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## The Strategic Insight Agency

**UCD President
Consultation Debrief**

Proudly part of....
AUDIENCE COLLECTIVE

Research Background & Objectives

As the current President concluded his role on March 25th 2022, with an interim President taking over since March, UCD commissioned Spark to carry out research as part of the search and selection of a new UCD President via a university wide survey.

Consult Entire University
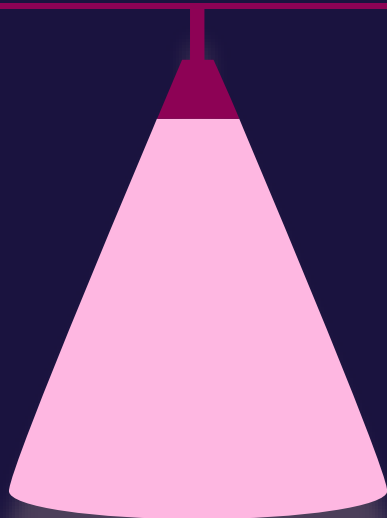
To elicit the honest views of the entire university about current performance as well as key priorities in a new president

Independent Strategic Direction
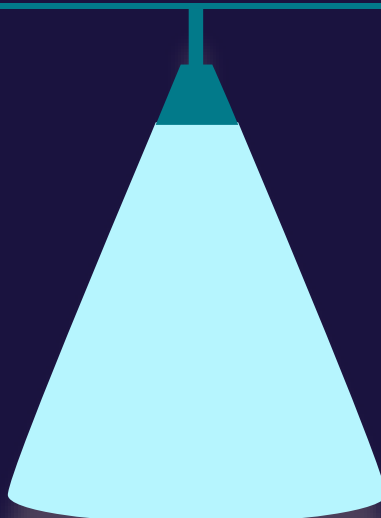
To engage an independent professional market research company to oversee the full process for honest feedback and strategic direction moving forward

Develop Job Spec
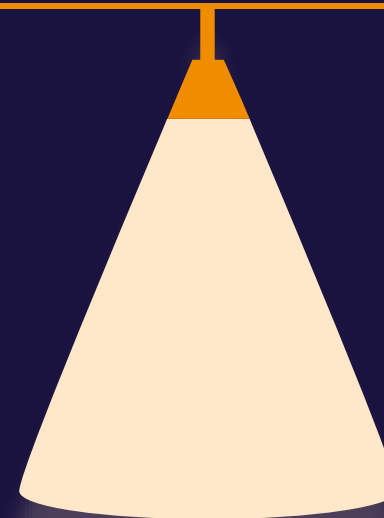
Research outputs used to design the Job Spec for the search and guide the criteria against which judgements on applications are made

Summary of survey methodology

Spark Centrix© - Consultation Survey

WHAT

WHY

10 – 15 online minute survey.

Received 1,568 responses across all cohorts.

Fieldwork: 4th May – 29th May 2022

HOW

To gain insights from the entire university on performance and honest views on president traits, skills, priorities etc.

Survey was sent via UCD directly to the following groups:

1. **Staff** ▪ **764 from a potential 4,414** (Faculty, Staff, Technical, Funded research contracts)

2. **Students** ▪ **675 from a potential 33,393** (Current undergraduate student, Current post-graduate student)

3. **Alumni** ▪ **95 from a potential 1,222**

1. **Others** – 34 (self-classified in survey response. Too low to report / break out separately in this report. Research Partner with UCD, Careers / Employer / Internships Partner with UCD)

Participation was voluntary. Two reminders were sent out during the fieldwork period. No incentive was offered as a reward for taking part.

Survey was designed by Spark in conjunction with UCD to cover all areas of interest. See Question List in the Appendix for reference.

Our survey reports at Total levels – which combines all cohorts and includes "Others" with breakouts for analysis. Please note: When comparing responses by cohorts, please refer to base sizes.

Open Ended Questions; Our Coding Methodology

Coding qualitative data enables us to structure open ended questions into themes and patterns for analysis. This reveals insights from the 'human' stories behind survey responses

Our approach

‣ The process of coding qualitative data involves reading through the data, applying codes, grouping codes according to themes and making interpretations that inform our insights

‣ We adopted a ground-up approach to coding (codes emerged from the raw data rather than from pre-conceived themes)

‣ Following a read through of responses, we identified frequently occurring words, sentiments and themes

‣ We used Boolean based coding to quantify our observations (computer generated)

‣ Human sense-check of coding to verify accuracy

Points to note

‣ There are infinite possibilities when coding qualitative data, and results are provided for guidance only. All responses to open questions have been provided to UCD for further insight as necessary

Sift through data

Identify keywords

Group into themes

Presidential Skills, Experience & Personal Characteristics

B1. Please rank how <u>important</u> each of the following aspects of a candidate's skills and experience are to you on a scale of 1-10 - for the role of UCD President?

Extremely Important (9-10)

Excellence in education and being an advocate/showing commitment are key asks – ensure new president exudes these qualities

When asked about the importance of candidate skills and experience, 75% of respondents rated 'Pursuit of Excellence' a 9 or 10.

- 75% Pursuit of excellence in education
- 71% Advocate for student support
- 68% Commitment to the University as a public institution
- 68% A commitment to equality, diversity and inclusion
- 59% Pursuit of excellence in research and innovation
- 46% Excellent ambassadorial / advocacy and networking skills
- 46% Strong track record of strategic planning and implementation
- 43% A successful record of administrative leadership
- 41% Strong financial management
- 40% Personal academic credibility
- 40% Ambitious for the University to influence public policy…
- 33% Ability to expand the impact of the University globally
- 33% Commitment to the history, traditions, and culture of the…

■ Total

Those who answered N = 1,568 (675 students, 764 Staff, 95 Alumni)

B1. Please rank how <u>important</u> each of the following aspects of a candidate's skills and experience are to you on a scale of 1-10 - for the role of UCD President?

Extremely Important (9-10)

Clear differentiators between cohorts when ranking importance - not everyone has same needs/drivers… (Top 2 scores – 9 or 10/10)

Legend:
- Total
- Students
- Staff
- Alumni

The green circles indicate the largest gaps in differences between cohorts when ranking on a scale from 1-10 of importance.

Category	%
Pursuit of excellence in education	75%
Advocate for student support	71%
Commitment to the University as a public institution	68%
A commitment to equality, diversity and inclusion	68%
Pursuit of excellence in research and innovation	59%
Excellent ambassadorial / advocacy and networking skills	46%
Strong track record of strategic planning and implementation	46%
A successful record of administrative leadership	43%
Strong financial management	41%
Personal academic credibility	40%
Ambitious for the University to influence public policy…	40%
Ability to expand the impact of the University globally	33%
Commitment to the history, traditions, and culture of the…	33%

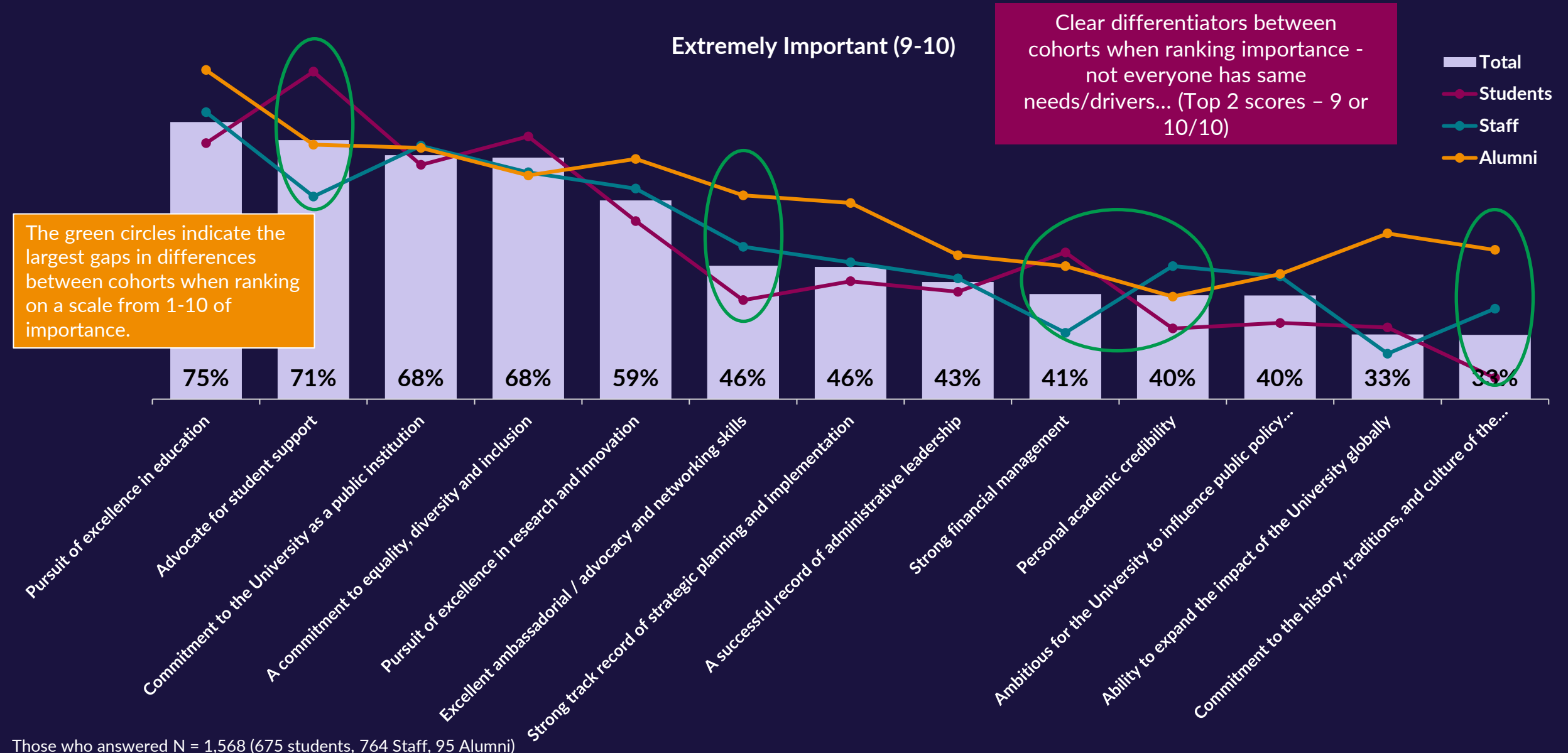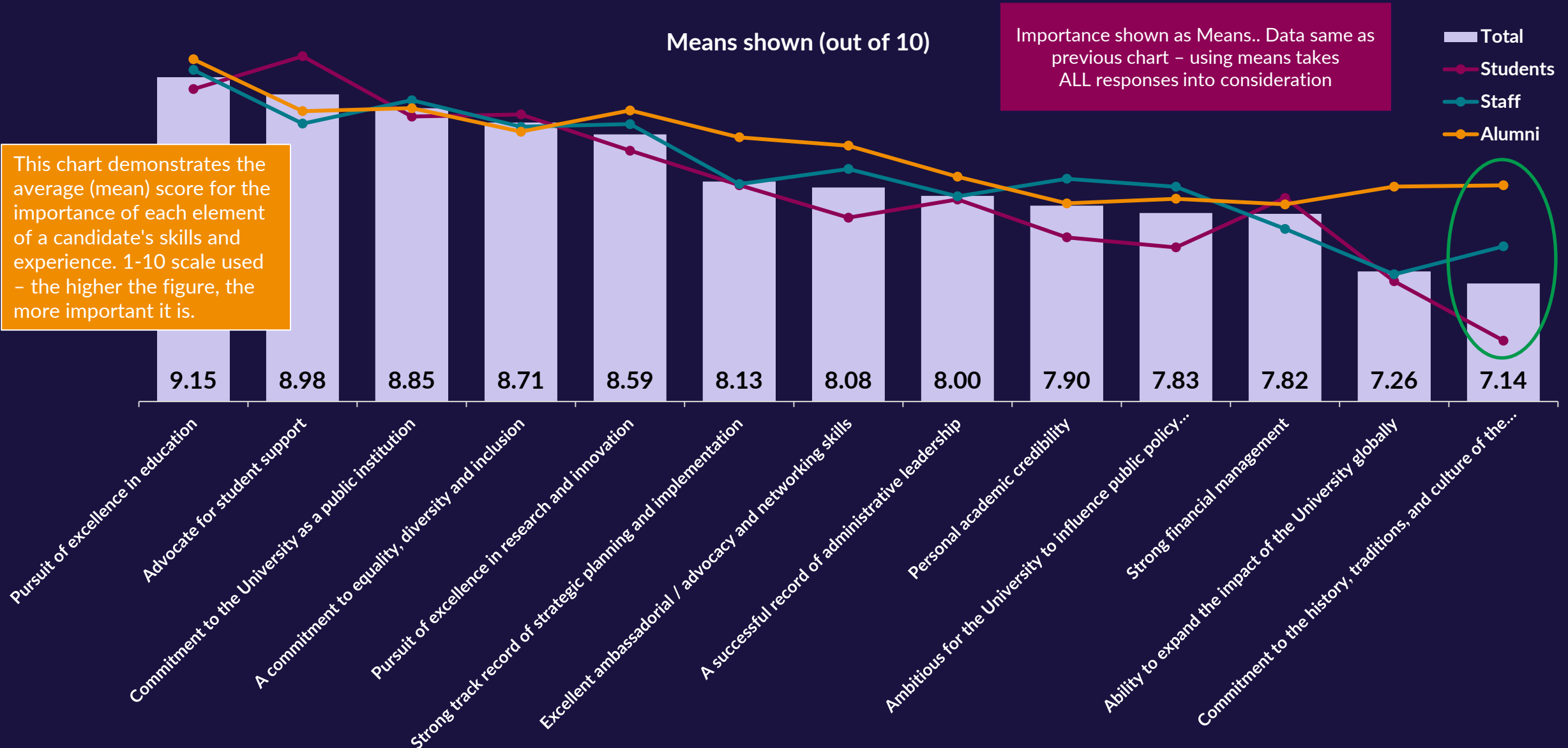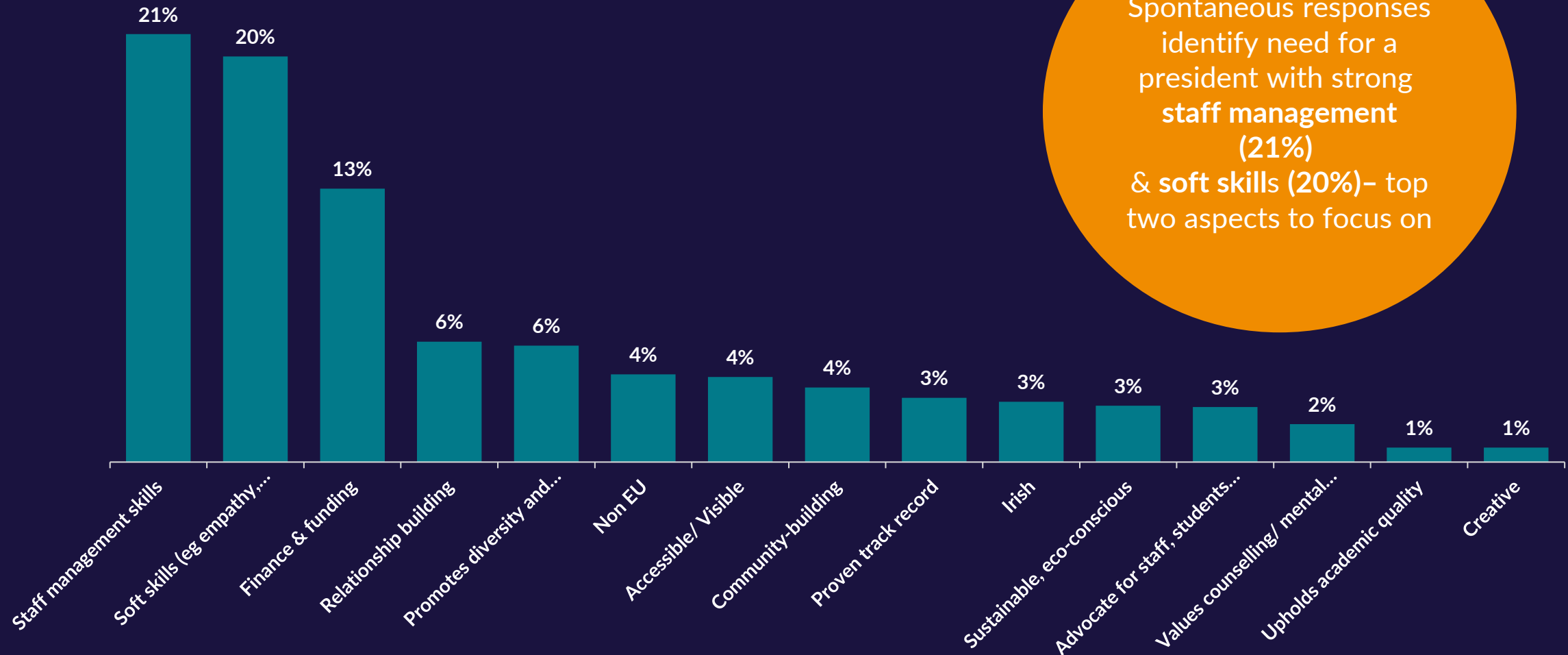Those who answered N = 1,568 (675 students, 764 Staff, 95 Alumni)

