1.</i>	UCD + NCAD Centre for Creative Arts and Critical Cultures
2	Academic Centre Type a) Research Centre; or b) Centre for Continuing Professional Development (CPD); or c) Combined Research and CPD Centre <i>See policy, section 2.1.</i>	a) Research Centre
3	UCD School of Primary Association UCD College of Primary Association <i>See policy, section 2.2.</i>	School of Art History and Cultural Policy (College of Arts & Celtic Studies) School of Visual Culture (National College of Art & Design)
4	Other Associated UCD Schools and Colleges <i>See policy, section 2.2.</i>	College of Science College of Engineering & Architecture College of Business and Law College of Human Sciences
5	Centre Director <i>See policy, section 5.2. Please include full contact details.</i>	Co-Directors: Dr Emily Mark-FitzGerald, School of Art History & Cultural Policy Prof. Jessica Hemmings, School of Visual Culture, NCAD
6	Reporting Structure <i>Please specify who the Centre Director will report to (normally Head of the School to which the Centre is primarily associated). See policy, section 2.2.</i>	Dr Lynda Mulvin, Head of School of Art History & Cultural Policy / Prof. Declan McGonagle, Director, National College of Art & Design
7	Centre Governance <i>Please outline the proposed Centre governance structure. See policy, section 2.2.</i>	
The proposed Centre is an innovative research centre that will be shared between UCD and the National College of Art and Design. We propose that academic governance of the centre be shared across the two institutions, further building upon the latter's status as a recognised college of UCD. Each institution will be separately responsible for its own financial management, and research funding awarded to any of the Centre's affiliated members will be managed in accordance with their own College/School policies and procedures (and not directly by the Centre itself). In the event of joint funding awarded directly to the Centre, its Steering Group will make provisions for management of such funding.		

The governance structure comprises two Co-Directors (one from the School of Art History & Cultural Policy, UCD and one from the School of Visual Culture, NCAD), who will report to their Head of School and College Director, respectively.

The Centre is envisaged as a research group that connects a wide range of activity across NCAD and UCD. As such, we propose the formation of an Advisory Board made up of representatives from the following Colleges and Faculties:

- College of Arts & Celtic Studies: Maeve Conrick, College Principal
- College of Arts & Celtic Studies: Lynda Mulvin, Head, School of Art History & Cultural Policy
- College of Engineering & Architecture: Hugh Campbell, Dean, School of Architecture
- College of Business and Law: Professor Ciarán Ó'hÓgartaigh
- College of Human Sciences: Colin Scott, College Principal
- College Vice-Principal for Research and Innovation: Porscha Fermanis
- University Vice-President for Research, Innovation, & Impact: Orla Feely
- Director (NCAD): Declan McGonagle
- School of Education (NCAD): Gary Granville, Head of Education
- School of Fine Art (NCAD): Philip Napier, Head of Fine Art
- School of Design (NCAD): Conor Clarke, Head of Design Teaching & Learning

The Advisory Board will advance the research objectives of the centre and advocate for its activities. Centre Directors will report twice annually on the activities of the Centre to the Advisory Board, and invite feedback and response.

A Steering Group will be responsible for direct management of the Centre's academic and financial concerns, comprising:

- The two Co-Directors (Emily Mark-FitzGerald and Jessica Hemmings)
- College of Arts & Celtic Studies: Lynda Mulvin, Head, School of Art History & Cultural Policy
- College of Arts & Celtic Studies: Maeve Conrick, College Principal
- Director (NCAD): Declan McGonagle
- College of Engineering & Architecture: Hugh Campbell, Dean, School of Architecture
- UCD Registry: Michael Sinnott, Director of Administrative Services
- NCAD College Secretary & Registrar: Damien Downes

8	<p>Rationale for Existence of the Centre <i>Applicants seeking approval of a combined Research and CPD Centre should articulate the proposed benefits of a single Centre (max 300 words).</i></p>
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The proposal for this Centre stems from the NCAD – UCD Strategic Alliance project, funded by the HEA from 2014-15. One of the primary objectives of the Alliance is to develop collaborative opportunities, including teaching, research, and cross-institutional programmes and events. The Centre is a tangible outcome of this Alliance: it seeks to identify research and teaching synergies, and promote collaborations between the two institutions, in the area of Creative Arts and Critical Cultures.

The value of the Centre lies in its recognition of the wide diversity of creative practice—and its critical appraisal and history—in which UCD and NCAD researchers are actively engaged. From music to theatre, visual arts to literature, to architecture and design—researchers at NCAD and UCD are nationally and internationally recognized as experts and innovators in the creative arts. However, the Centre's mission is not constrained within any single discipline, or limited to the arts and humanities. It is envisaged as a hub for a cross-disciplinary academic community, who are united in the belief that the creative arts and dynamic critical cultures can transform scientific, social, and humanistic enquiry. The Centre will thus explore alternatives to traditional disciplinary canons; collectively propose new theoretical frameworks; and inspire in both institutions new forms of artistic and intellectual practice.

