

NCAD Strategic Plan

2008 | 2012

Shaping the
21st Century
Art and Design
Institution.



at the reedy shore,
sang her first and last,
sang no more.

Well, all joys!
with cone close mine eyes,
Geese than Swans now live,



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Foreward

With due recognition of the dynamic contribution of the arts to Irish society in recent years there has been a new cultural confidence in the country. NCAD and its graduates have played an important role in that transformation. A college for art and design since 1746, NCAD has re-invented itself at critical junctures in the past in order to re-focus its mission and the energies of its staff. This has made NCAD a defining force in Irish contemporary culture.

This document represents the first Strategic Plan of the College and is the outcome of the various initiatives set out in Developing the Strategy. It was adopted by An Bord in June 2008. It is a working document to provide direction for us over the coming years as we create a new model for learning and collaboration while exploring the interface between our different disciplines. Our ambition, as always, is to produce in our students confident and creative citizens, equipped with skills and ways of thinking which enable them to undertake leadership roles in the arts, design, research and education.

An Bord values, and is grateful for, the commitment of staff in engaging wholeheartedly in the various processes in recent years which culminated in college-wide consultations this year; these consultations formed the foundations for this Strategic Plan.

We believe the practitioners, educationalists and researchers of distinction who make up the NCAD community will relish the challenge in collaborating to bring this plan to fulfilment. That is what instils us with anticipation that our long established College is on the cusp of an important phase – and that we are now ready to have a more vibrant and visible presence in the country and its capital than ever before.

We acknowledge the encouragement and investment of time and resources by all the members of An Bord which has made the generation of the plan possible. All of us are indebted to Susan Coughlan, Liz Hayes and their colleagues in Corporate Community Consultancy for facilitating the cross-faculty dialogue and debate that has identified the issues that are at the heart of this Plan. They have been indispensable in guiding us through our hopes and ambitions for the College to our vision of what is needed in a 21st century institution.

Doctor Joe Mulholland

Chairman of An Bord

Professor Colm Ó Briain

Director



NCAD

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An

Introduction

NCAD is the only independent single subject art and design college remaining in Ireland (all others having been amalgamated into Institutes of Technology). It offers the most extensive range of full and part-time accredited art and design courses at third level within the state. Throughout its 262 years NCAD has consistently offered the most complete range of specialist courses in art and design in Ireland. Annually, NCAD educates 860 full-time students and over 1000 students on part-time credit/audit programmes, 110 of which have followed the assessment route.

NCAD employs a corps of 76 tenured lecturers most of whom are active practitioners and critical thinkers of national or international repute, and many of whom hold qualifications to MA and PhD level. NCAD has had considerable success in establishing the precedent and efficacy of fourth level creative art and media research and has a number of exciting collaborations with other art and design institutions in this area.

NCAD engages a broad range of part-time lecturers from Ireland and abroad who bring specialist expertise in essential subjects and who further enrich the learning experience of students.

NCAD currently occupies a landmark heritage site on Thomas Street in Dublin's Liberties. This places NCAD in close proximity and connection with the Digital Hub, the Irish Museum of Modern Art, the National Museum at Collin's Barracks. NCAD is an active participant in the Liberties Regeneration Project.

NCAD has active links with many national and international institutions and bodies, a highly successful ERASMUS programme, a strong LEONARDO programme, and increasingly important links with relevant professional and industrial contacts in art and design.



Internal Context

NCAD's organisational values and principles are best identified by extrapolating them from current operational practice.

One key aspect of NCAD's operational mode is to design and offer courses that uphold discipline-based learning rather than providing courses that answer short term demand and needs.

This approach maintains the essential dynamic between the foundations and origins of art and design – driven more by skills and craft processes such as weaving, drawing, letterpress printing, bronze casting and glass making and the demands of developing contemporary practice – driven more by conceptual thought, philosophy, knowledge of visual culture, creative technological processes and professional-industrial applications.

The college's current educational ethos and imperatives can be characterised as follows:

- Intensive immersion of students in the knowledge-base of visual practice and culture.
- Emphasis on students developing their own unique creative visual voice.

Intention that students become:

- Questioning participants in visual practice and culture.

- Excellent leaders and participants in the making of visual culture.
- Creative problem solvers and conceptual thinkers.
- Reflective practitioners who continue to learn in relationship with their practice and with the contexts in which they work, in this way contributing to the enrichment of culture and society.

It is NCAD's intention to support student interest and learning beyond traditional practice boundaries and to be able to communicate and collaborate at many levels in society, academia and industry. It is also the intention that students understand themselves to have a meaningful and powerful role to play in the broader context of social, cultural, political and economic life.