#7

B1. Please rank how <u>important</u> each of the following aspects of a candidate's skills and experience are to you on a scale of 1-10 - for the role of UCD President?

Means shown (out of 10)

Importance shown as Means.. Data same as previous chart – using means takes ALL responses into consideration

Legend:
- Total
- Students
- Staff
- Alumni

This chart demonstrates the average (mean) score for the importance of each element of a candidate's skills and experience. 1-10 scale used – the higher the figure, the more important it is.

Aspect	Mean
Pursuit of excellence in education	9.15
Advocate for student support	8.98
Commitment to the University as a public institution	8.85
A commitment to equality, diversity and inclusion	8.71
Pursuit of excellence in research and innovation	8.59
Strong track record of strategic planning and implementation	8.13
Excellent ambassadorial / advocacy and networking skills	8.08
A successful record of administrative leadership	8.00
Personal academic credibility	7.90
Ambitious for the University to influence public policy...	7.83
Strong financial management	7.82
Ability to expand the impact of the University globally	7.26
Commitment to the history, traditions, and culture of the...	7.14

B2. Are there any other aspects of a candidate's experience and skills that YOU would like the UCD President to demonstrate?

Overview of analysis (quantifying qualitative data)

Spontaneous responses identify need for a president with strong **staff management (21%)** & **soft skill**s **(20%)**– top two aspects to focus on

Chart values:
- Staff management skills: 21%
- Soft skills (eg empathy,…): 20%
- Finance & funding: 13%
- Relationship building: 6%
- Promotes diversity and…: 6%
- Non EU: 4%
- Accessible/ Visible: 4%
- Community-building: 4%
- Proven track record: 3%
- Irish: 3%
- Sustainable, eco-conscious: 3%
- Advocate for staff, students…: 3%
- Values counselling/ mental…: 2%
- Upholds academic quality: 1%
- Creative: 1%

NB Qualitative data has been quantified for guidance only, the % figure refers to the % of respondents who included a mention of this theme within their open-ended responses
OPEN RESPONSE N: 1,307 responses to this open question (remainder blank/No/N//A)

B2. Are there any other aspects of a candidate's experience and skills that YOU would like the UCD President to demonstrate?

STAFF MANAGEMENT SKILLS

"

A president needs to lead by example and demonstrate to other staff how to treat people with respect and dignity

Staff support is just as important as student support

Less business focus and more focus on development of students, staff, and subjects

Motivational skills to encourage staff

Be kind and respectful of staff

Value of fair working conditions for staff, especially tutors

"

INTERPRETATION

- Recognition among respondents that culture is pivotal to making UCD a successful institution
- Staff management skills extend beyond staff: student ratios, provision of office space to create a culture of respect
- Softer skills are intertwined with successful staff management, drawing on respect, genuine engagement, the ability and willingness to listen and act upon feedback from staff and students
- Identifying opportunities to develop staff and students beyond the courses that they teach/ study

SOFT SKILLS

"

Someone who is in tune with Irish culture and understands the current societal issues faced by staff and students

A willingness to engage with academic staff more fully, in meaningful consultation

The time and ability to support the UCD staff

"

NB Qualitative data has been quantified for guidance only
OPEN RESPONSE N: 1,307 responses to this open question (remainder blank/No/N//A) – coded data

33%
Of **staff** say that the new president needs the skills to address and improve issues affecting staff

Both staff and students recognise a need for effective staff management skills, founded on soft skill values of respect and fairness

1/10
Students reference staff issues when discussing required experience of the new president

Alumni
Make the connection between staff culture and its impact on university experience
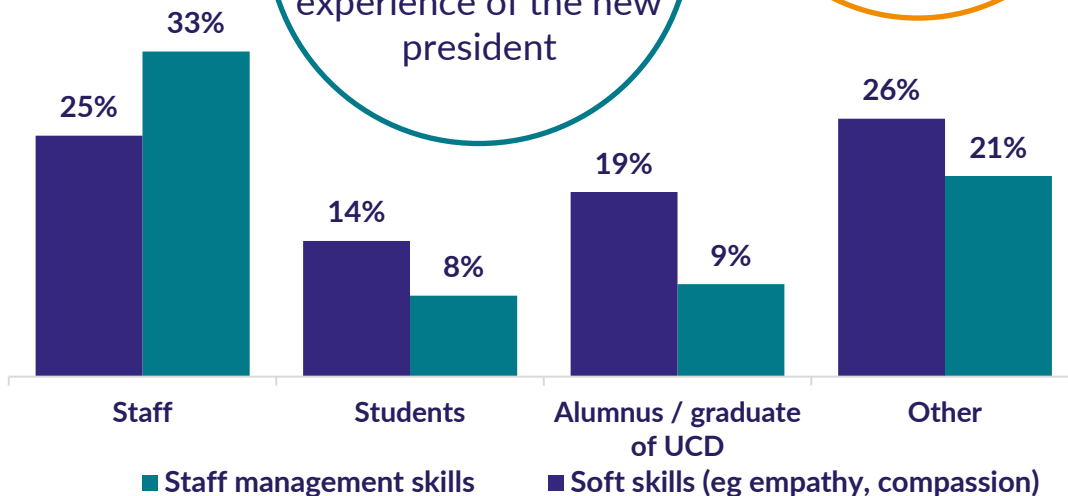
Creating a positive ethos is key to attracting the best staff and making UCD a great place to work

Staff management skills

‣ Alumni would like to see staff supported - urging for staff to be openly valued, praised and appreciated - seen as assets vs employees

‣ Staff and students would like the president to effectively handle logistics such as staff:student ratios (direct impact on quality of experience). Measurable improvements include retention of senior staff and ensuring adequate staffing for on-campus facilities (e.g. counselling)
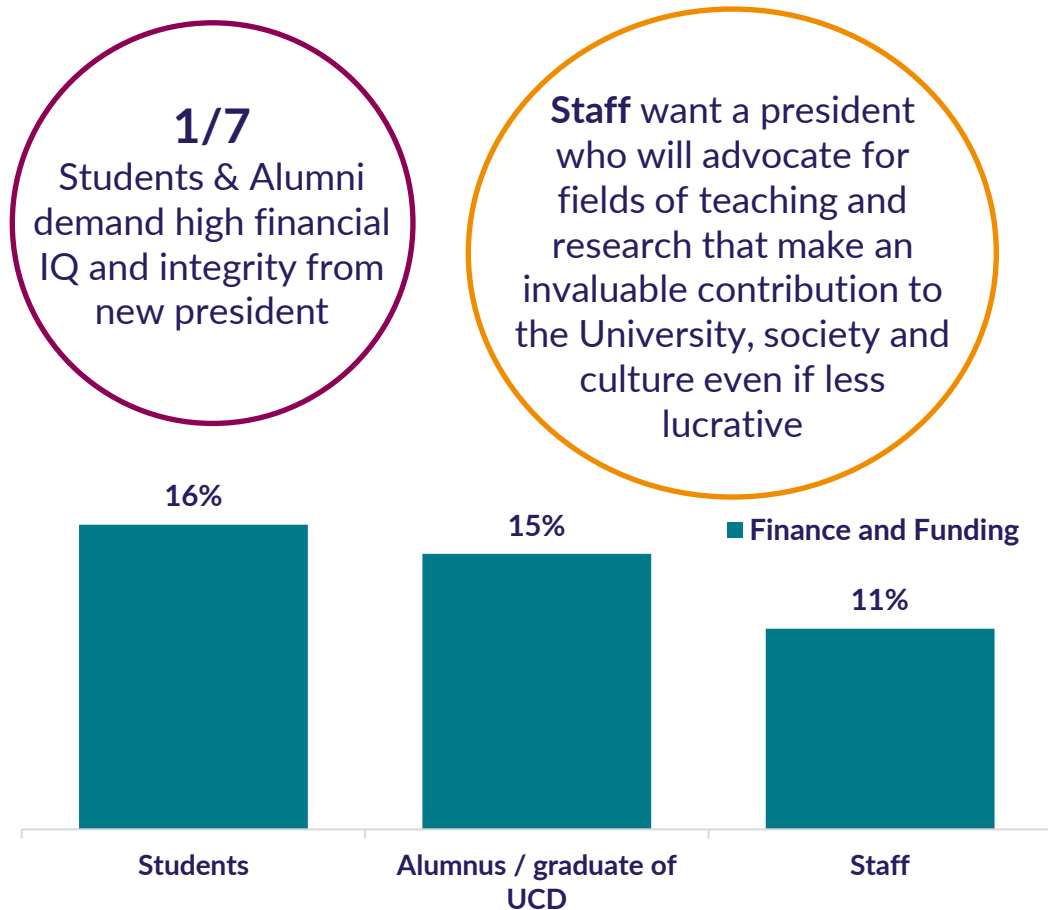
Soft skills

‣ Current students and Alumni identify a need for the use of softer skills that empower staff through consultation, compassion, genuine listening and engagement. This feeds into the perception across all cohorts that staff input needs to be valued more

Chart:

	Staff	Students	Alumnus / graduate of UCD	Other
Staff management skills	33%	8%	9%	21%
Soft skills (eg empathy, compassion)	25%	14%	19%	26%

■ Staff management skills   ■ Soft skills (eg empathy, compassion)

NB Qualitative data has been quantified for guidance only
OPEN RESPONSE N: 1,307 responses to this open question (remainder blank/No/N//A) – coded data

#11

Finances & Funding (financial IQ) for new president are further aspects to demonstrate – attracts funding, but prioritises student & staff welfare
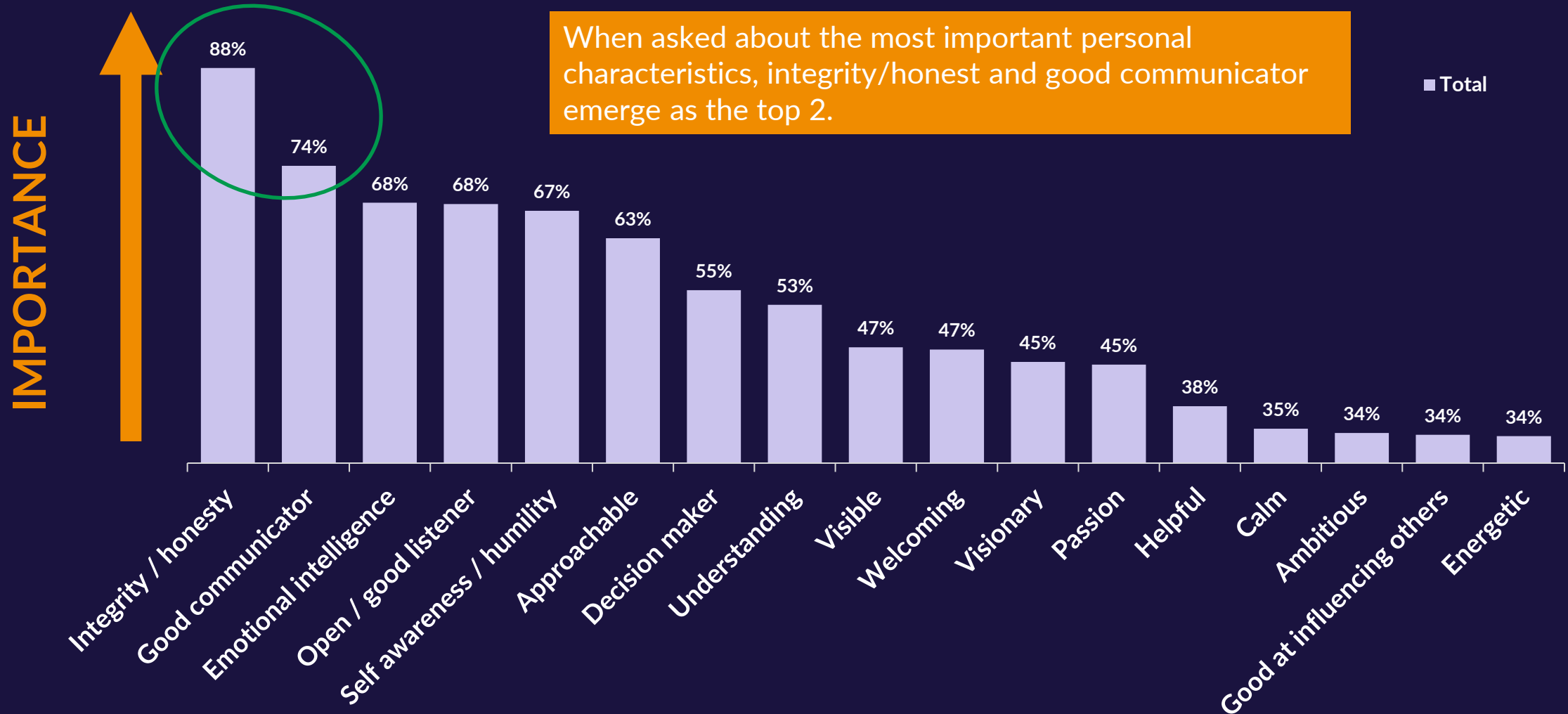
1/7
Students & Alumni demand high financial IQ and integrity from new president

Staff want a president who will advocate for fields of teaching and research that make an invaluable contribution to the University, society and culture even if less lucrative

■ **Finance and Funding**

- Students: 16%
- Alumnus / graduate of UCD: 15%
- Staff: 11%

NB Qualitative data has been quantified for guidance only
OPEN RESPONSE N: 1,307 responses to this open question (remainder blank/No/N//A)
'Other' (N=34) are not charted

Driven by personal experience, alumni and students are the most likely to reference financial considerations.