Moreover the work of its associated researchers moves fluidly between the academy and wider society, engaging with institutions, government and civic society, and the cultural and creative industries (including professional artists, architects, designers, critics, museum and heritage, etc.) The Centre will thus form a vital link between these constituencies and the university communities of both institutions, and allow UCD and NCAD to collectively promote, enhance, and strengthen their joint reputations as national leaders in the creative arts and related critical disciplines. It will further facilitate the development of joint research funding bids; inform wider College and University research strategies; and promote innovative approaches to teaching and learning that draw directly from active research.

9	Staff Affiliation to Academic Centre <i>Please list full-time, permanent academic staff, including School administration staff, who will be affiliated to the Academic Centre at establishment. See policy, section 2.3.</i>			
	Name	School & Role Title		
	Dr Emily Mark-FitzGerald	Lecturer, UCD School of Art History & Cultural Policy		
	Professor Jessica Hemmings	Professor of Visual Culture, NCAD		
	Dr Lynda Mulvin	Head of School, UCD School of Art History & Cultural Policy		
	Professor Declan McGonagle	Director, NCAD		
	Professor Hugh Campbell	Professor of Architecture, Head of School, UCD School of Architecture		
	Professor Maeve Conrick	College Principal, UCD College of Arts and Celtic Studies		
	Dr Alice Feldman	Lecturer, UCD School of Sociology		
	Dr Declan Long	Lecturer, Visual Culture, NCAD		
	Dr Francis Halsall	Lecturer, Visual Culture, NCAD		
	Dr Lisa Godson	Lecturer, Visual Culture, NCAD		
	Professor Gary Granville	Head of School, Education, NCAD		
	Professor Philip Napier	Head of Fine Art, NCAD		
	Professor Kathleen James-Chakraborty	Professor of Art History, UCD School of Art History & Cultural Policy		
	Professor Lorraine Hanlon	Associate Professor, UCD School of Physics		
	Professor Tadgh O’Keeffe	Associate Professor, UCD School of Archaeology		
	Professor Danielle Clarke	Associate Professor, UCD School of English, Drama and Film		
	Dr Caoimhin Mac Giolla Leith	Senior Lecturer, UCD School of Irish, Celtic, Folklore & Linguistics		
	Dr Maeve Houlihan	Senior Lecturer / Director of Teaching and Learning, UCD School of Business		
10	Projected Staff Numbers <i>Please indicate projected full-time, permanent academic staff numbers in three years. See policy, section 2.3.</i>			
	Year 3			
	Number of Staff	25		
11	Financial Viability and Sustainability <i>Please outline how the Centre will seek to achieve financial sustainability and provide your financial projections bearing in mind that a review will be undertaken in the third year following establishment of the Centre.</i>			
		Income	Expenditure	Comment
	Budget: Year 1 <i>Please indicate timeframe.</i>	€50,000	Seed funding call; Event support; Research Assistant(s); direct Research support; Travel	Funding awards will follow PIs, remaining within their School’s Cost Centres
	Budget: Year 2 <i>Please indicate timeframe.</i>	€100,000	Event support; Research Assistant(s); direct Research support; Travel	Funding awards will follow PIs, remaining within their School’s Cost Centres

Budget: Year 3 <i>Please indicate timeframe.</i>	€150,000	Event support; Research Assistant(s); direct Research support; Travel	Funding awards will follow Pls, remaining within their School's Cost Centres
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This section should be completed for:

Research Centre Application
Combined Research and Continuing Professional Development Centre (CPD) Application

12	Research Plan for Centre <i>Please outline the research plan for the Centre, which should be aligned with School Plans, providing information on projected outputs in the areas of:</i>
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Through its communication activity and identity, the Centre will make visible the UCD-NCAD alliance and the research activity of the Centre's affiliated researchers, via the project website, targeted email, and social media activity. It will provide a connective structure to assist in developing shared research and teaching activities. It will be a point of contact, information and knowledge between staff at both institutions, and set up working groups to foster new initiatives.

The Centre will promote interdisciplinary research and the scholarly ambitions of the community at its core, by:

- Publicizing and hosting symposia, conferences, exhibitions and joint events
- Encouraging joint publications and creative dissemination of research
- Encouraging and sharing information about funding and training opportunities (national, international, European), with the aim of developing joint applications
- Developing opportunities for staff exchange, mentorship and career development
- Informing the development of UCD and NCAD's strategic research objectives
- Promoting the vision of an interlinked creative campus which welcomes and supports cultural activity, and innovative, cross-disciplinary thinking

The Centre's population (and audience) includes undergraduate and postgraduate students, postdoctoral scholars, academic faculty and staff, and associated artists, critics/writers, designers, architects, and cultural producers.

A. Published Research Output

The Centre's activity will be primarily one of coordination and promotion, and as a resource of information and assistance in the development of cross-institutional research and teaching initiatives. Research projects connected to the Centre will remain located in their School/College of origin, but the Centre will provide a visible identity under which this activity can be grouped and promoted.

