



University College Dublin

Quality Improvement Plan

School of Archaeology

6th June 2019

Introduction

This Quality Improvement Plan follows the Quality review of UCD School of Archaeology. The School submitted an SAR in March 2018 in advance of a site visit 24th – 27th April 2018 with an exit presentation on the 27th April 2018. Through no fault of the School, the Peer Review Group report was not finalised and returned to the School until 11th March 2019. The Quality Review process ran in parallel with the School of Archaeology's successful submission for a School level Athena SWAN Bronze Award (submitted Nov 2018, awarded May 2019). There are many links between aspects of the Athena SWAN Action Plan and the PRG's exit presentation and report. Much progress has therefore already been made on many aspects of the QIP.

Quality Improvement Committee

Ms Angela McAteer (School Administrator)

Assistant Prof Meriel McClatchie (Co-Chair, School EDI Committee, lead of Athena SWAN application and Action Plan)

Mr Conor McDermott (Field & Laboratory Officer)

Prof Tadhg O'Keeffe (Deputy Head of School)

Prof Graeme Warren (Head of School, Chair SARCC): **Chair of QIC**

The QIC was established to provide key links to the implementation of the Athena SWAN action plan. The QIP was drafted by the Chair. Key sections of the PRG were discussed with directors of relevant School committees prior to drafting responses and the entire QIC circulated to the School for discussion and feedback.

Categories

1. Recommendations concerning academic, organisational and other matters which are entirely under the control of the unit
2. Recommendations concerning shortcomings in services, procedures and facilities which are outside the control of the unit
3. Recommendations concerning inadequate staffing, and/or facilities which require recurrent or capital funding

Timescale

- A. Recommendation already implemented
- B. Recommendations to be implemented within one year
- C. Recommendations to be implemented within five years
- D. Recommendations which will not be implemented

Report	RG Recommendation	Category (see list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (see list above)
ORGANISATION AND MANAGEMENT				
2.16	Mission and Vision – the Review Group recommends that the School revisit the Vision and Mission of the School and develop a strong inclusive narrative to promote visibility of School at University, national and international level. The narrative should be embedded in all School activities. This should include the PhDs and post-doctorate ¹ s as they are critical to the success of the School (See also Section 5: Research Activity).	1	<p>The school has initiated a c. monthly ‘Strategy and Reflection’ session to allow us to focus on our Mission, Vision and Identity given the extent of change the School has experienced recently. Initial meetings were held in February, April and May 2019 included Staff and Postdoctoral Fellows and began with a reassessment of our Mission, Vision and Values. This has provided an important opportunity for reflection. We intend to confirm Actions and forms of behaviour to support our Values.</p> <p>A draft Mission, Vision and Values statement and key Actions to support this will be presented at a special meeting at the start of Semester One (2019-2020), including the PhD community.</p> <p>By end 2019 a finalised Mission, Vision and Values narrative will be</p> <ul style="list-style-type: none"> - published on the School website - displayed prominently in School facilities - utilised in induction at all levels (see below) 	A, B
2.17	Strategy – the School should take a strategic approach to developing the resource base of the School, both staff and facilities.	1, 2, 3	The School notes the recommendation that we take a strategic approach to our resourcing. HoS has undertaken training in ‘Leading Strategically’ and we are already highly engaged in Strategic Planning as part of the rolling five year budgetary cycle, and	B, C

¹ Please note, throughout this report ‘Postdoctoral’ staff refers to those formally on UCD’s PD developmental pathways, and temporary ‘Research Scientists’ appointed by PIs.

			<p>will continue to do so. The development of a new School Strategic Plan, in parallel with revision of UCDs strategic plan will explicitly address resourcing.</p> <p>Our capacity to adequately develop the resource base of the School is constrained by the budgetary model which sees very little return to the School’s budget from our research successes. The Review Group have arguably not recognised the constraints this imposes on our ability to resource the School. The School and College KPI data (KPI 1.3 Research Awards, Preliminary 2015-2018) demonstrates that the School of Archaeology contribute 37.8% of all research income for the College and 1.6% for UCD yet we still struggle to maintain basic laboratories because this research success is not adequately reflected in our budget. We will engage with College and University for changes in this relationship. HoS will request meetings with College Principal and VPRII for discussion before Sept 2019.</p>	
2.18	The Review Group recommends that the School takes a more inclusive and proactive approach to building critical mass through recognising the Schools growing post-doctorate community as research staff and making sure that this cohort is included more in School activities and represented on School committees	1	<p>Considerable action has been taken here prior to, and following, the Review Group visit and report. Post-doctoral Fellows (including Research Scientists not formally on the PD pathway) are treated much as any other staff, including being;</p> <ul style="list-style-type: none"> - invited to all School events and included in circulars - invited to all Staff Meetings, with many attending - actively encouraged to serve on School committees: May 2019, including representatives on School Research and EDI Committees <p>Mentoring of Postdoctoral Fellows/Research Scientists is addressed in 6.7 below.</p> <p>See also Athena SWAN Action Plan 4.14: “Ensure all Research-only staff are given full supports in gaining a diversity of experience within the School, in keeping with their primary responsibilities. Include opportunities as appropriate for teaching, module coordination, service on School Committees, outreach/recruitment events”</p>	A