Increasingly, such aspirations are no longer unique to NCAD, and the College is therefore seeking to develop its leadership role as the centre for postgraduate research in art and design. The current developmental research focus lies in exploring the relationship between teaching, research and practice.

NCAD's unique approach to learning and teaching seeks to productively explore the tensions and synergies between utilitarian outcomes and the inherent value of the art and design experience, and its contribution to wider culture and society.



External Context

Government policy and the increasingly competitive funding environment is challenging how the college upholds and delivers its educational provision based on these operating principles.

In addition to the challenge of managing and delivering on its own internal educational imperatives, NCAD is also embracing new imperatives in the broader field of education practice and is working hard to make these compatible with its driving educational philosophy and methodologies. Provision at undergraduate level – and even more markedly at postgraduate level – is changing in response to this.

National imperatives in educational policy are:

- Mobility
- Modular structures
- Progression routes
- Increased interdisciplinarity
- Learning and teaching methodologies
- Access and flexible learning and part-time progression routes
- Learning outcomes, new assessment tools and constructive alignment
- Collaboration with other institutions
- Fourth level education and research
- Course restructuring in response to the Bologna process
- Quality enhancement
- Learning for Life¹

¹This refers to the Government White Paper on Adult Education published in 2000

Key Issues to Align Internal and External Imperatives

The key issues to align internal and external imperatives are:

- Articulation of a shared language and operating principles.
- Development of post-graduate programmes and recruitment of students.
- Need to rebalance resourcing of undergraduate and postgraduate provision.
- Maximisation of existing space through sharing and securing investment and newly built accommodation on a strategic basis.
- Need to critically analyse, rebalance and re-frame learning and teaching methodologies to facilitate programme and research development.
- Adherence to academic and pedagogical policy based on shared space and resources.
- Professional development in academic practice.
- Internal staff mobility across roles, functions and types of contract.
- Staff support structures to facilitate college-wide participation and dialogue in educational and organisational development.
- Maximisation of existing space through sharing and securing investment and newly built accommodation on a strategic basis.
- Leadership development with an emphasis on supporting the development of collective leadership.
- Need to understand the value of quality enhancement and institutional research as a strategic development tool.

The current higher education environment with its emphasis on learning outcomes and post-graduate research requires that the educational practitioner model expand to include research and reflection in a more explicit way than previously whilst recognising the subtle balances required between creative development and over-prescription.

Some of the challenges for NCAD in moving in this direction are the balance of emphasis on the undergraduate programme and the related teaching-heavy timetables. While such resource intensive and time intensive teaching methodologies underpin the unique nature of the education delivered within NCAD, there is a growing college-wide recognition that review of the current course offerings along with an analysis of the teaching methodologies and spatial needs will be part of the programme of work for the current strategic plan.

What is needed is a more explicit and recognisable description of the current pedagogical practice in art and design education, how this links to best practice in learning and teaching, and an assessment of dialogue about the unique contribution art and design education has made to the wider field of third level education and fourth level Ireland. Staff, as the key resource in delivering on these objectives, need to be supported in undertaking this change, and in articulating and communicating their knowledge.

Given NCAD's role in educating art educators at second level, NCAD has a function to consider how this existing competence might be built upon to support academic practice in the art and design context at the third level.

Internal staff mobility across roles, functions and types of contract is needed to meet these challenges.

All of this will need to be underpinned by a commitment to supporting and encouraging staff engagement, dialogue and leadership in relation to these complex questions. This would include the development of complementary forums, research teams and working groups at which staff can engage in the conversations required to address each of these challenges.

There is a need for all staff to consider themselves as collective leaders and shapers of NCAD's response to this change agenda. In particular the role of the Heads of Faculty as academic leaders for the whole college needs to be acknowledged and supported.



Developing the Strategy

NCAD Shaping the 21st Century Art and Design Institution – 2008 - 2012 has been produced in a context of continuous planning within NCAD. The most relevant strategic documents informing the development of this strategy are:

Quality Assurance and Implementation process to date (2004/2008)

College-wide consultation process supported by Corporate Community (2008)

College Strategic Position Paper (March 2007)

NCAD Research Strategy 2007 – 2011 (2007)

NCAD draft Strategic Plan (Unpublished, 2005)

Futures Consultation Process (2003 – 2004)

Academic Council Curriculum Response to Outside Change (2003)

NCAD Campus Development Plan (2001)

In scoping the design for this strategic planning process, three distinct but interconnected phases were identified:

January 2008 - August 2008: College-wide consultation, leadership development with Heads of Faculty and production of a jointly-owned strategic plan.