Members of the Centre will be expected to disseminate research findings through outcomes such as: publication of scholarly research in leading disciplinary journals and journals specifically devoted to their area of specialism (either in the creative arts or their academic discipline); presentation of research at national and international conferences and workshops; exhibition and performance documented as deemed appropriate to the material, including exhibition catalogues; and digital cultural projects / digital humanities. Centre members will be encouraged to pursue joint-authored and joint-edited publications, exhibitions and collaborative conferences and seminars.

The Centre will aim to publish 10 International Journal and 10 Conference papers in its first year, rising to 20 in years two and three.

B. Research Students (Postdoctoral, PhD and Research Masters Students)

The Centre aims to provide a supportive and creative community for research students and postdoctoral scholars. It will specifically achieve this by:

- Developing 'research clusters' that will bring together groups of researchers working across both institutions on related themes
- Developing opportunities for mentorship and career development, drawing on the network of the Centre's members
- Promoting the co-supervision of PhDs and funding applications to support them
- Supporting the development of innovative taught modules (semester-long, and transferable skills) that feature the combined expertise of NCAD and UCD staff
- Disseminating information on funding and training opportunities (national, international, European) in



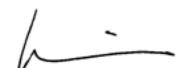
	<p>both creative practice and research, to increase levels of postgraduate success</p> <ul style="list-style-type: none"> Supporting postgraduate student reading groups, workshops, and conferences <p>Researchers associated with the Centre will present papers at national and international conferences and will publish in peer-reviewed journals, disseminating the emergent research findings during the course of their project.</p>
	<p>C. Research Income (Grants and Awards)</p> <p>The Centre will target Seed Funding opportunities, Enterprise Ireland funding (Innovation Vouchers, Innovation Partnerships, Travel Grants etc); HERA and Horizon 2020 funding; COST network funding; Irish Research Council funding. In addition, members of the Centre will aim to recruit potential research candidates, encouraging them to apply for Irish Research Council funding (Government of Ireland Postgraduate and Postdoctoral Scholarship Schemes).</p> <p>Through the HEA, funding support has been provided to develop the concept and mission of the Centre. This includes a €30,000 seed fund which will directly support activities contributing to the establishment of the Centre in Year 1.</p>
13	<p>Inter-disciplinary Research <i>Please outline your plans for inter-disciplinary research (max 300 words). Applications for a single-discipline Centre should also note plans for inter-disciplinary linkages. See policy, section 2.3.</i></p>
	<p>Artistic activity, cultural production and intellectual engagement are complementary creative endeavours currently flourishing in both institutions – and despite their base in either an art college or research university, they draw from similar sources of inspiration, theory and method. Though located in different schools, faculties, and colleges, the individuals who constitute the Centre’s audience and membership work within (and across) the following disciplines: <i>archaeology; architecture; art and design history; arts management and policy; business and innovation; craft; cultural policy; design; education; English & drama; film; fine arts; history; Irish and folklore; law; literature; languages; material culture; music; performance and dance; philosophy; science; sociology; theatre and drama; visual art and visual culture</i></p> <p>By way of example, cross-institutional, interdisciplinary research associated with the Centre will include forthcoming projects and publications on the following topics in Year 1 (2015-16):</p> <ul style="list-style-type: none"> The visual/material culture and the commemoration of 1916 Reflexive aesthetics: interrelationships between artistic practices and social methodologies Museum practice and institutional culture in Ireland and Northern Ireland Place-making and the creative life of cities <p>Specific interdisciplinary research and teaching activities planned for Year 1 also include:</p> <ul style="list-style-type: none"> Promotion of UCD artist-in-residence programmes and exploring provision of UCD campus studio space Delivery of <i>City Life</i>: collaborative international summer school (Summer 2015) Continuation of successful UCD/NCAD joint taught elective on Dublin: Design and Material Culture Continuation, and development of, collaboratively taught MA modules in Art History & Visual Culture Support of BA student events and activities (including artist workshops with UCD Drawsoc student society; hosting of NCAD recent graduate exhibition <i>MultiPolar</i> at UCD Student Centre) Shared conferences and symposia, including <i>Interdisciplinarity in Visual and Creative Arts</i> Public Seminars (Spring 2015); <i>Reflexive Aesthetics</i> conference (Summer 2015) Proposals for shared adjunct professorships Proposal for a UCD BA honours single subject in art history and visual culture <p>The Centre’s activities and philosophy will be defined by the participation of its members: while informed by the strategic goals of both institutions, the Centre’s direction will ultimately be led by the ideas and ambitions of its academic community.</p>
14	<p>Research Sustainability <i>Please outline, linking to question 12, how the Centre will ensure sustainability as a value-added organisational structure within the School(s). See policy, section 3.</i></p>

The Centre will concentrate the energies of scholars working creatively across two diverse and interlinked institutions. Its sustainability will be ensured by the active support of its community, which has already been scoped and identified through the HEA-funded Strategic Alliance development work. It is well poised to build strategic partnerships with funding agencies and the broader social and cultural institutional sector. Its research plan will enhance the strategic aims of the Schools and Colleges that participate in its activities – expanding publication, exhibition, funding, and teaching opportunities. It aims to amplify the impact and reach of its members’ work across both institutions, and beyond to wider society, through outreach and dissemination activity. The identification by other HEIs of similar research strands (TCD’s recently announced research theme ‘Creative Arts Practice’ as one example) highlights the growing interest in this terrain, that UCD and NCAD are optimally poised to lead nationally.