- Demonstrating integrity with regard to financial planning by not always being motivated by the bottom line
- Prioritising staff and student welfare before profit
- Drawing from experience/understanding the financial struggles of students in order to lessen the impact (such as adding life skills courses that include financial planning)
- Address perceptions that students are being exploited for financial gain (e.g. providing luxury accommodation to attract wealthy/ international students)
- Outward looking - Securing financial support from diaspora, and bringing UCD into the international arena

B3. Which of the below personal characteristics do you think are important for the incoming UCD President to have demonstrate?

List provided, multi response.

When asked about the most important personal characteristics, integrity/honest and good communicator emerge as the top 2.

IMPORTANCE

■ Total

Characteristic	%
Integrity / honesty	88%
Good communicator	74%
Emotional intelligence	68%
Open / good listener	68%
Self awareness / humility	67%
Approachable	63%
Decision maker	55%
Understanding	53%
Visible	47%
Welcoming	47%
Visionary	45%
Passion	45%
Helpful	38%
Calm	35%
Ambitious	34%
Good at influencing others	34%
Energetic	34%

Those who answered N = 1,568 (675 students, 764 Staff, 95 Alumni)
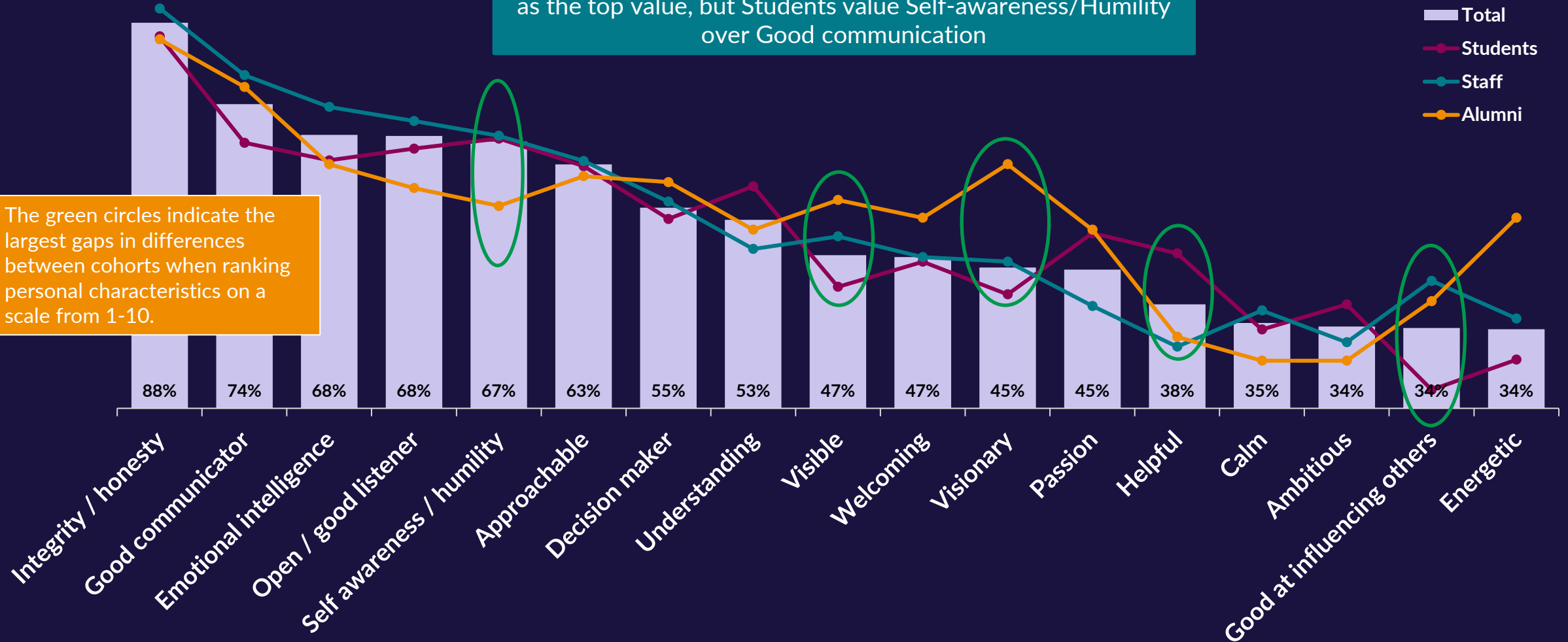
#15

B3. Which of the below personal characteristics do you think are important for the incoming UCD President to have demonstrate?

When we split by cohort, everyone selects Integrity/Honesty as the top value, but Students value Self-awareness/Humility over Good communication

The green circles indicate the largest gaps in differences between cohorts when ranking personal characteristics on a scale from 1-10.

Legend: Total, Students, Staff, Alumni

Integrity / honesty	Good communicator	Emotional intelligence	Open / good listener	Self awareness / humility	Approachable	Decision maker	Understanding	Visible	Welcoming	Visionary	Passion	Helpful	Calm	Ambitious	Good at influencing others	Energetic
88%	74%	68%	68%	67%	63%	55%	53%	47%	47%	45%	45%	38%	35%	34%	34%	34%

The larger the word, the more often that word was spontaneously mentioned.

Characteristic	Mentions
Understanding	60
Leadership	59
Committed	53
Aware	47
Caring	45
Passion	42
Willing	36
Supportive	32
Decision maker	32
Respectful	30
Humour	28
Genuine	25
Compassionate	24
Honest	22
Humanity	21
Fair	15
Moral compass	12
Helpful	12
Charismatic	11
Advocate	11
Collegial	11
Relatable	10
Approachable	10
Dedicated	9
Collaborative	6
Accountable	6
Practical	4
Friendly	4

Other aspects mentioned as desirable characteristics spontaneously are Understanding, Leadership & Commitment

NB Qualitative data has been quantified for guidance only
OPEN RESPONSE N:744 responses to this open question (remainder blank/No/N//A)

Section Summary: Key skills are educational excellence and being an advocate for student support and the top personal characteristic is honesty

Skills and Experience

➢ Excellence in education and being an advocate for student support/showing commitment to the University as a public institution are key skills and experience important in a new president, across all cohorts surveyed

➢ Advocating for students is particularly strong for students

➢ Both staff and students recognise a need for effective staff management skills, founded on soft skill values of respect and fairness

➢ Finances & Funding (financial IQ) for new president are further aspects to demonstrate but with the caveat that this should prioritise student & staff welfare
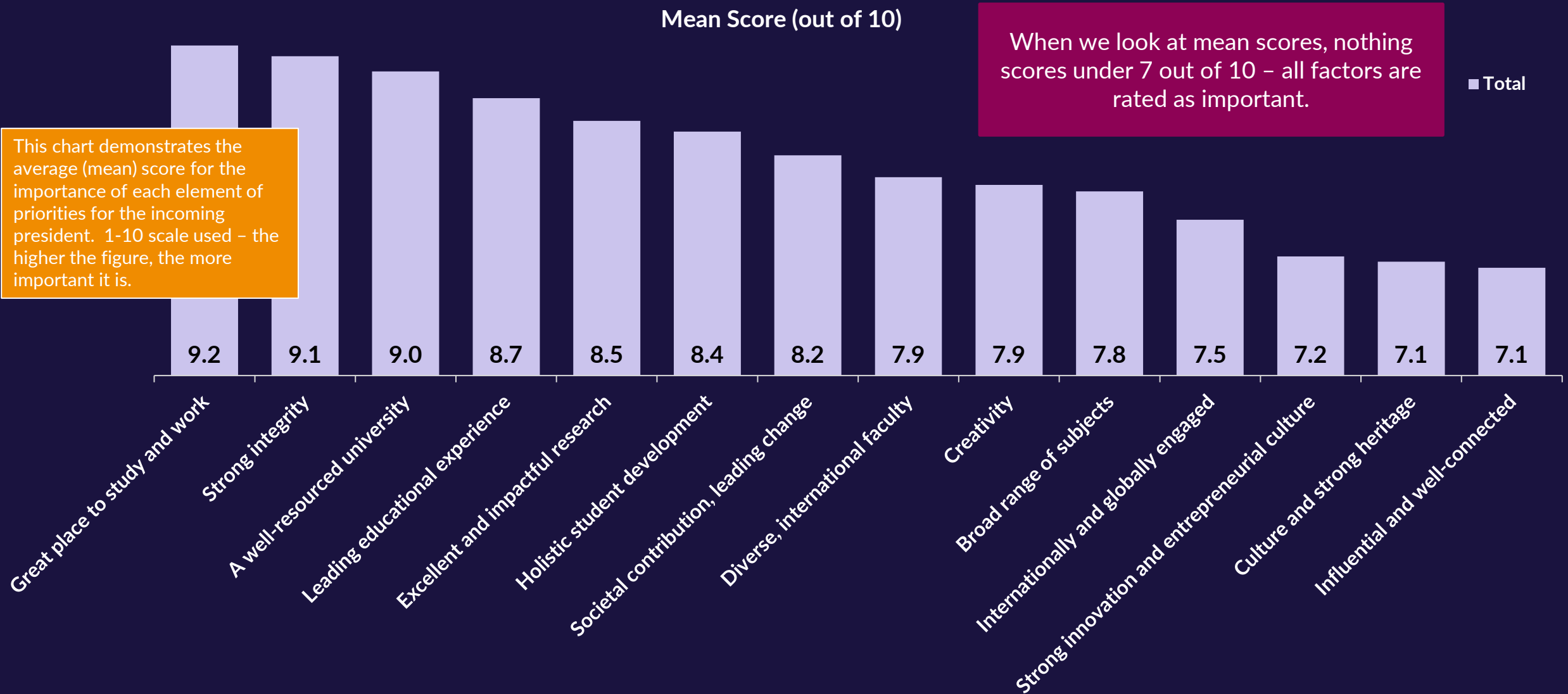
Personal Characteristics

➢ Integrity/honesty is the top personal characteristic of a new president selected as important by all cohorts – this dominates the list of important personal characteristics
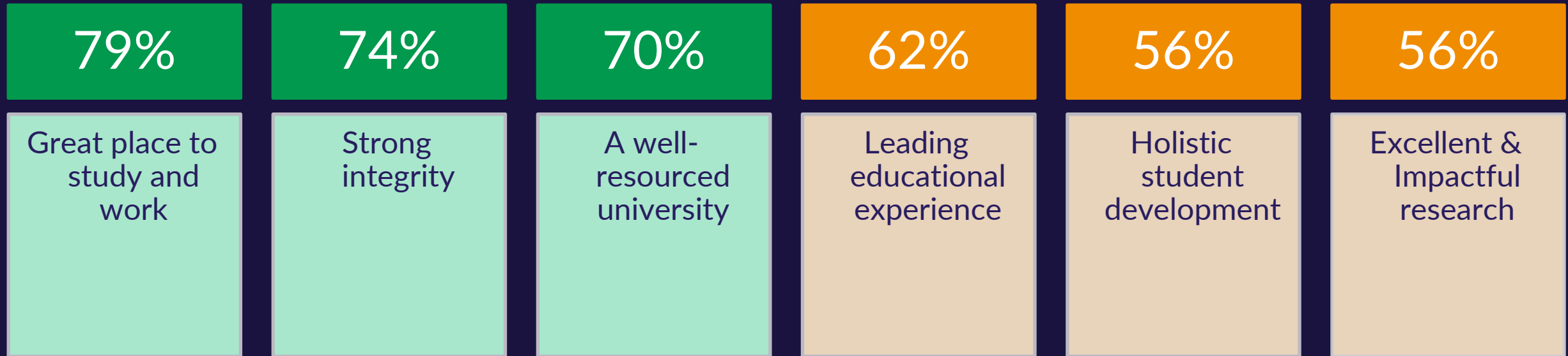
Prioritisation of
key factors for
President

C1. Now we'd like to know how / if each of these factors should be PRIORITISED by the new UCD President during their term leading UCD?

Mean Score (out of 10)

When we look at mean scores, nothing scores under 7 out of 10 – all factors are rated as important.

■ Total

This chart demonstrates the average (mean) score for the importance of each element of priorities for the incoming president. 1-10 scale used – the higher the figure, the more important it is.