			Note that whilst Postdoctoral Fellows are on a recognised training pathway, and with access to the strengths of the UCD Research Careers Framework this is not true of Research Scientists appointed to some Research Projects. We will emphasise to PIs the importance of provision of a diversity of experience to their staff and lobby for inclusion in training (Sept 2019, ongoing).	
2.19	Management – for a medium-sized School, the current structures are too complex. The Review Group recommends that the School streamline its structure and management framework, including developing an organogram setting out the updated structures. There are evidently common (and good) practices in place and the School should clearly articulate policies to underpin the processes. It is also important to develop a School handbook of policies and processes to help create ‘administrative space’ for staff in the long run.	1	<p>Management Structures: these have already been streamlined, with the creation of an ‘Operations Committee’ which carries responsibility for Finance, Safety and Space. Other committees have been reduced in size to a norm of four (often including one PD) where possible.</p> <ul style="list-style-type: none"> - A new ‘organogram’ will be developed by Dec 2019. <p>School Handbook: the need for a School handbook is prioritised in Athena SWAN Action Plan Point 5.5. Action is ongoing, with terms of references for Committees finalised in April 2019. A draft handbook will be created throughout academic year 2019-2020, using an evolving shared document allowing updates with key processes and events as they occur (HoS, May 2020)</p>	A B
2.20	As part of rationalising its committee structures the School should introduce Terms of Reference, clear reporting lines and calendar/timetable in advance. Currently, a number of School committees operate on an <i>ad hoc</i> basis and the Review Group recommends that School committees should be formalised, that the purpose of each committee should be clearly stated and that sub-committees should be used to improve the effectiveness of School	1	<p>The School welcomes this suggestion, especially the strong recommendation that Committees work to support the School and the Head of School. Much action has already been taken and some of the comments may misunderstand where structures were in place and consequently over report the ‘ad hoc’ nature of School activity. In part this may reflect where members of the School do not recognise the structures that are in place, which may be connected to the absence of a School handbook (2.19)</p> <ul style="list-style-type: none"> - Terms of reference for committees have been finalised April 2019. This will include clarification of reporting and archiving for Committees and the establishment of rolling agenda items in some instances. 	A

	committees. School committees need to work for the School and especially to support the work of the Head of School.		- A timetable for School meetings, including all School Committees, is circulated at the start of each academic year	
2.21	School Executive Committee – the School EDI Officer should be a full member of the School Executive Committee.	1	This has been in place since start of academic year 2018/19 and the decision to fully incorporate the EDI Officer was made prior to the Review Group visit. We note that the Athena SWAN Action Plan requires that two co-chairs of the School EDI are appointed – only one will form part of Executive.	A
2.22	Key staff roles undertaken by faculty are not fully understood and the School would benefit from having a clear description of roles and responsibilities in place	1	See 2.19 above, re. School Handbook, where clarity will be provided.	B

STAFF AND FACILITIES				
3.13	The School should consider opportunities to acknowledge the value of post-doctoral fellows as research staff, both in terms of increased critical mass and their diverse contributions to School activities.	1	<p>See 2.18 above: Postdoctoral fellows treated much as other staff</p> <ul style="list-style-type: none"> - All PDs are encouraged to teach UG modules, providing a significant contribution to School activities - Restructuring of School web page by Oct 2019 to include Postdoctoral fellows as staff (<i>date means we capture this with newly arriving PDs</i>) - Research achievements of Postdoctoral staff to be celebrated through dedicated notice board in School corridor, especially important in highlighting the achievements of new, incoming staff. To be in place Oct 2019. 	A
3.14	When reviewing its Staffing Plan, the School should consider whether there is an opportunity to rationalise its use of casual lecturers / staff by the appointed of a dedicated person. If the School takes this approach it should be formalised by ensuring transparency in advertising and interviews.	1, 2	<p>We welcome comments about our use of precarious employees and are continually seeking to improve their status. Much action here was initiated prior to the Review Group and is now in place, further recommendations form part of Athena SWAN action plan 4.12</p> <ul style="list-style-type: none"> - Two fixed term appointments of Lecturers below the Bar were made in 2018, commencing in Sept 2018. These appointments focused on Experimental Archaeology & Material Culture and the cultural aspects of World Heritage Management. These fields saw an overreliance on individual staff members and consequent use of casual staff. This is now significantly reduced, and will be reduced further in 2019-20 with ongoing review. - These posts were formally advertised with a transparent and rigorous process supported by UCD HR. - The use of buy-in teaching across the remainder of the programme is not sufficient to sustain a post, and the variable subject matter is best served by the continued use of a small amount of casual staff. - The School are committed to transparency in its use of casual staff (Athena SWAN Action plan 4.12, “Formalise recruitment (open call) and appointment process for all positions ” by Sept 2020). New teaching/tutoring opportunities 	A B