This section should be completed for:

**Continuing Professional Development Centre (CPD) Application
Combined Research and Continuing Professional Development (CPD) Centre Application**

15	<p>Programme Portfolio <i>Please outline the planned programme portfolio for the period and specify how this offering is aligned with your School(s) plans.</i></p>
16	<p>Target audience <i>Please specify what your target audience will be, how recruitment will be undertaken and the process for ongoing quality assurance.</i></p>

17 SIGNATURES	
<p>As per the <i>UCD Policy on Academic Centres</i>, all relevant documentation concerning individual Academic Centres must normally be signed by the Centre Director, the Head of School and the College Principal (or, where relevant, a University Vice-President) as appropriate to the location and structure of the Centre.</p> <p>By signing this form, you are confirming that the above application has been reviewed and is supported by the appropriate Head of School and the College Principal.</p>	
<p>Centre Director Include printed name and signature</p>	<p> Emily Mark-FitzGerald, UCD School of Art History & Cultural Policy</p> <p> Jessica Hemmings, NCAD School of Visual Culture</p>
<p>Head of School Include printed name and signature</p>	<p> Lynda Mulvin, School of Art History & Cultural Policy</p>
<p>College Principal Include printed name and signature</p>	<p>Maeve Conrick, College of Arts & Celtic Studies</p>
<p>Commentary from the Head of School and College Principal supporting the nomination of the proposed Centre Director, including a rationale for the appointment of the nominated individual. A short curriculum vitae of the proposed Academic Centre Director should also be attached to this form (see policy, section 5.2).</p> <p>We are very pleased to support this Centre application, which will affirm the central and strategic importance of the creative arts and related studies at UCD, and build upon the NCAD + UCD alliance. The UCD School of Art History and Cultural Policy and the NCAD School of Visual Culture have maintained a strong working relationship for many years, both in research and teaching collaborations. The two Schools also bring with them a critical mass of faculty committed to the aims of the Centre, and are inherently interdisciplinary in their approach and working methods, which will allow for the Centre to have both a strong base and outreach to the broader university communities. It is therefore appropriate that two Co-Directors be named – Prof. Jessica Hemmings, as Head of the School of Visual Culture, and Dr. Emily Mark-FitzGerald, a College Lecturer in both Art History and Cultural Policy – who between them bring a wide network of academic colleagues, interdisciplinary research expertise, and a shared ambition to strengthen the relationship between the two institutions via the activity of the Centre. The potential of the Centre to highlight and develop the research achievements of its associated faculty is significant, and will amplify the research impact of the associated Schools, Colleges, and UCD + NCAD itself.</p> <p>Lynda Mulvin / Maeve Conrick</p>	
<p>Commentary from UCD Vice-President for Research, Innovation and Impact (Research centre applications only).</p> <p>This proposal addresses an important and exciting opportunity and I am very happy to support it.</p> <p>Prof Orla Feely</p>	

F) NCAD-UCD Alliance Report September 2011

This is a document prepared during the first phase of the academic alliance, scoping the range of areas of overlap and common activity

NCAD-UCD Academic Alliance

Draft Summary



Gary Granville, Siún Hanrahan, NCAD Conveners
Kathleen James-Chakraborty, Hugh Campbell, UCD Convener

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Vision

Research is becoming more central to the production of both fine and applied art. Meanwhile problem-based learning (which often closely resembles studio-based pedagogy), collaboration, and innovation, are all among the buzzwords at universities around the world. The strategic alliance possesses the capacity to place NCAD and UCD in the forefront of these developments, especially in Europe, where such collaborations remain relatively rare. In particular, exploiting the history and the present of Dublin in the service of its future offers the opportunity to forge a new, more participatory relationship between higher education and the surrounding community than has yet existed in Ireland. Creating an approach to third and fourth level education that fuses the best of both institutions and embeds this fusion in the city presents the opportunity to create a distinctive outward-facing approach to higher education. In the process, the alliance can significantly enhance the international reputation of both institutions and help attract further funding from the European Union and other organizations.

At a time when Irish higher education is being buffeted in multiple ways by the country's ongoing economic difficulties this alliance provides a way to make real leaps forward at relatively little cost by encouraging a wider net of people to work together in ways that are unprecedented, not just for the two institutions involved, but for Irish higher education in general and which remain unusual at an international level. Due only in part to the rise of the internet, the importance of being able to express oneself through images and artifacts and to interpret images and objects, is as important today as it has been at any time since the rise of mass literacy. Moreover, being able to organise and understand both open and built urban space and the relationship between the two will be crucial to creating the dynamic, sustainable environments of the future. It is these crucial skills that the alliance aims to develop.