Factor	Score
Great place to study and work	9.2
Strong integrity	9.1
A well-resourced university	9.0
Leading educational experience	8.7
Excellent and impactful research	8.5
Holistic student development	8.4
Societal contribution, leading change	8.2
Diverse, international faculty	7.9
Creativity	7.9
Broad range of subjects	7.8
Internationally and globally engaged	7.5
Strong innovation and entrepreneurial culture	7.2
Culture and strong heritage	7.1
Influential and well-connected	7.1

Those who answered N: 1,568 (675 students 764 staff, 95 Alumni)

#20

C1 - President needs to **prioritise** making UCD a great place to study and work, underpinned by integrity of leadership and good resourcing

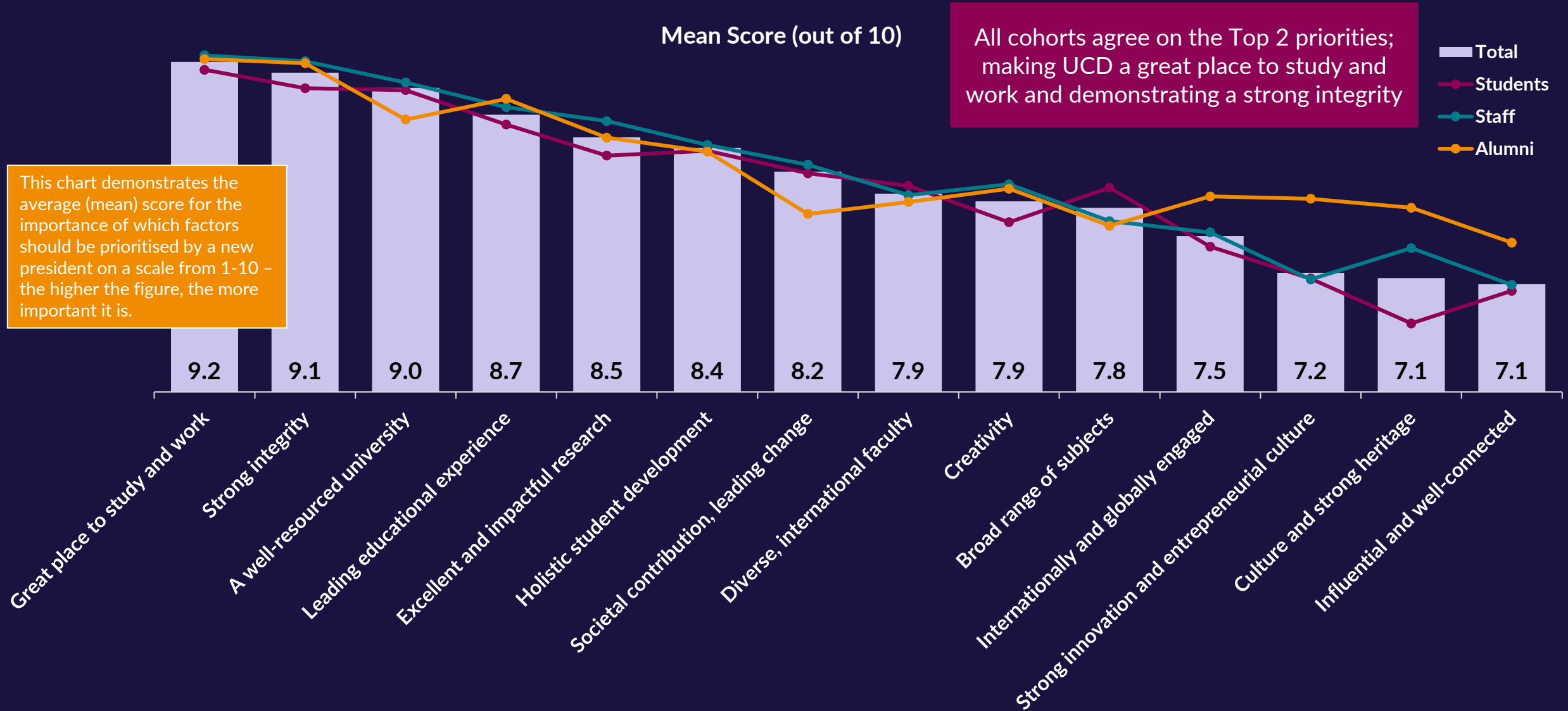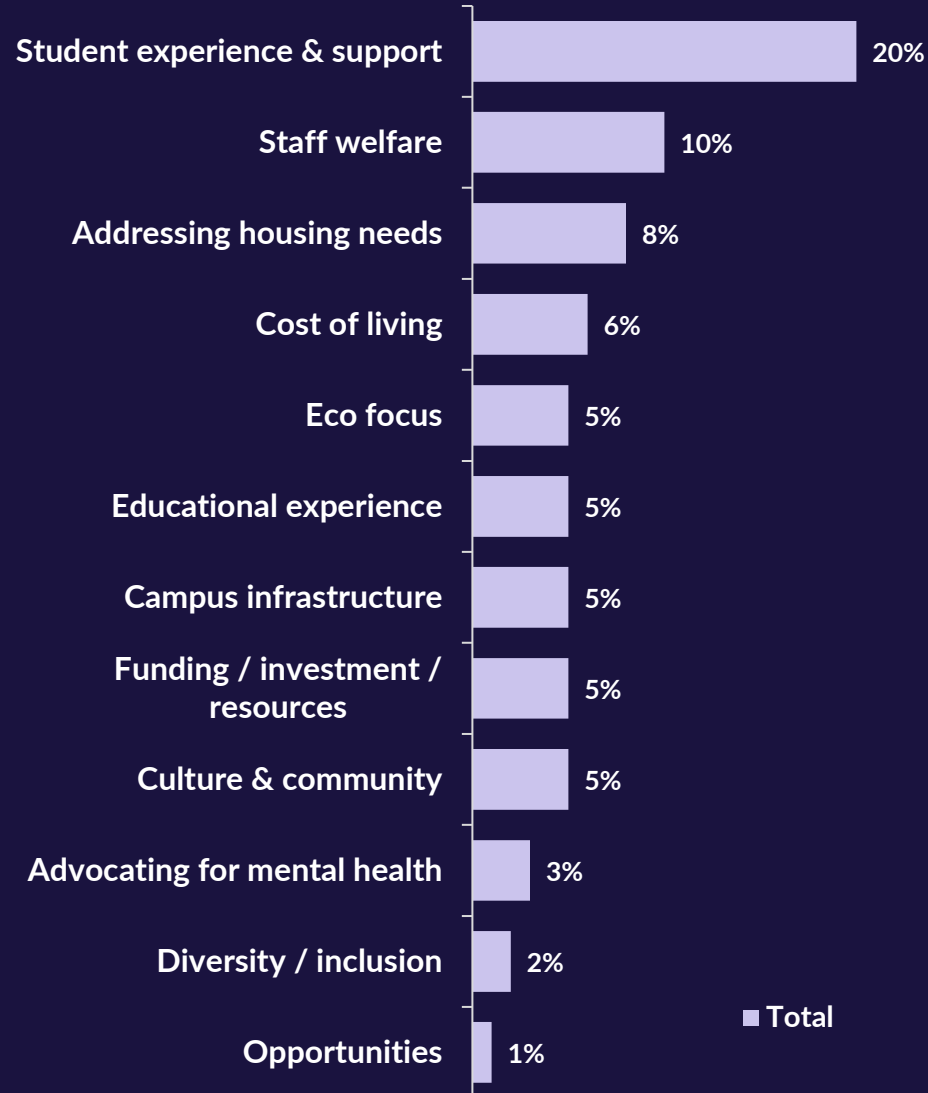**TOP** factors to be PRIORITISED by the new UCD President →

79%	74%	70%	62%	56%	56%
Great place to study and work	Strong integrity	A well-resourced university	Leading educational experience	Holistic student development	Excellent & Impactful research

TOP RESPONSES SHOWN ONLY – THIS INDICATES THOSE WHO SCORED THESE FACTORS 9 OR 10 OUT OF 10

C1. Now we'd like to know how / if each of these factors should be PRIORITISED by the new UCD President during their term leading UCD?

Mean Score (out of 10)

All cohorts agree on the Top 2 priorities; making UCD a great place to study and work and demonstrating a strong integrity

Legend:
- Total
- Students
- Staff
- Alumni

This chart demonstrates the average (mean) score for the importance of which factors should be prioritised by a new president on a scale from 1-10 – the higher the figure, the more important it is.

Factor	Score
Great place to study and work	9.2
Strong integrity	9.1
A well-resourced university	9.0
Leading educational experience	8.7
Excellent and impactful research	8.5
Holistic student development	8.4
Societal contribution, leading change	8.2
Diverse, international faculty	7.9
Creativity	7.9
Broad range of subjects	7.8
Internationally and globally engaged	7.5
Strong innovation and entrepreneurial culture	7.2
Culture and strong heritage	7.1
Influential and well-connected	7.1

Those who answered N: 1,568 (675 students 764 staff, 95 Alumni)

#22

C2. Are there any other factors you think should be prioritised by the new President during their term leading UCD? - **Overview**

Bar chart (Total):
- Student experience & support — 20%
- Staff welfare — 10%
- Addressing housing needs — 8%
- Cost of living — 6%
- Eco focus — 5%
- Educational experience — 5%
- Campus infrastructure — 5%
- Funding / investment / resources — 5%
- Culture & community — 5%
- Advocating for mental health — 3%
- Diversity / inclusion — 2%
- Opportunities — 1%

METHODOLOGY

This qualitative data has been coded to provide insight into key themes and patterns emerging from the open text responses about priorities for the new president

Please note that this is not an exhaustive list of themes. The themes presented here have emerged from the raw data, they were not defined prior to coding

For more information about our approach to coding, please see the methodology slide

INTERPRETATION

Further supporting the desire that the new president has excellent soft skills, the key priorities focus on the human experience whilst at UCD, for both students and staff

Practical issues such as housing needs are likely to become more exacerbated as the cost of living crisis continues

Environmental concerns do register although these are a lower priority compared to every day practicalities such as housing and costs. Finding solutions that solve one problem and address another could be key

NB Qualitative data has been quantified for guidance only
C2. Are there any other factors you think should be prioritised by the new President during their term leading UCD? OPEN RESPONSE N: 877 responses to this open question – coded data

Student experience – Ranks #1 priority for new president

20%
Rated Student Experience as a priority
(% of whole cohort; raises to 36% among those who responded to open-ended question)

INTERPRETATION

- The student experience is a wide umbrella that provides for basic needs such as accommodation, and affordability (course fees, food on campus, accommodation), providing mental health and wellbeing services as well as specifics around how students learn
- It also encompasses less tangible elements such as a sense of belonging.
- Although students are most concerned with student wellbeing and affordability, staff discuss the student experience in more pastoral terms.

QUOTES

Flexibility in semester timetables in line with the European system of being able to choose how many courses/credits one wants to undertake per semester, which allows greater flexibility for students in terms of other life commitments/jobs and the level of workload/stress an individual student is able to take on
- Alumni

accessibility to campus and flexibility on programmes for students that need to work to afford classes. Affordable (subsidized) student accommodation and meals on campus. – PG student

Creating a strong student community and sense of belonging – PG student

Being engaged with and vocal on on-campus/ student life issues - UG student

The student experience should be understood not in terms of educational jargon but in terms of supporting AND challenging individual students, who should not be viewed as consumers. Not everyone needs to graduate, but everyone needs access to an affordable place to live, small classes in which they get to know fellow students and their lecturers, an excellent library that supports their intellectual curiosity as well as providing a sheltered place in which to study, mental health care when they need it, and decent, affordable food.
- Staff

10%
Say the new president should prioritise Staff Welfare
(% of whole cohort; raises to 18% among those who responded to open-ended question)

INTERPRETATION

- Recognition among respondents that staff are an integral part of UCD and should be valued
- Comments centered around staff welfare highlight the need for caring, consideration, effective communication, and recognition
- Staff are very vocal about practical issues that would enhance their working environment including parking spaces, and offices as well as staff:student ratios
- Even students call for staff needs to be put ahead of profitability

QUOTES

Putting the needs of students and staff first, ahead of profitability if needs be
– UG student

The student:staff ratio continues to lag far behind many European universities and will continue to have a negative impact on staff workloads and on UCD's international ranking; remedying this should remain a top priority.
-Staff

Endeavouring to make the learning experience as open as possible, maximising students and staff's opportunities to upskill and study subjects outside of their field - not just languages. .
- UG student

Developing staff particularly in relation to promotion opportunities and career pathways. Attention to emotional health and well being of staff.
– Staff

collegiality among all staff
– Staff

Development of UCD community - become very fragmented need staff to feel recognised and connected
- Staff

Student welfare shouldn't come at the expense of staff welfare - it's all connected, and staff are burnt out. All this needs to be properly recognised. Housing, cost of living, impact on staff and students.
- Staff

Staff morale is very low and needs to be supported.
- Staff

Addressing Housing Need – Ranks #3 priority for new president

INTERPRETATION

- The topic of housing is highly divisive
- There is a strong sense that the balance of housing does not serve all students and this creates a divide between the wealthy and those from less advantaged backgrounds
- Luxury accommodation is widely seen as a moneymaking scheme (to attract higher fee students such as international students)
- Affordability and availability are major issues
- This is likely to become more pronounced against the backdrop of a cost of living crisis

QUOTES

Students, staff, and faculty make UCD - not expensive housing, not international donors, not businessmen.
-UG student

Bring down cost of rent for students! Students should not have to pay the same price as employed professionals earning a full income
- UG student

Reform campus housing
– PG student

Work on the housing crisis for students who cannot afford residences accommodation –
Staff

Don't hold on to traditions that are holding the university back. Be brave enough to disagree with vested interests ie student accommodation that disadvantages students.
– Staff

Affordable student housing
– Alumnus

Dealing with increasing student unrest about rent prices by actually decreasing the rent prices instead of ignoring the students
- UG student

Engaging with other Universities to lobby the government for support on specific crises (such as the student housing crisis).
- UG student

addressing cost of living crisis for students including housing
- PG Student

Prioritising **students** requires a deeper understanding of day-to-day needs

- Providing support
- Developing well-being and mental health services
- Responding to challenges arising in the face of the cost-of-living crisis

Clamouring for diversity and inclusion

- Cost becoming an obstacle to the range of students who can afford to study at UCD
- Calls to recruit students from marginal backgrounds and a broader range of socio-economic groups

Authentic and human relationships

- Students want to feel listened to
- Want to see money invested in areas that directly benefit students
- Perception that students are just seen as 'income' or 'cash cows'
- Student advocacy