September 2008 - March 2009: Manage the transition to a new Director and a new board, maintain ongoing dialogue and consultation and develop a plan for implementation.

September 2008 - June 2012: Implementation phase of this plan.

The process of creating this plan provided opportunities for all staff to engage in critical debate and dialogue on a college-wide basis. It facilitated staff involvement to create the most appropriate framework for supporting innovation, new thinking and renewal at all levels within the college.

This strategic plan is ambitious for NCAD's future. It aims to build on the rapid pace of development over the past five years and to support NCAD in implementing a cogent and effective programme for change over the coming five-year time span. This will be a dynamic, vibrant and challenging phase of NCAD's 263-year history as the college implements new initiatives and consolidates those elements that are essential to the provision of a quality art and design education in the 21st century.

er first and last,
o more.
All joys!
e close mine eyes,
then Seas now live,

er first and last,
o more.
All joys!
e close mine eyes,
then Seas

NCAD
DUBLIN

Artists
and
Designers

AND

THINKING

LEARNING

Together



IN

NCAD Dublin.
Artists and Designers
Thinking and Learning
Together in Ireland.

NCAD's Mission

2008 into the future...

The premier institution in art and design in Ireland, NCAD supports students, artists and designers to explore new ways of thinking and working.

An internationally renowned institution, NCAD is a defining force in Irish contemporary culture, prominent in public life and with extensive connections to Irish society.

NCAD's Mission

NCAD's mission is to lead the development of visual art and design in Ireland.

NCAD brings together artists, designers and educators, researchers and learners/students.

NCAD champions visual art and design in the knowledge society.

NCAD promotes visual art and design in Ireland and internationally, through collaborations and partnerships with industry, government and other educational institutions.

NCAD is a leader in exploring the relationship between art and design practice, policy, research and learning and teaching.

NCAD promotes quality learning and teaching at all levels.

NCAD develops flexible pathways for everyone to access credit-bearing full-time and part-time art and design education and research.





Strategic Aims

- 1 Improving Student Pathways to Learning
- 2 Focussing on Learning
- 3 Roles and Responsibilities
 - A Interdisciplinarity: Collaboration
 - B Staff Development
 - C Research and Postgraduate Studies
- 4 Developing the Learning Environment
- 5 Linking and Alliances
- 6 Identity for the Art and Design Sector

² Currently an interdisciplinary pedagogical approach is applied in Core Studies where all First year students experience a cross-disciplinary art and design education. This interdisciplinary approach is also applied in the Education faculty, in a different way in Visual Communication and increasingly in Fine Art.

We provide flexible access for students at undergraduate and postgraduate levels.

We publicise our opportunities widely and seek to attract a wide range of students:²

- Website
- Publications
- Marketing

We provide flexible pathways for full-time and part-time learning and for continuous professional development.

We attract international students.

We provide learning opportunities in various settings (such as community, health, prisons and professional bodies).

We provide support services for students and applicants including an access programme.

We support students to find appropriate accommodation, and are exploring the possibilities for partnership in providing purpose-built student accommodation.

We provide ongoing opportunities including seamless progression to PhD study.

Improving Student Pathways to Learning

What This Means

All students are valued, full-time, part-time, international exchange, whatever means of entry. Parity between student cohorts whether part-time or full-time will be prioritised.

Students are informed about how to, when to and where to access relevant supports and resources for their learning and how to appropriately represent student concerns within the college structures.

The college ensures a single-tier centralised system of administrative procedures and supports is applied to both part-time and full-time courses.

Student opinion is gathered and analysed on an annual basis and their feedback is considered in the planning and review of courses and student supports.

NCAD has a sophisticated marketing plan.

Learning is structured in transferable modules within an agreed framework of learning outcomes.

Progression through the college is flexible, and entry is encouraged at higher levels.

Partnerships are strong with other colleges in Ireland, encouraging student movement between institutions.

Although access to third-level art and design education is problematic for many second level schools, we operate a programme of positive engagement with 8 primary and 17 secondary schools in the Dublin area.

We also reserve ten places for admission to the College for socially disadvantaged students under our Access Scheme. As the student population expands we achieve a target of 8% recruitment under this scheme by 2012.

A student population of 1200 is a viable prospect in the coming decade. If physical accommodation for this number of students can be achieved the target for international students recruited will be 5%.

A comprehensive range of doctoral programmes, Masters by research and Higher Diplomas is already in place. Currently there are three taught Masters programmes, and three in development. A total of ten taught Masters programmes will be developed by 2012.

NCAD is an active partner in ERASMUS, the EU Life-long Learning Programme for study visits and work placements.

We are continually developing our understanding of the principles of learning in art and design.