Key Recommendations

- Establish a steering group including a range of academic disciplines, and appoint an academic leader in each [institution](#) to jointly lead the project.
- Develop a mission statement that elaborates on some of the dominant themes – engaging with the city, working with communities, embedding creativity in the curriculum, forging international links.
- Provide shared modules in taught masters programmes with immediate effect (2011/12)
- Liaise with International Office to identify key ‘markets’ for postgraduate students and possible joint ventures.
- Encourage undergraduate engagement through electives, workshops and events.
- Achieve visibility of existing and planned initiatives across a range of media, and engaging the wider public.
- Develop selected Masters programmes for 2013 launch.

Overview of Academic Alliance

In 2010 the National College of Art and Design (NCAD) and University College Dublin (UCD) agreed to form a strategic alliance. Although the immediate impetus was the dissolution of the National University of Ireland, and thus of the body that awarded NCAD's degrees, from the beginning those involved hoped that the alliance would create new synergies. While the character and purpose of an arts college and of a research university might appear quite different, there have long been significant overlaps. Moreover, many aspects of the missions of these two types of institutions are presently converging. This alliance has the potential to open a new chapter in the history of NCAD and UCD, and also in their relationship with the city of Dublin, that will enhance their national and international reputation and that of Dublin as a centre of imaginative thinking about the role of the visual arts in contemporary society and about the role of creativity in scientific, social scientific, and humanistic inquiry. The task of this report is to identify parallels in the missions, programmes, curriculums, and back offices of the two institutions and to begin to sketch out the way in which the existing collaborations between the two can best be extended without in any way impairing upon their individual autonomy. Suggestive rather than exhaustive, it is intended to spark new ideas as much as describe what can be accomplished.

This report is intended to stimulate further interaction between the two institutions. It outlines the existing areas of collaboration and the process that was developed across the spring of 2011 to expand upon these. It summarizes the results of that process and the many suggestions, some of which are already being implemented, about how to link teaching, research, and public outreach. It also delineates the ways in which the administration of the two institutions might profitably be linked, above all to provide efficiencies in back office support and the discussions that have taken place between the two Registrars and their staffs about them. Finally, it outlines the most important formal steps that need to be taken in order to cement the alliance and maps out a vision of what can be achieved through it.

Process to Date

The alliance was forged in the context of a number of existing links between the two institutions. These included experiments in team-teaching, with NCAD's Visual Culture faculty collaborating with their UCD counterparts in both architecture and art history. Nor were such projects limited to the arts and humanities. NCAD's industrial designers have worked closely with UCD's medical researchers and mechanical engineers in developing a taught masters focused on the design of medical devices; fine art students worked last year with physics students to create a series of joint and individual works conceived from art and physics vantage points.

Following the signing of the formal agreement, in the autumn of 2010 Declan MacGonagle, the director of NCAD, and Hugh Brady, President and Philip Nolan, Registrar of UCD, asked Gary Granville, Siún Hanrahan, Hugh Campbell, and Kathleen James-Chakraborty to act as conveners. After a meeting of key staff from both institutions, held in Newman House, the conveners launched a series of events intended to introduce academics from each institution to one another and to develop plans for collaborations, especially those involving students, which could take place in the 2011-12 academic year and beyond. A summary of a discussion addressing programme and administrative structures in NCAD and UCD, and how best to develop concrete collaboration is presented in Appendix 1.

Simultaneously a smaller number of meetings were held between the administrative staffs of the two institutions. Many of these focused on back office efficiencies. Equally important was the issue of space. UCD committed to providing four key spaces within Newman House for the alliance. These range from basement rooms in which art can be produced, through a classroom on the ground floor which has already been used for shared teaching, and also include a large room on the first floor that will be used for special events and office space one the fourth floor that could be used for joint research projects.

Themes

To date, discussions between the academic staff of the two institutions has clustered around six themes. Chosen both to enhance existing collaboration and to prompt new, typically interdisciplinary, contact between the two faculties, these were Culture and its Institutions, the Expanded Academy; Health and Well-Being; Studio/Lab; Text and Image; and Urban Cultures/Urban Futures.

Culture and its Institutions

Both NCAD and UCD already work closely with Dublin's museums and other national cultural institutions. The alliance provides opportunities for deepening these relationships. Shared seminars, for instance, might help develop or be planned in relation to forthcoming exhibitions. Equally compellingly, shared training in curating might not only develop professional opportunities for graduates but also prompt new ways of communicating what the university does to the general public. While peer-reviewed scholarship remains the standard way of reaching our academic peers, exhibitions hosted on the campuses of both institutions as well as in locations in the centre of the city may present a more effective and original way of educating the citizens of Ireland and of Dublin in particular about the results of our research. Pioneering such a strategy also potentially provides a distinctive means of heightening our international profile.

A specific initiative being developed under this theme is level 9 'Exhibition Design' module bringing together visually literate postgraduate students (primarily from NCAD and UCD School of Architecture) to work in teams with students from various Humanities disciplines (Archaeology, Art History, History and Archives, Classics etc.). It is proposed that this module be delivered as part of a partnership with the OPW, providing a platform for blending the skills of visually literate students with the documentary and archival research skills of Humanities students in a realistic, inter-disciplinary team-learning scenario. As described in Appendix 3, this also has potential as an MA programme.)