Sympathy towards **student experience and support** is expected to improve university experience and safeguard diversity

Student
Student priorities are somewhat self-serving - expectations centre on elevated experience and academic, financial and mental health support

1 in 7
Staff place equal importance on support and experience for students as they do for staff welfare
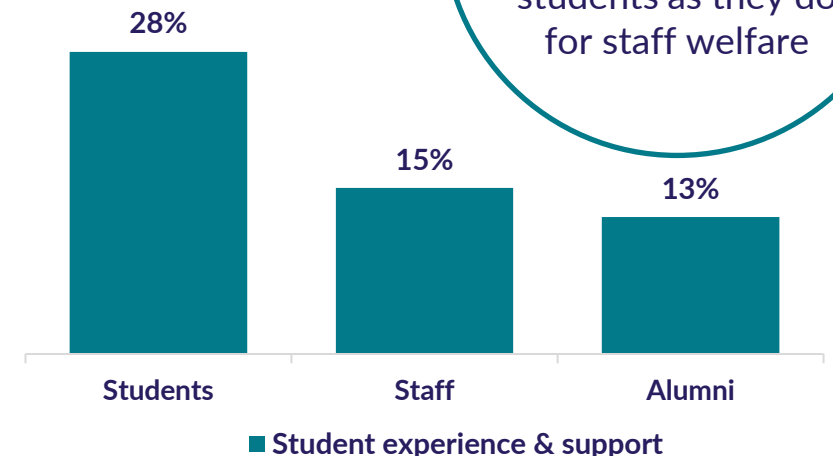
28%

15%

13%

Students

Staff

Alumni

■ Student experience & support

Staff welfare – staff need to be empowered through genuine engagement. Development and effective resourcing are crucial

A sense among staff and students alike that staff are not valued or treated properly. Make staff feel recognised and connected by;

- Transparency – consult staff on strategy

- Collaborate before making decisions

- Enhance work environment (through student: staff ratios, providing offices for less senior staff)

- Bring in new staff, but demonstrate value of older staff

- Staffing logistics (e.g. ratios) that ensure adequate staffing

Adopt a new approach to staff development and assessment

- Demonstrate commitment to staff development in order to address weaknesses (resources/ approaches). Facilitate upskilling and enable staff enrichment

    "Seeing from the perspectives of students/staff and engaging with changes that benefit us all."

- Re-evaluate what 'success' looks like for teaching staff e.g. shift focus from measurable outputs e.g. how many students get jobs after undergrad degrees.

More than **1 in 7** staff believe students should be prioritised, but this is not reciprocated by students or alumni
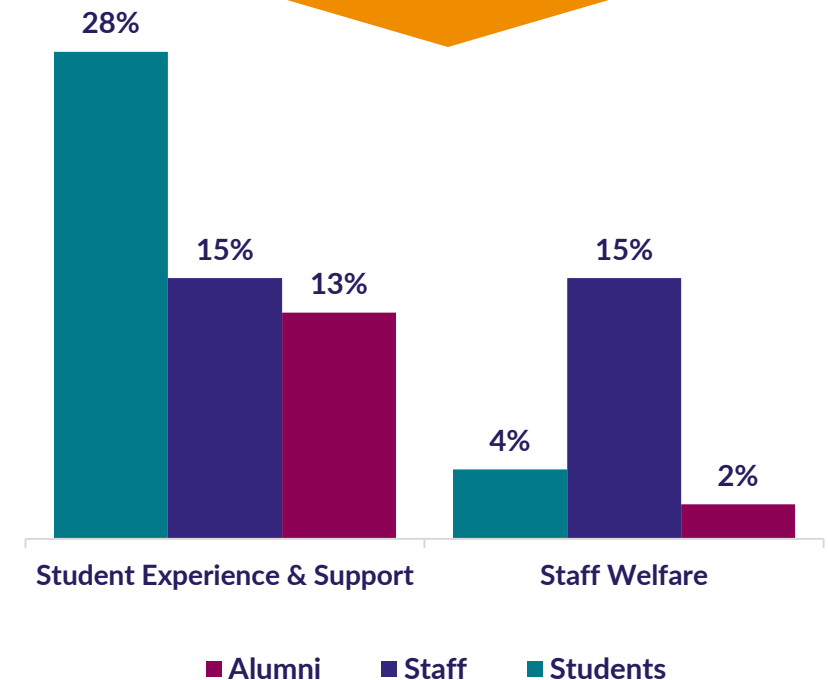
Student Experience & Support: 28%, 15%, 13%

Staff Welfare: 4%, 15%, 2%

Legend: Alumni, Staff, Students

OPEN RESPONSE OPEN RESPONSE N: 877 responses to this open question – coded data
'Other' (N=34) are not charted

Costs are an additional factor to be addressed - Students are most sensitive about addressing housing needs and cost of living

Students want their financial struggles to be acknowledged and supported either through direct financial impact e.g., making accommodation free to low-income students or through life skills modules (e.g., financial management, pensions)

Addressing housing needs

‣ The cost of housing dominates price sensitivities

‣ Logistical factors such as availability and standard of accommodation (back lash around quantity of luxury accommodations)

‣ Call for housing reform from all cohorts

But biggest issue is intertwined with cost of living

‣ Students in particular believe that everything in the university should be affordable for students

‣ The cost of courses, as well as food and drink on campus are also above expectations

Ultimately, students express a need for greater financial support

Students are **2X** more likely than average to want **housing needs** to be prioritised by the new president

"Students should not have to pay the same price as employed professionals earning a full income"

Cost of living: Students 10%, Staff 3%, Alumni 3%
Housing Needs: Students 13%, Staff 5%, Alumni 5%

Alumni ■ Staff ■ Students ■

OPEN RESPONSE N: 1,568 – coded data
'Other' (N=34) are not charted

#29
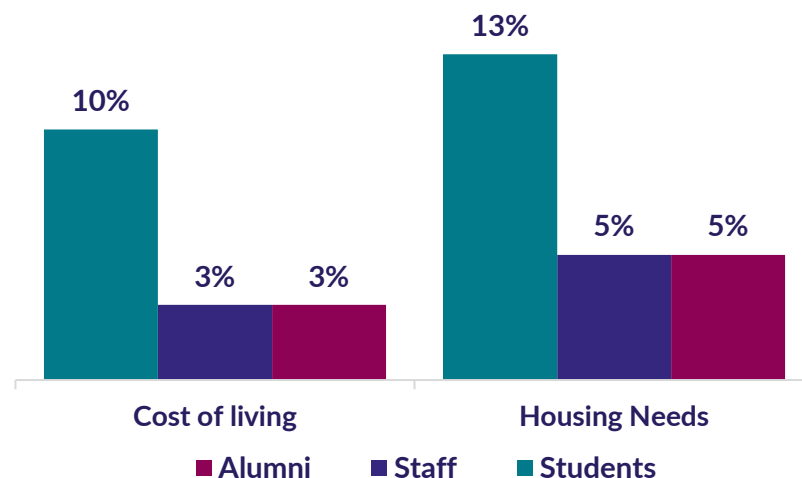
Section Summary: Priority areas are making UCD a great place to study and work, integrity, resourcing and people

All factors are rated as important across the respondent groups…
➢ President needs to prioritise making UCD a great place to study and work, underpinned by integrity of leadership and good resourcing

PEOPLE (students + staff) are spontaneously rated the key additional factors to be prioritised by the new president
➢ Sympathy towards student experience and support is expected to improve university experience and safeguard diversity
➢ Staff welfare – staff need to be empowered through genuine engagement. Development and effective resourcing are crucial
➢ Costs are an additional factor to be addressed - Students are most sensitive about addressing housing needs and cost of living
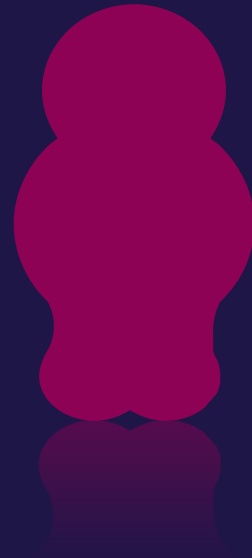
Final Takeouts

A Re-Cap

- Successful candidate will demonstrate commitment to the people (staff and students) that make UCD an attractive (and successful) university

- Intentionally listen to concerns and issues as well as suggestions for solutions among those who work and study at UCD

- They must demonstrate strong leadership traits that include integrity, honesty, humility, yet have a clear vision and courage to break with traditions that no longer serve the university's best interests

- Communication and approachability are critical, along with a willingness to listen and act on feedback

- Priorities are practical; housing, affordability of university life and ensuring the university not only has the right resources, but that they are used effectively and efficiently

- Reward staff and students through good leadership that respects their work/life balance and prioritise financial, physical and mental health and well-being

- The legacy of the new president will be empowerment. Upskilling staff, and equipping students with real-world life skills such as financial management, and mental health and wellbeing will ensure that this President elevates the university and the people who power it

Please let us know if you have any further questions.

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APPENDIX

Question Bank

A1. How would you rate UCD's current performance on a national level (within Ireland)? Those who answered N = 1,568 (675 students, 764 Staff, 95 Alumni, 34 others)

A2. And how would you rate UCD's current performance on a global level? Those who answered N = 1,568 (675 students, 764 Staff, 95 Alumni, 34 others)

A3a. On a scale of 0-10, how likely are you to recommend UCD as a university to friends and family? Those who answered N = 1,564 (673 students, 763 Staff, 95 Alumni, 33 others)

B1. Please rank how important each of the following aspects of a candidate's skills and experience are to you on a scale of 1-10 - for the role of UCD President? Those who answered N = 1,568 (675 students, 764 Staff, 95 Alumni, 34 others)

B2. Are there any other aspects of a candidate's experience and skills that YOU would like the UCD President to demonstrate?
OPEN RESPONSE

B3. Which of the below personal characteristics do you think are important for the incoming UCD President to have demonstrate? List provided, multi response. Those who answered N = 1,568 (675 students, 764 Staff, 95 Alumni, 34 others)

B4. Are there any other aspects of a candidate's personal characteristics that YOU would like the UCD President to demonstrate? OPEN RESPONSE

C1. Now we'd like to know how / if each of these factors should be PRIORITISED by the new UCD President during their term leading UCD?   Those who answered N: 1,568 (675 students 764 staff, 95 Alumni, 34 Others)

C2. Are there any other factors you think should be prioritised by the new President during their term leading UCD? OPEN RESPONSE

D1. How important do you think the following factors are in positioning UCD as a top university? Those who answered N = 1,498 (651 students, 729 Staff, 87 Alumni, 31 others)

D2. Please rate UCD's performance in all these areas? Those who answered N = 1,498 (651 students, 729 Staff, 87 Alumni, 31 others)
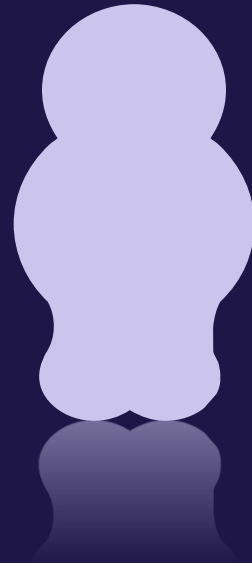
Current UCD
National and Global
Performance and
NPS

Positive current performance of UCD on a **national level** from ALL groups – but room to improve staff perceptions even further

Total: Excellent 34% | Good 52% | Fair 12% | Poor 2%
Staff: Excellent 28% | Good 59% | Fair 11% | Poor 2%
Students: Excellent 41% | Good 46% | Fair 11% | Poor 2%
Alumni: Excellent 38% | Good 48% | Fair 14%

■ Excellent (9-10) ■ Good (7-8) ■ Fair (4-6) ■ Poor (1-3)

86%
of all participants rate UCD's current **national** performance as **good / excellent**

Much lower perceptions of UCD on a **global level** compared to national performance – again staff bringing average score down

half of all survey participants rate UCD's current **global** performance as **good / excellent**

	Excellent (9-10)	Good (7-8)	Fair (4-6)	Poor (1-3)
Total	7%	43%	43%	7%
Staff	4%	42%	48%	6%
Students	11%	43%	40%	6%
Alumni	13%	51%	32%	5%

■ Excellent (9-10) ■ Good (7-8) ■ Fair (4-6) ■ Poor (1-3)
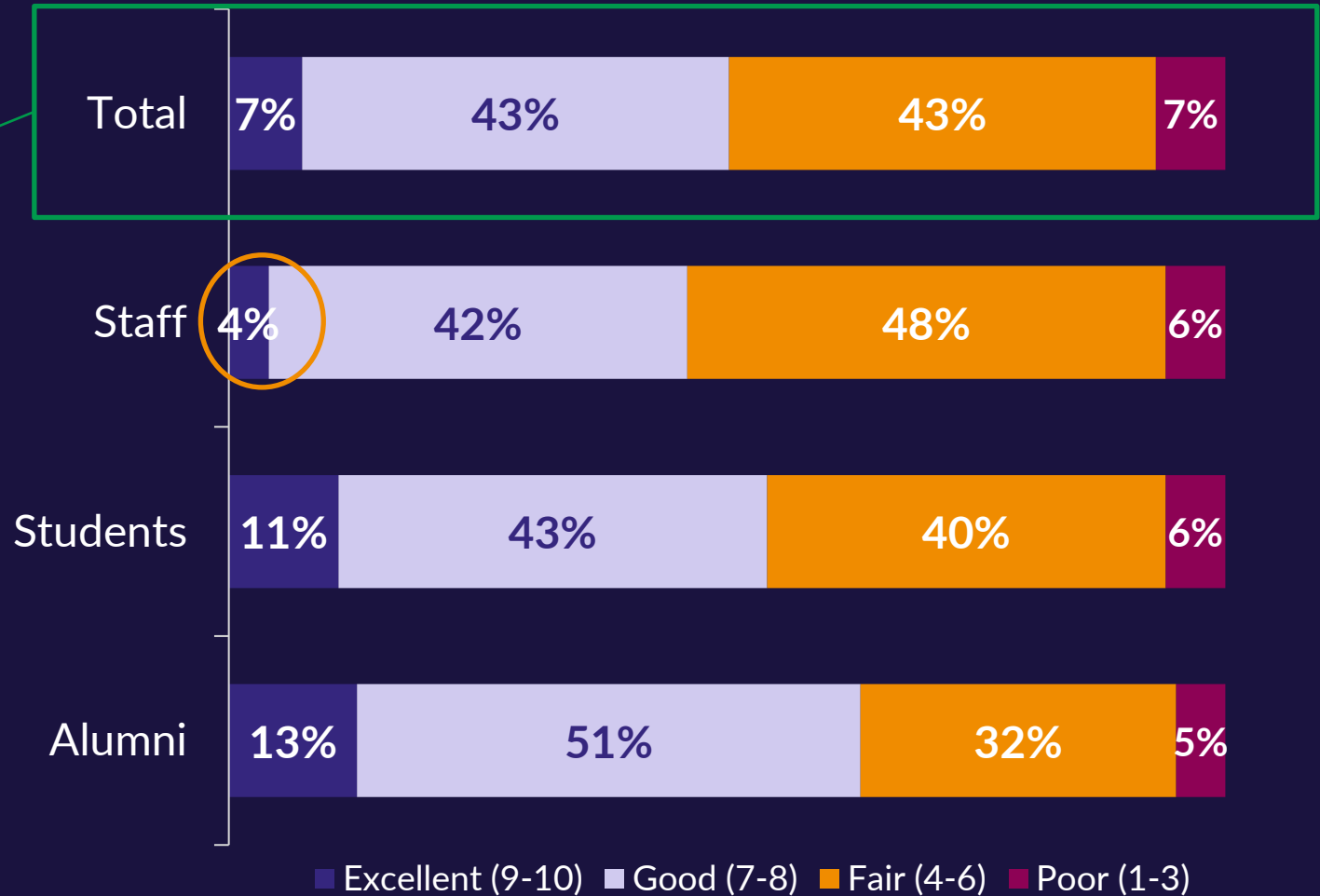
Net Promoter Score