All courses are reviewed against common learning principles.

New courses are developed to address mobility and other gaps at undergraduate and postgraduate level.

We aim to provide flexible inter-disciplinary learning enabled by discipline specific staff from a diversity of art and design backgrounds working together.

We are developing new modular curricula for all undergraduate and postgraduate courses.

We use the quality enhancement process to review and support learning for all.

We will research the future structure of higher education in art and design in Ireland through a significant research project. *Under review are:*

- Future duration of undergraduate and postgraduate courses
- Using agreed learning outcomes for levels 6, 7 and 8

We draw attention to contemporary relevance of visual culture for effective reflective practitioners.

We respect craftsmanship in specialist subjects and are committed to a dynamic blending of the traditional with the new.

We combine the traditional and contemporary in radical and ongoing self-reflective ways pushing boundaries and processes.

Focussing on Learning

What This Means

We have an on-going programme in learning and teaching in art and design with a designated annual programme provided for staff around the academic year.

An identified centre for learning and teaching that promotes best practice is integrated within college structures e.g. faculties, academic council. The centre supports curriculum development review in line with quality assurance requirements, develops tools, methodologies, templates and resources appropriate to learning and teaching art and design and makes these available to staff.

The Portfolio Brief introduced for admission to the college in 2009 is strengthened. This approach is advocated to other colleges for adoption.

All courses are built using an agreed modular framework and learning outcomes approach.

All years of study will be European Credit Transfer System (ECTS) compatible by 2011.

Students are offered clear options for mobility within and across faculties.

Improve the pathways for part-time students on credit/audit programmes to enable progression from Certificates to Diploma to Degree and post-graduate level. Continue to increase the range of accredited part-time programme options.

Recognise the importance of flexible learning as an important and attractive feature for adult professionals who want to return to third level education.

Students can qualify in interdisciplinary and multi-disciplinary modular degrees.

Staff development is designed around the above principles.

A cross-faculty team is currently researching the appropriate structure for undergraduate and post-graduate education in art and design.

An effective college-wide modular structure allowing for greater interdisciplinarity without undermining discipline integrity is adopted and implemented.

Leadership

We provide effective leadership in art and design education.

We are seeking to promote leadership throughout the college through the exploration of core values, shared vision, and ownership of the strategic plan.

We are restructuring to facilitate cross-college collaboration and interdisciplinarity.

We are implementing a new management structure to ensure the primacy of learning.

We advocate statutory reform in relation to NCAD governance.

Interdisciplinarity: Collaboration

What This Means

NCAD facilitates the Irish national network of higher education provision of art and design courses.

We have clear reporting structures to facilitate delegated decision-making.

The college is being restructured to place educational leaders at the heart of decision-making.

We have specific support available for the development of leadership skills in all staff.

We recognise that the Higher Education environment is necessarily complex and that decision-making depends on highly developed teamwork. Responding to multiple and fluid pressures implies that the staff must develop skills and processes which enable nuanced and sophisticated responses to complex and often paradoxical dilemmas.

We are therefore exploring support mechanisms for our work together such as time for reflection together away from the day to day pressures of the campus, external facilitation of particularly critical meetings, and structured meetings which reflect the multiple levels, and complexities of decision making.

We have developed structures to support distributed leadership: this means that staff at all levels are proactive in contributing thinking and action to implement the NCAD strategy and that initiative, particularly in postgraduate research, is rewarded and encouraged.

Financial and monitoring information is used to support all of the above.

Currently NCAD has agreement from the HEA that a five-year term with rotation of members for An Bord is in the best interests of the college. NCAD continues to seek this reform on a statutory basis.

³ In 2003 the HEA and the IUQB jointly appointed the European University Association (EUA) to review the implementation of QA across the seven participating universities. The Sectoral Report (HEA/IUQB, 2005) concluded that it was time to move to a new phase that: "should build on the existing system, linking it more closely to strategic management, and feeding its outputs into the ongoing development of the universities, individually and collectively"

Quality

We value the contribution of all staff. We ensure a quality staff experience by supporting staff to perform to their full potential.

We seek to encourage staff innovation and wish to nurture the dynamic and life commitment of the staff to support education and art and design in Ireland.

We are developing responses to staff development and support proposals that are flexible, inclusive and which reward innovation, creativity and networking both within and beyond the college.

We recognise that NCAD, like many higher education institutions, has inherited staffing structures that are now not necessarily appropriate to best practice or to the fulfillment of a progressive plan. All staff roles, academic and support, will be reviewed to ensure maximum success of the college in a competitive environment. To maximise effective use of staff resources a staffing strategy will be submitted to the HEA. An important element of this will be ensuring that all staff are well supported to work creatively, flexibly and productively.