The Expanded Academy

Dublin and the rest of Ireland are currently facing enormous economic challenges. Higher education's response should not be limited to the promise of economic growth. It must also strive to improve the lives of those who have not (or not yet) attended university through new strategies for everything from the delivery of social services to encouraging creative expression and participation in grassroots activities. The expanded academy interrogates traditional forms of teaching and learning, not only by shifting the classroom into the community and expanding the audience for its activities beyond traditional students, but also by renegotiating the dynamics of authority between the university and a particular community in forging such educational provision. In particular, collaborations between creative artists and social scientists have the potential to increase the effectiveness of the outreach activities already underway and the degree of personal dignity these encourage. The Camphill Community in Callan, with which both institutions have already partnered, presents one model for a community-based approach to art.

Health and Well-Being

This strand builds upon a long tradition of Irish excellence in healthcare to which has more recently been added world-class biomedical research. Innovative approaches to the design of the environments in which healthcare is delivered and of the devices through which it is delivered is expected to become a hallmark of the alliance. Alongside advances in medical science, design is critical to well-being and can have a significant impact upon the physical, social, and emotional effectiveness of a wide variety of settings, including institutions, workplaces, and domestic spaces. The therapeutic and communicative aspects of art, in which the Arts Council has already expressed interest, as well as engagement in relation to diagnostic imaging can also be harnessed in these efforts. Both institutions are already collaborating with hospitals and with each other; the alliance should provide the means to develop a productive relationship with the HSE, the HRB, and other organisations operating in this field, one that has the potential for a global impact.

Studio/Lab

Studio instruction is one of the most distinctive, but also most effective pedagogical strategies. Presently employed in only a small number of creative arts disciplines, it provides a possible precedent for a number of other fields, especially but by no means exclusively those which takes place in laboratories. The alliance opens up opportunities for studios shared between the two institutions but also for experiments in teaching that build upon the expertise developed by those familiar with a method of instruction that has long encouraged collaborative and interactive learning, as well as the oral and visual communication of the results.

Working in the studio and acquiring creative skills should also become much more widely available to UCD students. The alliance should allow any student to take electives in a range of courses, from life-drawing to casting. It may be that existing modules in NCAD could be used to this end.

Text and Image

Dublin is a city of books and many of those books are illustrated. The presence of the Book of Kells and the illustrated manuscripts displayed at the Chester Beatty as well as the robustness of contemporary Irish literature and the presence of many of the world's leading information technology firms make Dublin an ideal place to think not only about the written word but also about its relationship to the visual – about text and image. Artist's books, web sites and apps represent only the most obvious approaches to the dynamic interaction between the two. Working together, NCAD and UCD could do more to instruct students in the history of this relationship, not least by drawing upon the richness of their own special collections, and to stimulate new ways of imagining it. Although not strictly textual, another dimension of this collaboration could be between visual and graphic artists on the one hand and those being trained to use or develop medical and scientific devices that convey information visually.

A separate strand of engagement that emerged under this umbrella centres upon a creative and critical relationship to text in the context of fine art practice, art criticism, design criticism and creative writing, and has the potential to significantly enhance existing MA and MFA provision at NCAD and UCD.

Urban Cultures/Urban Futures

By virtue of its location, NCAD faces out to the city in ways that UCD, ensconced in suburban Belfield, does not. On the other hand, UCD has more academics and students – including architects, geographers, and planners – whose work directly addresses urban conditions. There is thus a shared constituency for engaging, often together with Dublin City Council and other municipal authorities, to envision new approaches to Dublin and to the contemporary city in general. With Dublin shortlisted as the World Design Capital for 2014, this is clearly the time to engage meaningfully with urban culture in its many forms. The 100 year commemoration of the Dublin 1913 Lock-Out provides another opportunity for collaborative education between the colleges and communities in the city; work has already commenced on a major project in this field. More teaching can take place in the spaces of the city and more sustained efforts to animate those spaces through, for instance, live projects, temporary studios and workshops, and other activities that can be housed in storefronts rather than conventional classrooms. Finally, helping to make the city as compelling an environment as the suburb is crucial to developing more sustainable patterns of inhabitation not only here in Ireland but also globally.

Administrative Links and Efficiencies

UCD/NCAD and NUI

A summary document that identifies procedural arrangements between NCAD and UCD in relation to the transition to being a Recognised College of UCD was drawn up following a series of meetings between NUI, UCD and NCAD. The document is given in Appendix 2 and addresses the following issues: External Examiners, Service Charge, Headage Payment, Matriculation, Special Cases – Postgraduate, Staff Appointments, and Recognised Teachers.

NCAD-UCD Joint Programme Board

Terms of reference for an NCAD-UCD Joint Programme Board, as outlined in the Memorandum of Understanding, have been drafted. The draft draws on existing UCD Programme Board terms of reference and mirrors those agreed between UCD and its Recognised Colleges. It is anticipated that this will be finalised and presented to an upcoming meeting of UCD Academic Council.

IT

Collaboration in relation to Information Technology has been discussed in terms of efficiencies and opportunities for enhanced relationship. Collaborative possibilities addressed included: Student Record System, IT Support for students and staff, Blackboard, Equipment Purchasing/Leasing.