Keep an eye on student detractors and some learning from Alumni promoters

NPS Score

	Detractors (0-6)	Passives (7-8)	Promoters (9-10)	NPS Score
Total	28%	42%	30%	**2.9**
Staff	25%	46%	28%	**3.3**
Students	32%	38%	31%	**-0.6**
Alumni	17%	36%	47%	**30.5**

■ Detractors (0-6)　■ Passives (7-8)　■ Promoters (9-10)
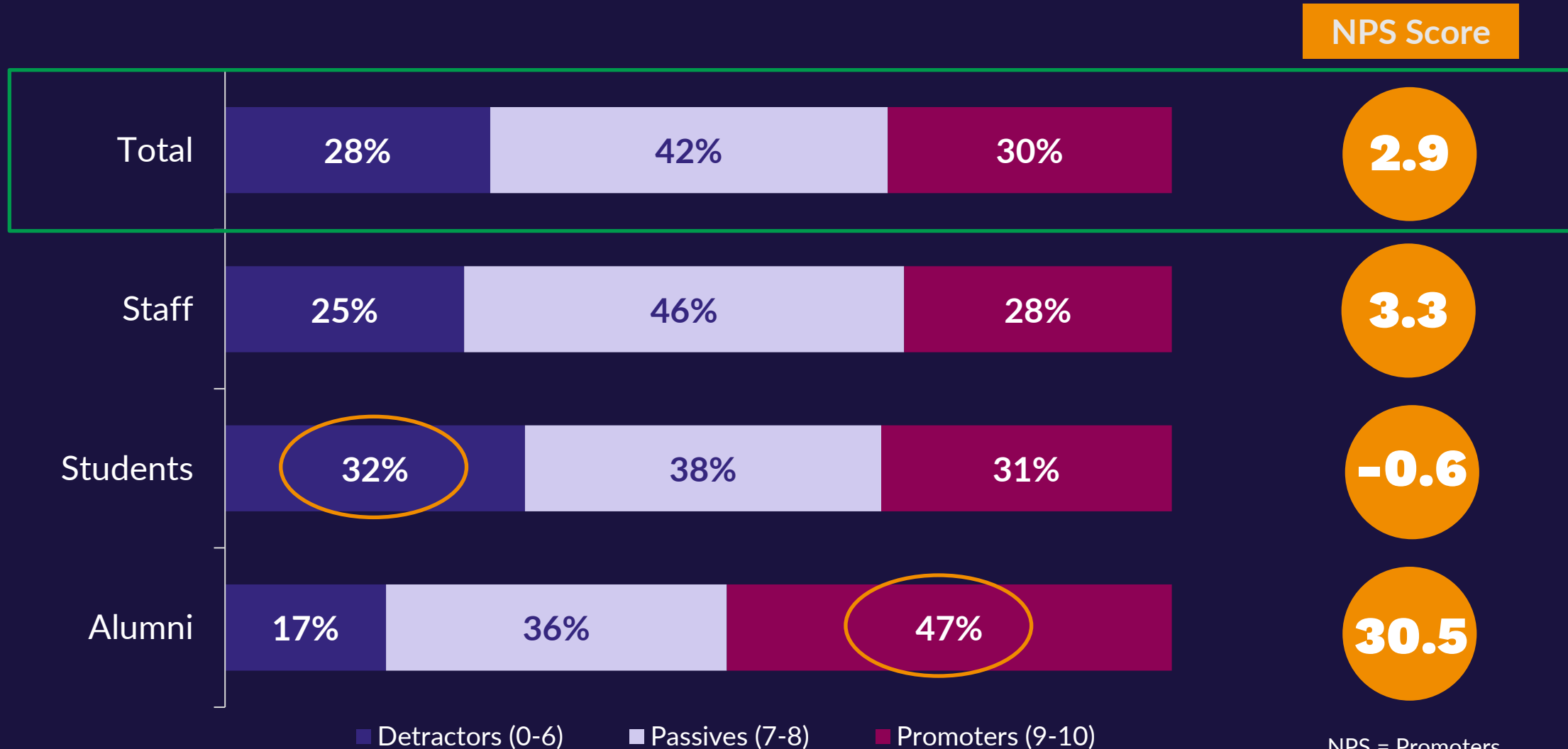
NPS = Promoters
MINUS Detractors

A3a. On a scale of 0-10, how likely are you to recommend UCD as a university to friends and family? Those who answered N = 1,564 (673 students, 763 Staff, 95 Alumni)

#39

Section Summary: Current UCD National performance is higher than Global Performance

➢ While national performance is good or excellent for the majority – staff are least positive of all groups about national performance – room to improve

➢ Only half rate UCD's performance as good or excellent on a global level, again with staff being least positive – so work to be done

➢ NPS scores for staff and students fairly similar but higher levels of detractors for students

➢ While alumni scores appear higher, we must understand this is from a smaller respondent base than staff/students which may skew the results - and is reflective of the alumni who participated and maintain contact with the university
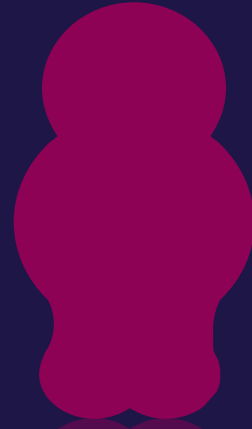
UCD as a Top University; Rating Factors by Importance v. Performance

Top university **Important** factors more structural, while softer cultural elements towards bottom of scale (except integrity)
(Top 2 scores – 9 or 10/10)

Top Importance (9-10)

■ Total

Factor	%
Great place to study and work	75%
A well-resourced university	72%
Leading educational experience	71%
Excellent and impactful research	69%
Strong integrity	64%
Holistic student development	51%
Societal contribution, leading change	50%
Internationally and globally engaged	48%
Diverse, international faculty	46%
Broad range of subjects	44%
Creativity	41%
Strong innovation and entrepreneurial culture	38%
Influential and well-connected	36%
Culture and strong heritage	33%

D1. How important do you think the following factors are in positioning UCD as a top university? Those who answered N = 1,498 (651 students, 729 Staff, 87 Alumni)

Overlaying responses by cohort we can start to see where they differ and are similar in their opinions...

Top Importance (9-10)

Legend:
- Total
- Students
- Staff
- Alumni

Great place to study and work	A well-resourced university	Leading educational experience	Excellent and impactful research	Strong integrity	Holistic student development	Societal contribution, leading change	Internationally and globally engaged	Diverse, international faculty	Broad range of subjects	Creativity	Strong innovation and entrepreneurial culture	Influential and well-connected	Culture and strong heritage
75%	72%	71%	69%	64%	51%	50%	48%	46%	44%	41%	38%	36%	33%

D1. How important do you think the following factors are in positioning UCD as a top university? Those who answered N = 1,498 (651 students, 729 Staff, 87 Alumni)

Looking at MEAN **importance** it's similar - structural factors at the top + softer/cultural bottom – students' lowest factor is culture/heritage

Means shown (out of 10)

Legend:
- Total
- Students
- Staff
- Alumni

Factor	Mean
Great place to study and work	9.09
A well-resourced university	9.02
Leading educational experience	8.97
Excellent and impactful research	8.92
Strong integrity	8.73
Holistic student development	8.20
Societal contribution, leading change	8.13
Internationally and globally engaged	8.10
Broad range of subjects	8.07
Diverse, international faculty	8.06
Creativity	7.86
Influential and well-connected	7.69
Strong innovation and entrepreneurial culture	7.54
Culture and strong heritage	7.24

Performance a different picture; UCD's research sticking in Top 2 and integrity score falling near the bottom (Mean score shown /10)

UCD Performance Ratings - Mean scores shown (out of 10)

■ Total

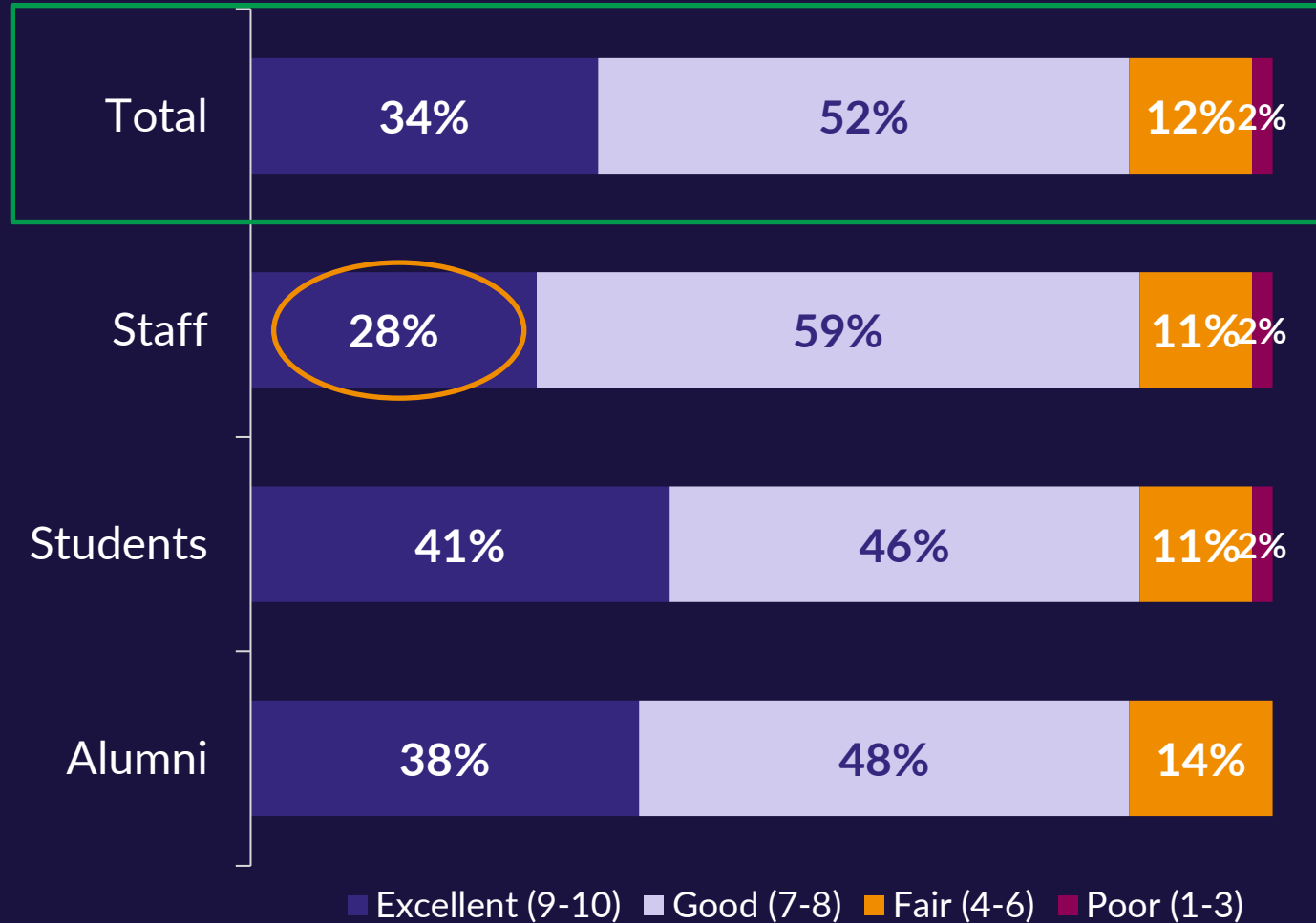| Category	Score
Broad range of subjects	7.77
Excellent and impactful research	7.30
Internationally and globally engaged	7.16
Diverse, international faculty	6.89
Leading educational experience	6.82
Influential and well-connected	6.79
Strong innovation and entrepreneurial culture	6.74
Great place to study and work	6.60
Culture and strong heritage	6.44
A well-resourced university	6.30
Societal contribution, leading change	6.20
Strong integrity	6.19
Creativity	6.18
Holistic student development	6.08

D2. Please rate UCD's **performance** in all these areas? Those who answered N = 1,498 (651 students, 729 Staff, 87 Alumni)

Overlaying **Performance** perceptions by cohort; we can again see differences, staff generally giving lower scores than students

UCD Performance Ratings - Mean scores shown (out of 10)

Legend:
- Total
- Students
- Staff
- Alumni

Category	Score
Broad range of subjects	7.77
Excellent and impactful research	7.30
Internationally and globally engaged	7.16
Diverse, international faculty	6.89
Leading educational experience	6.82
Influential and well-connected	6.79
Strong innovation and entrepreneurial culture	6.74
Great place to study and work	6.60
Culture and strong heritage	6.44
A well-resourced university	6.30
Societal contribution, leading change	6.20
Strong integrity	6.19
Creativity	6.18
Holistic student development	6.08