We use the quality enhancement process to support staff development.

We are promoting distributed leadership through a staff development plan.

Staff Development

What This Means

Industrial relations are reviewed in the context of the college's membership of IBEC and the role of the Union clarified and supported through Partnership processes.

As outlined in the IUQB report on A Framework for Quality in Irish Universities NCAD will build on its existing QA systems and practice and integrate QA more fully with future strategic planning cycles and processes.³ NCAD will work to explicitly link QA evaluations to other more specific QA mechanisms for learning and teaching.

Staff reflect annually on their teaching practice and opportunities for staff development aligned with the strategic priorities of the college are identified and resourced in a timely fashion.

Clear criteria are agreed for development opportunities linked to College needs.

Staff development budgets are transparent and understandable.

Criteria for recognised networking are agreed.

Staffing and other costs of learning provision are clearly published within the College.

All faculties are committed to the quality assurance process.

A competency framework is introduced and agreed for staff performance at all grades – Lecturer, Head of Department (Senior Lecturer) and Head of Faculty. Staff are supported to evaluate their responsibilities against the competency framework.

A development team will research and create a post-graduate Certificate in Academic Practice (Creative Disciplines) for all faculty staff for submission to the NUI by 2010.

A development team will research and create a post-graduate Certificate in Academic Leadership for submission to the NUI by 2010.

Innovation

We are the number one art and design research institution in Ireland.

We are developing new postgraduate programmes at MA and PhD level.

We will develop benchmarking frameworks appropriate to art and design for integrating standards of academic practice with quality enhancement in higher education practice.

We attract high profile art and design professionals as visiting lecturers.

We attract international postgraduates.

We are developing and consolidating postgraduate community-partnerships.

We have innovative collaborative relationships with other art and design institutions through GradCAM and other research projects.

We are excited about developing dynamic research relationships with other subject areas in other institutions.

We share with other institutions and partners a deep understanding that collaborative and interdisciplinary research practices are essential to the development of new ideas and products.

We are developing a vibrant community of practice for post-graduate research in art and design and where art and design connects with other areas.

Research and Postgraduate Studies

What This Means

We publicly advocate to ensure that Creative Arts and Media are funded for research purposes in their own right and not only as an adjunct to humanities and social sciences.

NCAD will further develop a postgraduate community on a cross-faculty basis, both through a commitment to the ongoing development of GradCAM and through support for staff-led research projects and initiatives.

We facilitate and encourage critical reflection on the role of the artist and designer in the knowledge society.

New and existing links with industry are reinforced through Knowledge Transfer Groups.

We facilitate and encourage critical reflection on the role of the artist and designer in broader society. NCAD interacts with industry, community, cultural and educational groups through its design research group, design ethics group and through the individual work of its lecturers and students.

Staff seeking to undertake research activity aligned with College strategic objectives are supported. Supports include: provision of full and partial sabbaticals; secondment for research projects leading to development of new courses, learning and teaching funding and relief teaching by postgraduate students.

Looking at existing models in the college (e.g. Design Research Group) and in other institutions, the College Research Committee will establish a wide range of active research groups with the aim that all academic and interested technical staff are involved in Research Groups by 2010.

Review academic staff contracts and job descriptions to create constructive alignment between the research needs of the college and the research ambitions of staff. Greater flexibility in operating across different kinds of contracts and provision for different kinds of contractual duties e.g. research, teaching or leadership roles will be explored.

We aim to double the number of staff with PhD qualifications by 2012.

International students will make up 15% of the postgraduate cohort in 2012.

We will prioritise the generation of research funding.

We increase the number and range of taught postgraduate courses from three to ten by 2012.

Four additional NCAD PhD students will be recruited to GradCAM for every year of the strategic plan.

Postgraduate students will be supported through Graduate Assistantships in teaching, research and/or administrative roles.

In recent years the number of full-time students has ranged between 860 and 910. It is now a sustainable educational objective to accommodate 1,200 students on the Thomas Street campus provided investment for the necessary building accommodation is secured.

We aim to increase the space available for student learning and teaching to accommodate an additional 50 students per year. This priority will inform all decisions regarding additional built infrastructure.

Our use of space and other resources is based on agreed pedagogical principles and college-wide strategic objectives:

We have flexible lecture halls, workshops and seminar rooms appropriate to their purpose.

We maintain adequate space to allow access to practice.

We have a clear and effective Health and Safety and Risk Management policy and practice.