UCD currently uses Banner as its Student Record System while NCAD uses Quercas from CampusIT. After some discussion, it was agreed that there would be no efficiency gain through merging the two systems. Nonetheless, while NCAD will continue to work with Quercas, Student Services & Admissions at NCAD are looking at bringing our procedures more into line with those at UCD.

Discussions regarding collaboration in relation to the provision of IT Support to staff and students are ongoing, and the company who provide IT Support at UCD provided cover for a two-week period at NCAD during the summer.

The possibility of extending the UCD Licence for Blackboard was identified as a possibility. This would be of great benefit to NCAD and would

enhance delivery within the Academic Alliance in the future. It is anticipated that progress will be made on this during the coming academic year.

Some discussions and reciprocal visits have taken place in relation to IT provision (equipment, etc.) at UCD and NCAD, and the possibility of shared leasing or purchasing arrangements in the future.

Library

Discussions have taken place between the UCD and NCAD Libraries. Amongst the possibilities being explored is extending the UCD Licence in relation to a range of on-line databases to include NCAD staff and students, and extending full borrowing rights to UCD students registered on relevant programmes, particularly at postgraduate level. Discussions are on-going with the ambition of making concrete progress on this in the 2011/12 Academic Year.

International Relations

There is clearly scope for the new alliance to have a major presence in the planned new campus in Beijing. The combination of creative arts with traditional areas of research strength could provide the new enterprise with a particular identity.

Linkages with US institutions would also be a priority. Many of the key areas including engineering and architecture, fine arts etc already have strong links to high-quality programmes in the US. The model of fine arts, liberal arts and sciences co-existing within single programmes and institutions is relatively familiar and should allow for structured exchange of JYA students, graduates and research staff.

Next Steps

Several key steps need to be made across the course of the 2011-12 academic year. This report focuses on four of these.

The first and most important of these is to engage the entire student body at NCAD and at least an equal number of UCD students in shared activities.

To be successful the alliance needs to work at each year of the third and fourth level curriculum; it cannot flourish only at the level of faculty and administrations. In addition to the shared modules currently being offered and in development at undergraduate and postgraduate levels, special student-oriented events need to be staged especially to bring the alliance into the undergraduate curriculum. These could include “crits” bringing together creative writing students and artists; week-long studio projects shared between design disciplines and NCAD; and workshops on curating. Most could be held in Newman House or in other facilities used by the alliance but at least one could create site-specific works to go on at least temporary display on the Belfield campus.

From module to masters might be the slogan of a second, related effort. There were already several shared modules in place at the time that the alliance was created, and with relative ease several more have been created, some at undergraduate but especially at Masters level. Developing new shared taught Masters programmes requires a more sustained effort, but it is key to the distinctive contribution the alliance can make to the character of both institutions. It also requires working quickly if more such programmes are to be offered by the autumn of 2013. Possible new joint taught masters programmes include:

- MA in Art, Design and Well Being
- MA in Creative Technology
- MA in Exhibition Design (see Appendix 3)
- MA in Urban Cultures

Equally important is the **development of the infrastructure and public presence that will sustain the alliance and establish its importance**. Events need to be organized that colonise each level of Newman House. These activities and the alliance itself need to be widely publicised within both institutions and the community at large. The alliance needs a robust web presence that announces its activities and achievements, with a link on the homepage of both institutions. Moreover the quality of its graphic presence should be an example of the imagination associated with the entire enterprise.

Finally, **the work of the four conveners needs to be bedded down through the creation of a small committee** of engaged individuals based in both institutions who can continue to generate new ideas and to shepherd interested colleagues into participating in the alliance. It will be important for the success of the alliance that academics from both institutions are committed to implementing joint initiatives. The process will need champions. UCD should consider creating a specific role for someone to lead the alliance and chair the joint programme board.

Appendix 1: Programme and Administrative Structures in NCAD and UCD

Participants: **NCAD:** Siún Hanrahan, Gary Granville, Angela Woods, Declan McGonagle, Helen McAllister, David Caron, Philip Napier, Paul O'Brien, Kevin Atherton, Nicky Saunders
UCD: Kathleen James-Chakraborty, Hugh Campbell, Bairbre Redmond, James Ryan, Aideen Quilty, Daniel Sudhershnan

Preliminary Summary A meeting was convened as a kind of 'show and tell' from staff from each institution to outline some of the programme and administrative structures in place within each institution. This exercise was aimed at increasing the level of familiarity with the arrangements in place at each institution which might address and help better facilitate the practical aspects of collaboration.