Really interesting split in perception between staff & students here

D2. Please rate UCD's **performance** in all these areas? Those who answered N = 1,498 (651 students, 729 Staff, 87 Alumni)

Areas of **importance** to position UCD as a top university are NOT seen as the university's strengths in **performance**... – <u>All respondents</u>

Importance v Performance (Means shown out of 10)

Legend:
- Importance
- Performance

Bar chart values (Importance):

Great place to study and work	A well-resourced university	Leading educational experience	Excellent and impactful research	Strong integrity	Holistic student development	Societal contribution, leading change	Internationally and globally engaged	Broad range of subjects	Diverse, international faculty	Creativity	Influential and well-connected	Strong innovation and entrepreneurial culture	Culture and strong heritage
9.09	9.02	8.97	8.92	8.73	8.20	8.13	8.10	8.07	8.06	7.86	7.69	7.54	7.24

Biggest GAPS between Importance and UCD's Performance:
1. A well-resourced university
2. Strong integrity
3. Great place to study and work

There are 3 **clear areas to develop** – based on this Matrix showing Importance plotted against UCD's performance – <u>All respondents</u>

Performance (y-axis): 5.50 to 8.00

Importance (x-axis): 7.00 to 9.50

LOWER IMPORTANCE TOP PERFORMANCE

HIGH IMPORTANCE TOP PERFORMANCE

LOWER IMPORTANCE LOW PERFORMANCE

HIGH IMPORTANCE LOW PERFORMANCE

Broad range of subjects

Internationally / globally engaged

Excellent and impactful research

Diverse, international faculty

Leading educational experience

Strong innovation and entrepreneurial culture

Influential and well-connected

A great place to study and work

Culture and strong heritage

Societal contribution, leading change

A well-resourced university

Creativity

Holistic student development

Strong integrity

D1. How important do you think the following factors are in positioning UCD as a top university?
D2. Please rate UCD's performance in all these areas? Those who answered N = 1,498 (651 students, 729 Staff, 87 Alumni)

Students; Importance v Performance

Importance v Performance (Means shown out of 10)

Legend: Importance, Performance

Factor	Mean
Great place to study and work	9.00
Leading educational experience	8.97
A well-resourced university	8.94
Excellent and impactful research	8.75
Strong integrity	8.64
Broad range of subjects	8.26
Internationally and globally engaged	8.10
Holistic student development	8.09
Societal contribution, leading change	8.07
Diverse, international faculty	8.06
Influential and well-connected	7.77
Creativity	7.71
Strong innovation and entrepreneurial culture	7.60
Culture and strong heritage	6.86

Biggest GAPS between Importance and UCD's Performance:
1. Strong integrity
2. Great place to study and work
3. Holistic student development

D1. How important do you think the following factors are in positioning UCD as a top university?
D2. Please rate UCD's performance in all these areas? Those who answered N = 1,498 (651 students, 729 Staff, 87 Alumni)

Students: There are 4 clear areas to develop – but look at all areas under average performance (Shows Importance v UCD's performance)

LOWER IMPORTANCE TOP PERFORMANCE

HIGH IMPORTANCE TOP PERFORMANCE

LOWER IMPORTANCE LOW PERFORMANCE

HIGH IMPORTANCE LOW PERFORMANCE

Performance

Importance

Broad range of subjects

Excellent and impactful research

Internationally and globally engaged

Influential and well-connected

Leading educational experience

Diverse, international faculty

A well-resourced university

Strong innovation & entrepreneurship

Great place to study and work

Culture and strong heritage

Creativity

Societal contribution

Holistic student development

Strong integrity
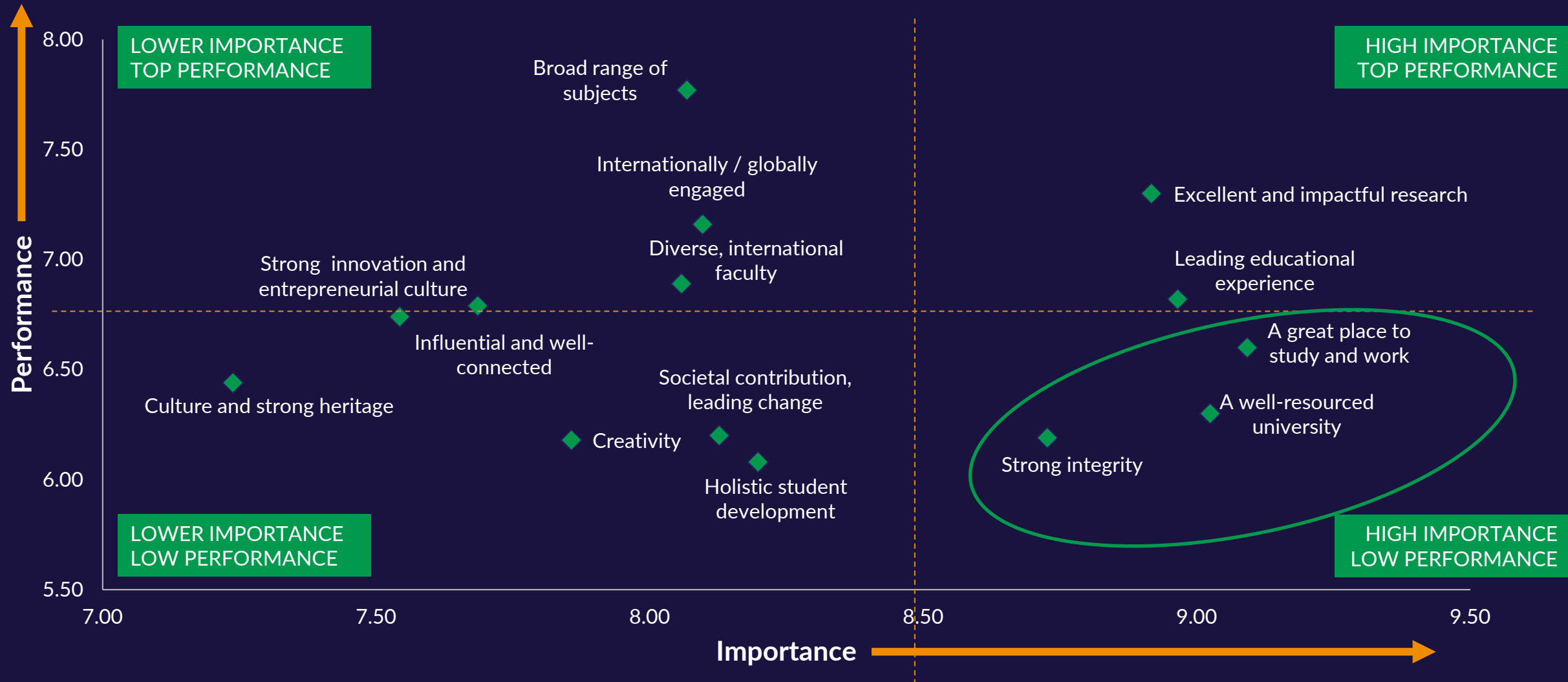
7.7
7.2
6.7
6.2
5.7

6.7   7.2   7.7   8.2   8.7   9.2

D1. How important do you think the following factors are in positioning UCD as a top university?
D2. Please rate UCD's performance in all these areas? Those who answered N = 1,498 (651 students, 729 Staff, 87 Alumni)

#50

Staff; Importance vs Performance

Importance v Performance (Means shown out of 10)

Legend: Importance, Performance

Factor	Importance
Great place to study and work	9.18
A well-resourced university	9.15
Excellent and impactful research	9.10
Leading educational experience	8.98
Strong integrity	8.79
Holistic student development	8.28
Societal contribution, leading change	8.24
Internationally and globally engaged	8.10
Diverse, international faculty	8.09
Creativity	8.00
Broad range of subjects	7.94
Influential and well-connected	7.61
Culture and strong heritage	7.49
Strong innovation and entrepreneurial culture	7.43

Biggest GAPS between Importance and UCD's Performance:
1. A well-resourced university
2. Great place to study and work
3. Strong integrity

D1. How important do you think the following factors are in positioning UCD as a top university?
D2. Please rate UCD's performance in all these areas? Those who answered N = 1,498 (651 students, 729 Staff, 87 Alumni)
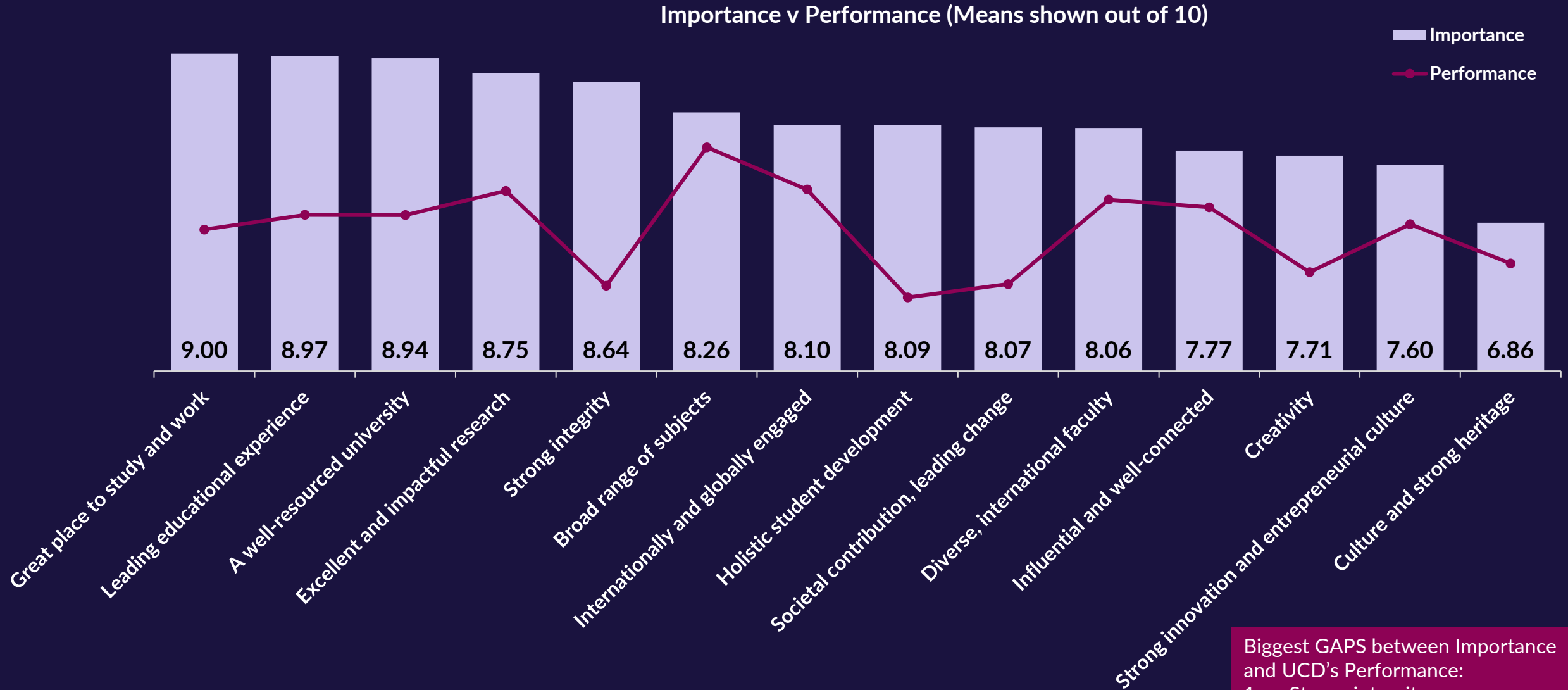
Staff: There are 4 clear areas to develop – but look at all areas under average performance (Shows Importance v UCD's performance)

Performance (y-axis: 5.5 to 8)
Importance (x-axis: 7.3 to 9.3)

LOWER IMPORTANCE TOP PERFORMANCE

HIGH IMPORTANCE TOP PERFORMANCE

LOWER IMPORTANCE LOW PERFORMANCE

HIGH IMPORTANCE LOW PERFORMANCE

Data point labels:
- Broad range of subjects
- Excellent and impactful research
- Internationally and globally engaged
- Strong innovation & entrepreneurship
- Influential and well-connected
- Culture and strong heritage
- Diverse, international faculty
- Leading educational experience
- Great place to study and work
- Societal contribution
- Holistic student development
- Strong integrity
- Creativity
- A well-resourced university

D1. How important do you think the following factors are in positioning UCD as a top university?
D2. Please rate UCD's performance in all these areas? Those who answered N = 1,498 (651 students, 729 Staff, 87 Alumni)
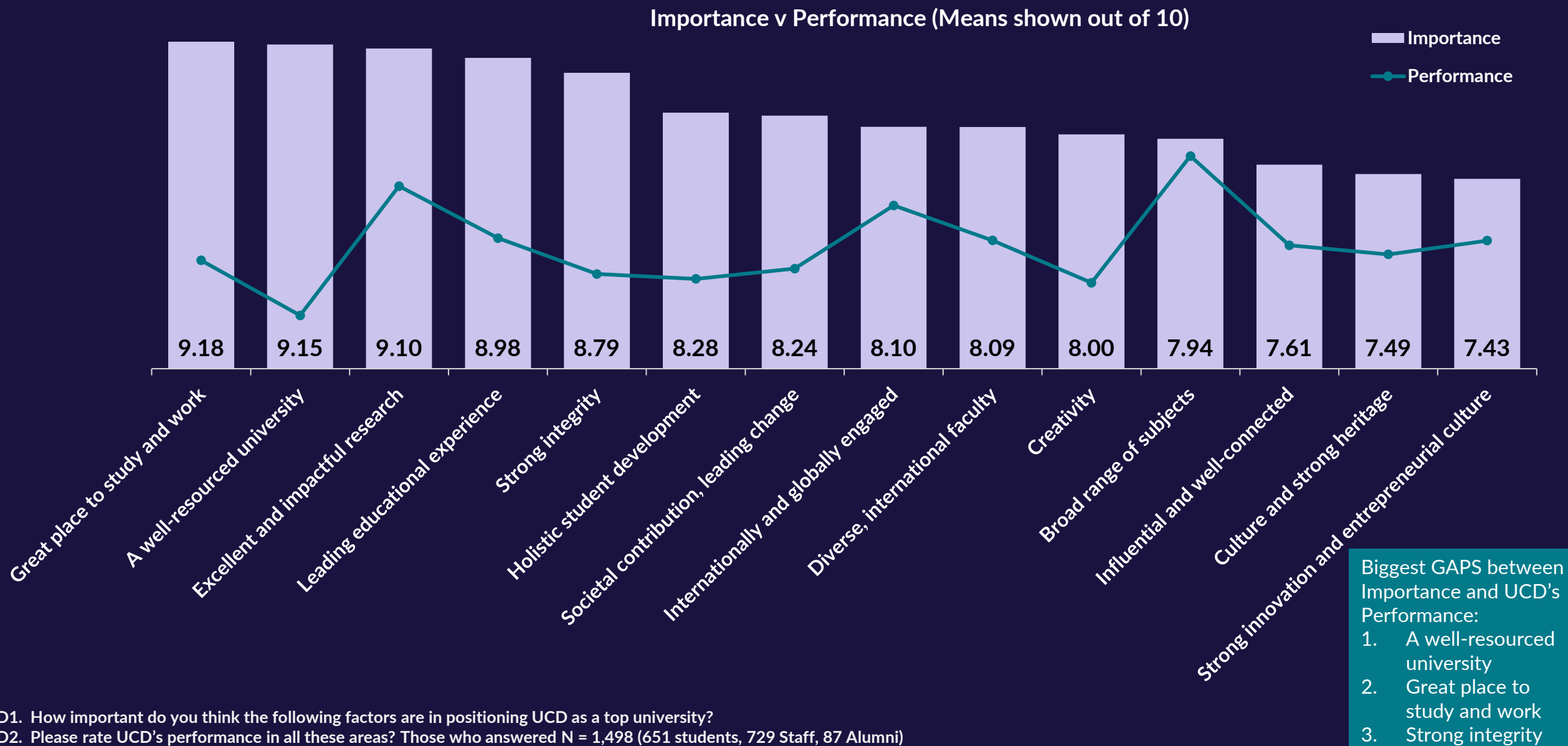
Alumni; Importance v Performance