We aim to develop three infrastructural projects on or in the vicinity of the Thomas St campus. Finance for each will be developed through partnerships and specific funding streams such as PRTL. *The three projects are:* a new centre for postgraduate research, student accommodation, and graduate entrepreneurship incubation units.

Space and facilities are equitably deployed to support and enhance student learning inclusive of students on part-time credit/audit programmes.

Additional designated lecture rooms are being provided in Harry Clarke House.

We aim to give students and graduates access to specialist equipment and services appropriate to student needs.

We seek to develop our working environment:

- We have reviewed our campus development needs and adopted The NCAD Campus Master Plan which incorporates incremental phased developments with a long-term strategic approach.
- We will continue to review our use of buildings and resources.
- We aim to attract investment.
- Iconic new buildings.

Developing the Learning Environment

What This Means

Priority in infrastructural investment will be given to projects that include shared use of space on campus.

Costings for the use of space and equipment are produced according to criteria agreed with Heads of Faculty and Heads of Department.

A framework for assessing use of space and equipment is agreed with Heads of Faculty and Heads of Department.

We will consolidate The School of Design for Industry to house design disciplines. As a consequence, the Faculty of Education and the Department of First Year Core Studies will move to alternative accommodation on campus.

An accessible postgraduate centre on campus is developed to provide dedicated facilities for all post-graduate students inclusive of those pursuing their doctorates at the Graduate School of Creative Arts and Media. The Man: Medicine Design Centre, the cornerstone of NCAD involvement in a graduate school of bio-medical engineering, could also be housed here. A centre with on-street frontage enabling postgraduates to have 24-hour access is the preferred option.

NCAD builds on the collaboration with Roland Technology, the equipment manufacturers, to develop a dedicated Roland, state of the art, digital laboratory as part of the campus infrastructure.

200 student residences close to the College are planned and developed in consultation with Dublin City Council and/or private developers undertaking projects in the vicinity of the campus.

Entrepreneurial incubation units for college graduates are set up in conjunction with partners such as the Digital Hub Development Agency and/or commercial companies in the Liberties area.

A fundraising strategy is developed with clear targets. The whole college is committed to fundraising.

Priorities for investment in the future will be agreed at academic council/Head of Faculty meetings, before presentation to An Bord for deliberation.

NCAD will develop an environmental policy during 2008-2009 that will include specific targets for the reduction of waste, increased energy efficiency and steps towards minimising the carbon footprint of all activities.

We prioritise and have developed rich networks of contacts for student placements with industry and the broader community.

We have established and seek to further develop our research partnerships and collaborations with other art and design institutions.

We are developing post-qualification career platforms in art and design.

We actively seek working partnerships with industry and business and relevant state sponsored bodies.

We view teacher education as the fulcrum and link between NCAD and secondary schools.

We prioritise the work of the international desk.

Relationships with business – live and/or real life projects, international competitions, etc frequently feature in the courses. These generate valuable sponsorship and make contacts that can lead to employment.

NCAD is an active and committed member of European art and design networks such as ELIA and CUMULUS.

International experience and exchange options are available to NCAD students through NCAD's established links with other European, Australian and American art and design institutions.

Linking and Alliances

What This Means

The College intranet has an extensive database of industry contacts, kept up-to-date by central administration.

Central administration maintains a partnership directory for the College. All staff report quarterly on partnership activity using an easily accessible web-reporting tool.

Students can choose from a wide range of placements from the above.

Partnership working is increasingly central to College strategic planning and recognised as a core skill for all staff.

Postgraduate programmes are partnership programmes by default. Should this not be so a specific justification is included in the programme outline.

NCAD's leading role in teacher education is further defined and publicised. NCAD develops a fifteen-year strategy for teacher education in Ireland, with partners.

A Partnership Manager supports staff in their networking and facilitates fundraising across business sectors.

Entrepreneurial incubation units for college graduates are set up in conjunction with partners such as the Digital Hub Development Agency and/or commercial companies in the Liberties area.

We intend to advance proposals for 200 units of student accommodation in the Liberties area in collaboration with Dublin City Council or private developers of such accommodation.

A new state of the art digital laboratory with proof prototype reproduction equipment through our partnership with Roland Technology is developed.

NCAD maintains continuous and dynamic links with former students through the Graduate Network.

We are currently involved in the following collaborations and partnerships:

- **Graduate School in Creative Arts and Media:** a collaboration involving NCAD, the Dublin Institute of Technology, Dun Laoghaire Institute of Art, Design and Technology and the University of Ulster.
- **The National Digital Research Centre:** a collaboration involving NCAD, UCD, Trinity College, DCU and Dun Laoghaire IADT.
- **The National Irish Visual Arts Library (NIVAL):** a collaboration with the Arts Council and is a recognised national collection.
- **The Annual Graduate Fashion Show** has been a partnership with Peter Mark for the last ten years.
- Students may choose from a range of twenty-six work placements in Ireland.