Discussion and Issues Arising:

- § Both institutions have been in the process of developing their curricula, including the introduction of modules and credits, with a particular focus on developing learning outcomes for modules and programmes. There is also some flexibility to adjust module sizes ('short and fat' available as well as 'long and thin') and to be flexible with grading, including the designation of modules as 'pass or fail'.
- § There is great scope for cross-institutional collaboration. The simplest and most straightforward mechanism for doing this is through shared modules. In essence, a UCD module and an NCAD module may be scheduled at the same time and same place (using, for example, Newman House) – the students from each institution are then brought together in the same classroom. A second, also simple, model of collaboration is also available through single module offerings – in these instances, modules in UCD may be made available to NCAD students, and vice-versa. There are some challenges to this model, in particular in the area of timetabling, grading and progression, and so some further negotiation would be required in such instances.
- § Joint programmes are also a possibility, but would require more extensive work in designing entire curricula and managing the challenges related to staff input, timetabling, grading, the possibility of issuing of a 'joint' degree award, etc.
- § There are a number of existing programmes in which collaboration exists and/or would be possible. These include the following:

- **MSc Medical Device Design (NCAD)** – already co-operation with UCD and TCD
- **MA Visual Arts Education (NCAD)** – new joint module with UCD MEd planned for 2011-12
- **Master of Education (UCD)** – new joint module with NCAD MA Visual Arts Education planned for 2011-12
- **Master of Fine Art (MFA) (NCAD)**
- **MA Creative Writing (UCD)** – new proposal for an MFA at UCD, opportunity for collaboration with NCAD MFA. Example of Brown University and RISD collaboration currently being examined for comparative purposes.
- **MA Art and the Contemporary World (NCAD)**
- **MA Art and the Digital World (NCAD)**
- **MA Design History and Material Culture (NCAD)** – already co-operation with UCD in the areas of Architecture and Art History and Cultural Theory
- **PhD programmes** – including practice-based PhDs (particularly prevalent at NCAD)

§ There are a number of resources available at NCAD used for enhancing research that might be made available to UCD staff and students through modules, special seminars, symposia, etc. These include:

- Letter Press workshop
- Digital Print machine
- 3D Printing facilities

§ NCAD has also introduced a structured PhD programme which includes a significant number of taught components (amounting to 90 credits in total) across modules on Epistemic Practices, Seminars and Research Development. This is similar to the UCD Structured PhD programme in which students are able (but not required) to take taught modules up to a value of 90 credits. The NCAD doctoral programme is also delivered through GradCAM (the Graduate School of Creative Arts and Media – www.gradcam.ie). GradCAM is a collaborative initiative of national and all-island significance which builds on the expertise of the Dublin Institute of Technology (DIT), the National College of Art & Design (NCAD), the University of Ulster (UU), and the Institute of Art, Design and Technology, Dún Laoghaire (IADT). These institutions are working in close collaboration with each other and with a range of national and international networks to realise the Graduate School. The School is a shared space of structured doctoral studies and research support - what has come to be known as "fourth-level" education: the School is a centre for creative research development; the School is a framework for critical interdisciplinary dialogue; and the School operates as a permeable institution of enquiry that facilitates, promotes and leads the interaction

between cultural practice, educational practice and the everyday world of work and innovation beyond the academy.

Appendix 3: Proposed academic offering in Exhibition Design as part of the NCAD/UCD Alliance

In May of this year in the context of the NCAD/UCD alliance I was asked to draw up a proposal for a postgraduate offering in exhibition design. I have been working on this over the summer and in recent weeks I've been meeting with relevant stakeholders to refine it.

The essence of the course design in its present form is to bring together visually literate postgraduate students (primarily from NCAD and UCD School of Architecture) to work in teams with students from various Humanities disciplines (Archaeology, Art History, History and Archives, Classics etc.). In the first year, we envisage four teams of five, each to comprise at least two students from NCAD/UCD Architecture, with the balance coming from the Humanities disciplines in UCD. The possibility of including students from the School of Computer Science should also be considered, given the centrality of interactive technology to contemporary exhibition design, and adding further depth to the interdisciplinary profile of the teams. The teams will work together over a semester to produce a fully realised exhibition design proposal which will be assessed on the basis of design documentation and a 'pitch' in which the teams present their ideas to a panel of assessors in a day-long series of presentations.

It simulates the work environment in which small businesses in the creative industry sector are required to compete and pitch for work on the basis of the imagination, realism and feasibility of the proposal.

It is partly modelled on the existing Business Planning module in the MA in Cultural Policy and Arts Management, which has proven one of the most popular aspects of that programme with students.

It is proposed that this module be delivered as part of a partnership with the OPW. The OPW is richly resourced not only with historical and art collections, heritage buildings and properties, but also with professional staff with vast experience in the heritage management and exhibition design fields.

The proposed offering provides a realistic platform for blending the skills of visually literate students with the documentary and archival research skills of Humanities students in a realistic, inter-disciplinary team-learning scenario.

It provides the basis for a strong skill-based partnership with the OPW, a major state agency with highly trained staff in the fields of architecture, heritage and exhibition design.

The main challenge at the moment is to find a way of delivering such a multi-disciplinary offering in a way that is compatible with the complex modularisation and variety of post-graduate programmes within and between UCD and NCAD. At present, we are working on a twin, 5-credit module format, with a formal learning module in semester 1 to be followed by the team learning module along the lines described in semester 2.

However, a programme in exhibition design could clearly be designed as a 1-year MA programme—provided the complex modularisation and timetabling issues this kind of interdisciplinary project raises can be resolved, and probably also requiring strategic funding to resource it at that level of operation.

Pat Cooke, 22 September

NCAD + **UCD**