Importance v Performance (Means shown out of 10)

Legend: Importance, Performance

Category	Importance
Great place to study and work	9.16
Leading educational experience	8.91
Strong integrity	8.83
A well-resourced university	8.65
Excellent and impactful research	8.59
Holistic student development	8.28
Internationally and globally engaged	8.13
Diverse, international faculty	8.01
Strong innovation and entrepreneurial culture	7.92
Broad range of subjects	7.89
Societal contribution, leading change	7.89
Creativity	7.82
Culture and strong heritage	7.81
Influential and well-connected	7.65

Biggest GAPS between Importance and UCD's Performance:
1. Great place to study and work
2. A well-resourced university
3. Strong integrity

D1. How important do you think the following factors are in positioning UCD as a top university?
D2. Please rate UCD's performance in all these areas? Those who answered N = 1,498 (651 students, 729 Staff, 87 Alumni)

Alumni: There are 2 clear areas to develop – but look at all areas under average performance (Shows Importance v UCD's performance)
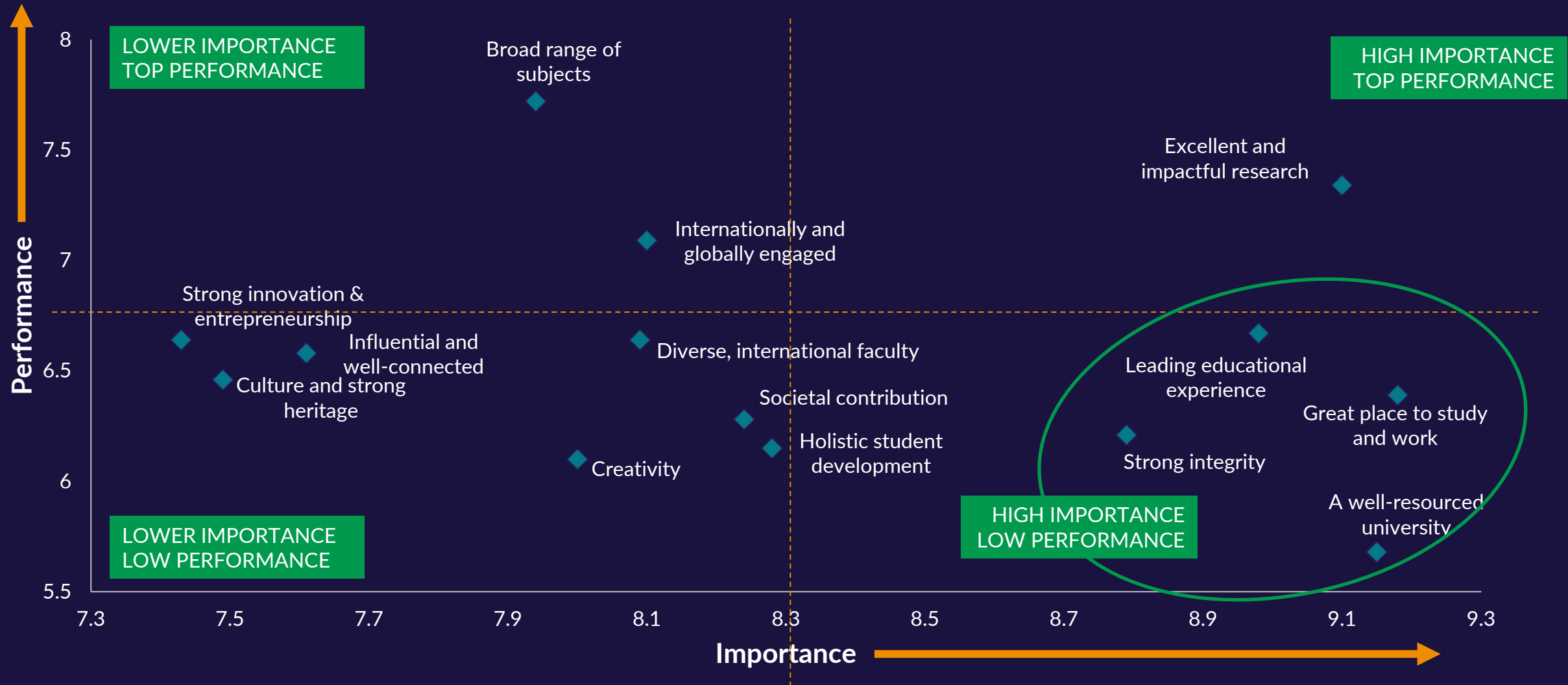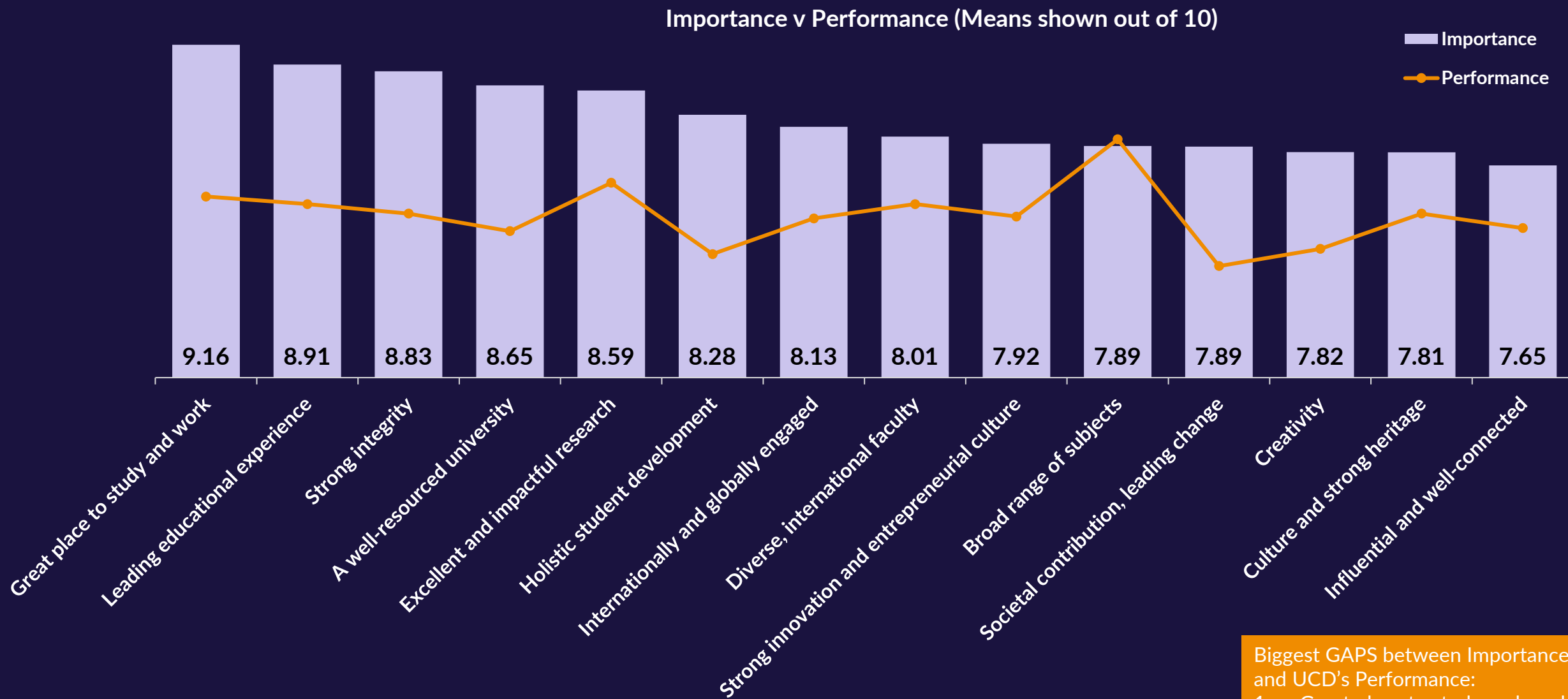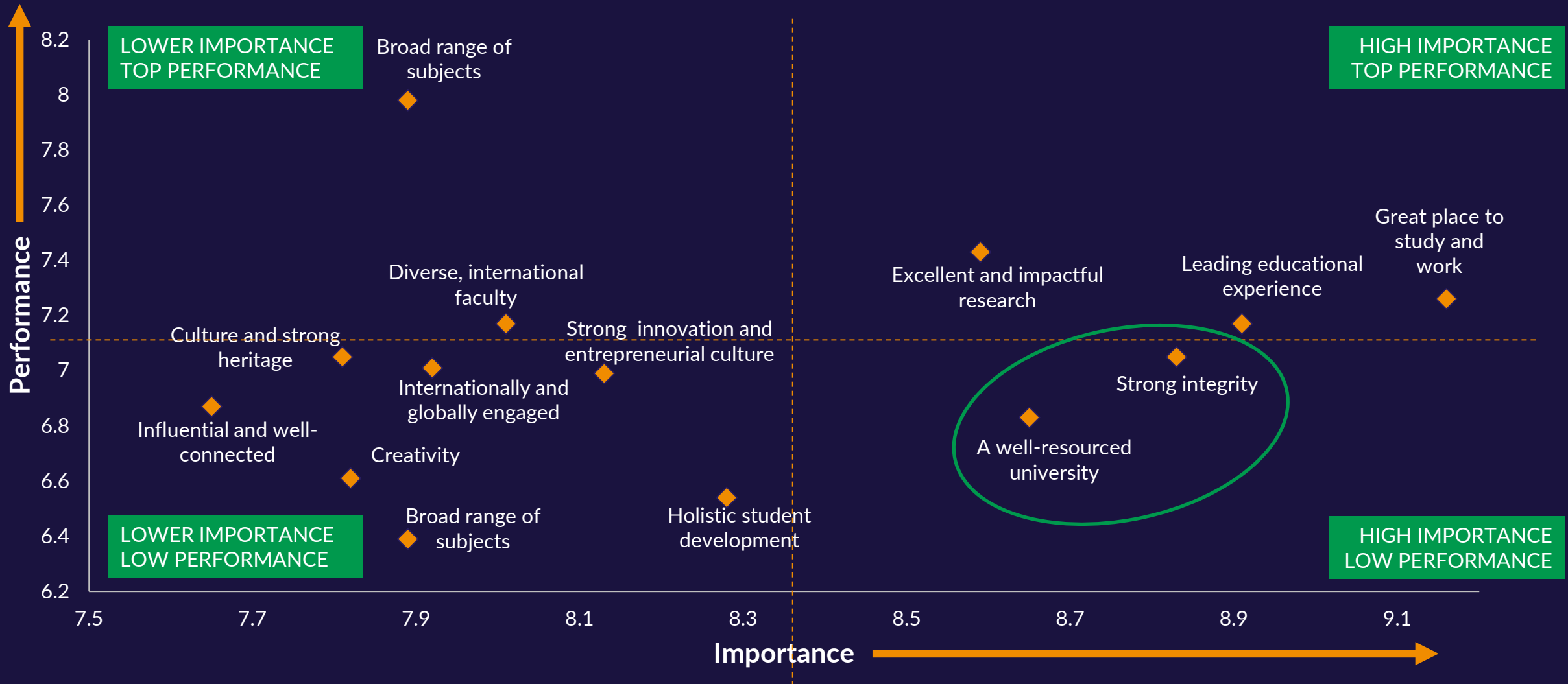

Performance (y-axis): 6.2 to 8.2

Importance (x-axis): 7.5 to 9.1

LOWER IMPORTANCE TOP PERFORMANCE

HIGH IMPORTANCE TOP PERFORMANCE

LOWER IMPORTANCE LOW PERFORMANCE

HIGH IMPORTANCE LOW PERFORMANCE

Broad range of subjects

Great place to study and work

Diverse, international faculty

Excellent and impactful research

Leading educational experience

Culture and strong heritage

Strong innovation and entrepreneurial culture

Strong integrity

Internationally and globally engaged

Influential and well-connected

A well-resourced university

Creativity

Broad range of subjects

Holistic student development

D1. How important do you think the following factors are in positioning UCD as a top university?
D2. Please rate UCD's performance in all these areas? Those who answered N = 1,498 (651 students, 729 Staff, 87 Alumni)

Section Summary: Areas of importance to position UCD as a top university are NOT seen as the university's strengths in performance

- Top Importance factors are more structural - while softer, cultural elements seen as less important (except integrity)
- There are 3 clear areas to develop at an overall level when looking at what is important and currently where UCD is underperforming –
  - A great place to study and work
  - A well-resourced university
  - Strong integrity
- These gaps in delivery against expectation are consistent across cohorts
  - The only difference is the student need for a holistic student experience