What This Means (continued)

- We have a formal Learning Agreement with Lectra, the fashion design computer software company.

NCAD has bi-lateral agreements with 63 European art and design colleges for study visits on an exchange basis and agreements with 16 European companies to host NCAD design students on work placement. Our network of international partnerships provides diversity of educational experience and encounters for NCAD students.

This network includes:

- Federal Family Loan Scheme of the US Department of Education
- International Education of Students: Chicago, USA
- Fulbright Commission in Ireland
- San Diego State University, USA
- The School of the Museum of Fine Art: Boston, USA
- School of Art and Design, Southern Illinois University: Carbondale (SIUC), USA
- Rhode Island School of Design, USA
- Maine College of Art, USA
- Central Connecticut State University, USA
- Auburn University, Alabama, USA
- Emily Carr Institute of Art and Design: Vancouver, Canada
- Nova Scotia College of Art and Design, Canada
- University of Valparaiso, Chile
- Edith Cowen University: Perth, Western Australia

NCAD is the national college for art and design in Ireland.

We champion the role and contribution of art and design in society.

We seek to develop our identity through the promotion of the college, developing new types of courses, and through interdisciplinary working.

Publishing and making public – via the gallery, website and other media – the successful projects and collaborations/public art projects, staff achievements, student projects etc. and student recruitment.

We encourage a valued campus that gives a positive image of the institution.

Identity for the Art and Design Sector

What This Means

The new gallery will open in 2009. Terms of reference for the gallery committee include maximising use of the gallery space for developing a broad college community of interest – students, staff, graduates, local community in the Liberties, practitioners and others.

An effective public communications strategy.

NCAD facilitates forums in Industrial Design, Graphic Design and other applications of Design to business.

NCAD seeks partnerships with artists, galleries, curators, and state sponsored bodies to promote the visual arts in Ireland.

The College is reviewing its visual and collegiate identity and will further enrich its public image and brand over the next three years.

Business incubation opportunities for NCAD graduates are developed in partnership with the Digital Hub Development Agency or other commercial companies in the Liberties area.



Organisation Systems and Resources

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Organisation Systems and Resources

Review of College Structures

The restructuring of Academic Council in 2003 has served NCAD well. Further restructuring is now required to ensure that the faculties can work closer together, that Heads of Faculty and Heads of Department can have a greater leadership role across the college and that other staff can take on college-wide responsibilities to enable implementation of agreed strategies in relation to space sharing, promoting interdisciplinarity etc.

The current configuration of Faculties and of Departments and the roles and functions of Heads of Faculties and Departments will be reviewed in this context. All existing staff contracts will be honoured throughout this process.

Governance

The governing authority of NCAD is An Bord consisting of eleven members appointed by the Minister for Education and Science at three yearly intervals. Two of the members are nominated by academic staff from amongst their number; two are nominated by students on approved courses from amongst their number. The Director is an ex officio member of An Bord.

There is a need to seek departmental support to address the implications of the 1971 Act that were designed to respond to a different time and different issues. There are areas where the Act is unnecessarily unhelpful to NCAD's implementation of the change agenda.

Once a new board is appointed a board induction and development process should be put in place in consultation with An Bord.



Organisation Systems and Resources

Leadership and Management Structures

An Bord vests the management of NCAD in the Director, who is supported by the senior management team of the college consisting of the Registrar, the Heads of Faculty and the Head of Core Studies. The whole college is committed to a staff restructuring process to enable more efficient management of resources and more effective leadership. Operationalising this restructuring process is an urgent priority for the college.

In order to improve staff morale and industrial relations a process of research, consultation and negotiation is required prior to implementing a new restructure. This will take time to achieve and an interim re-structuring solution for a period of two years will be implemented to enable NCAD to make progress in line with the ambitions of this plan.

The NCAD senior management team are committed to the following:

- To support this greater collaboration by incorporating a cross-college area of responsibility within Heads of Faculty's responsibilities.
- To strengthen the role of Academic Registrar with a dedicated appointment on an interim basis from within the existing pool of Heads of Faculty.
- To introduce the role of Head of Undergraduate Studies, again on an interim basis, to ensure swift progress in the areas of student learning and pathways as outlined in this plan. This role will be an additional responsibility for an existing Head of Faculty.
- To maintain the primary roles of Head of Faculty of Fine Art and Head of Faculty of Design in recognition of the college's core business as a leader in the education of art and design students.

Approaches to Supporting Leadership and Management in 3rd & 4th level Art and Design

College structures will be designed to increase the facilitation and support of learning across the whole college. It is intended that Faculty and administrative structures promote innovation, flexibility and creativity in staff and students and that leadership and initiative be promoted and rewarded.

NCAD recognises the need to support and promote academic leadership and management amongst art and design staff, and indeed, within the student population.

NCAD will establish a centre for learning and teaching. The primary function of the centre will be to encourage and develop ongoing dialogue about what learning and teaching means in the specific context of art and design.



Organisation Systems and Resources

Human Resources

NCAD is committed to developing a positive industrial relations culture in the college. Good communication systems and consultation mechanisms will be put in place to support this process. The Labour Relations Commission is carrying out a review of industrial relations procedures and practices with a view to enhancing industrial relations in the future.

The Human Resources Office will be supported to redress the balance between dealing primarily with industrial relations issues and working more developmentally with staff in relation to mobility, flexibility qualification enhancement, innovation, research interests and professional practice. *In that context the following Initiatives will be undertaken:*

- Review all HR policy and procedures and provide staff access to this information via the College intranet.
- Review academic staff contracts and job descriptions to create constructive alignment between the research needs of the college and the research ambitions of staff. Greater flexibility in operating across different kinds of contracts and provision for different kinds of contractual duties (e.g. research, teaching or leadership roles) will be explored.
- We will prepare a programme to modernise all administrative systems.

- We will review existing complaints, grievance and disciplinary procedures and a college policy on bullying will be finalised with appropriate supports to provide staff with the knowledge and supports to address any concerns.
- We will treat staff training and development as a priority.
- We will produce a staff handbook that makes information clearly available to all staff.
- We will develop an agreed model for managing change.
- We facilitate interconnections across different areas of the college set up and support a college social committee.

Quality Enhancement

The publication of the European University Association (EUA) report on the implementation of QA across the Irish University Sector highlighted significant areas for improvement, particularly in terms of bringing different planning and quality mechanisms and tools into closer synergy. NCAD will build on the success of the quality assurance process introduced at a departmental level in 2004 by basing the next cycle on larger clusters such as faculties and integrating the process more fully with future NCAD strategic planning cycles.



Organisation Systems and Resources

Administrative Support and Financial Management

NCAD has an excellent track record in terms of administrative and financial management. However, these systems need to adapt to support greater collaboration and exchange within the college.

We will provide efficient effective and flexible administration supports that adapt to reflect changes in the learning process:

- We have strong financial management and stability.
- We monitor our performance with clear and understandable management accounting information.
- Decisions on allocations of resources are transparent and published.

Financial information will be provided in an accessible and user-friendly way. All budget holders will understand allocations and budgets. Support/training will be available to Heads of Faculty and Heads of Department to ensure their understanding of their budgets. Competencies in financial administration will be included in the postgraduate qualification in academic leadership.

Service standards for finance and administration will be agreed between accounts, Heads of Faculty and Heads of Department.

Information on space usage within the College based on detailed and justified costings of relative costs per square metre of all facilities will inform the work of the Spatial Task Force.

Library, Information and Communications Technology

The NCAD Library is a collection of European significance.

All Library systems are computerised providing access to both books and journals.

We are developing the NCAD Digital Image Library and subscribe to two international image libraries.

We invest in information and library resources to support learning. Information and library resources will be discussed annually, and budgets agreed in line with best higher education practice.

We aim to provide resources for students, staff and researchers.

We aim to provide ICT and specialist art and design equipment and services appropriate to the needs of the students, staff and researchers.

We have prioritised resources for ICT equipment in all departments and for capacity building at all staff levels. A policy of software copyright compliance is monitored annually.

The Library aspires to make a unique resource available to all with learning, informational or inspirational needs in the area of art and design.

The National Irish Visual Arts Library (NIVAL) is a recognised national collection and NCAD will provide greater access for the general public to this important resource.



Organisation Systems and Resources

Fundraising

The Friends of NCAD have charitable status in Ireland and the United States. They have had modest success in raising non-exchequer funding, notably from Atlantic Philanthropies.

NCAD will prioritise research funding.

Further partnerships with sponsoring industries will be sought, on a Faculty, Department and College basis.

Capacity and mechanisms to support fundraising will be researched.

Mechanisms for Monitoring and Implementation

The consultation group, established as one of the mechanisms for informing the development of this strategic plan, will oversee the implementation of the strategic plan. Membership of the group will be expanded as appropriate. This Strategy Implementation group will contribute to an annual board strategy review process at the June board meeting.

The incoming Director will produce for An Bord an implementation plan in support of this plan.

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