			<p>are now advertised and reviewed by the relevant School committees. The employment of casual research staff is at the discretion of the PI and some, but not all, do advertise these possibilities. The School will establish recommendations (by Sept 2020) about transparency in hiring of casual research staff. (Research Committee & EDI Committee)</p> <ul style="list-style-type: none"> - Appointment of Casual Staff representative (by Sept 2019): Athena SWAN Action plan 4.13 “Creation of Casual staff representative role to enable School to better understand and tackle challenges faced by casual staff; Representative will meet with School Executive at least once each Semester “ - The School will lobby UCD about its treatment of casual staff, who, for example, are not included in any of the Culture and Engagement Surveys and often face problems and delays around benefits and payment. HoS to write to Director of HR by Sept 2019. 	
3.15	The School should continue to review and adjust academic workloads on a regular basis with a view to reducing workloads as much as practicable.	1	<p>We welcome this recommendation.</p> <ul style="list-style-type: none"> - The School academic workload model, used in draft form in 2018-19, has been slightly revised for 2019-2020. An immediate outcome is the overall reduction in module coordination from an average of four modules per academic staff member to three. - Ongoing reviews of programme structures will emphasise academic workload as a key consideration. - Academic workloads in the School are influenced by the under-resourcing of our administrative base and the structural HR and finance problems that underpin this. HoS engage with CSSL and HR about this (ongoing, formal letter by Sept 2019) - Workload/Workload model also a recommendation of Athena SWAN Action Plan 4.11, 5.23 	A & B

3.16	The School should urgently define the roles and responsibilities of the key support staff in the School, by reviewing, restructuring and, if required, re-grading the posts.	2 & 3	<p>The School strongly supports the Review Group’s recognition of the problems surrounding the status of our support staff. This is a complex, inequitable and longstanding problem which was also highlighted in the 2010 QAQI report and QIP.</p> <p>Our ongoing efforts to resolve this problem include liaison with CSSL, HR and interface with the budget planning process. We are currently exploring the following model:</p> <ul style="list-style-type: none"> - Explore how Job Sizing Framework may provide an opportunity to redress the problems. - In liaison with HR, run an Organisational Design review of the School to establish a model for the administrative and technical supports required, given the existing resource base and likely expansions to this (Sept 2019). Establish how this process might interface with Job Sizing. - As part of OD review, highlight any new positions required and establish job descriptions and grading. - If their positions are not resolved via Job Sizing, support the incumbent administrative staff through training and mentoring to ensure that they are competitive for any posts recommended by OD (see 6.7). <p>The HoS is engaged in extensive discussion with the relevant staff members to negotiate this very difficult situation.</p>	B
3.17	The School should consider additional support staff needs within the School and include these in the School budget.	2 & 3	See 2.17 and 3.16 above. One outcome of the OD will be a clear model of support staff needs and this will form part of the Strategic Review and planning. Without significantly increased income or reduced expenditure it is not possible for the School to recruit more administrative staff.	B
3.18	In order to optimise efficient use of the School’s large footprint, a clear funding strategy should	1 & 2	<ul style="list-style-type: none"> - School Research Committee is finalising policy UCD Overheads and/or bench fees on School activities. (Research Committee, Oct 2019) 	A

	be developed to ensure maintenance requirements are met.		<ul style="list-style-type: none"> - School will continue to engage with UCD (see 2.17) about the relationship between Research success and financial return. - School will review opportunities to utilise differential fee structures to reflect real costs of use of facilities for some programmes (see 4.27 for detail) 	
3.19	As some of the space available to the School was initially allocated on a temporary basis, the School should conduct a risk assessment of the potential impact of loss or reduction of temporary space on their work and what alleviating actions are required.	1, 2, 3,	<p>We welcome this important recommendation.</p> <ul style="list-style-type: none"> - HoS to seek clarity on impact of new campus developments on current spaces. This is ongoing, with no response to date. HoS to urgently engage with CSSL, UCD Estates by June 2019 - School to create a risk register by Oct 2019 focusing (in the first instance) on space and facilities, to be complete by Sept 2019. HoS to request template for Risk Register from CSSL by June 2019, Risk Register to be completed by: Directors of Archaeobotany Lab & CEAMC, RII Director, HOS. - As part of this review, School to identify risks associated with temporary loss of long term space (i.e. through refurbishment) - Alleviating actions to be identified as part of this review. 	B
3.20	The School's research equipment needs significant investment to raise the facilities to a world class standard. This requires strategic prioritisation-of required equipment, a map of existing School and University facilities and equipment and the development of sustainable income generation. The School should also explore opportunities for shared and reciprocal arrangements in terms of shared equipment and laboratory space in the University	1, 2, 3	<p>We recognise the importance of this recommendation whilst noting, again, that <i>our research success does not enable sustainable investment in equipment</i>. We will continue to lobby in this regard</p> <ul style="list-style-type: none"> - School to urgently establish a vision of what equipment and facilities are required and to agree prioritisation of this. Document to be complete by Nov 2019. Away day in December 2019, convened by HoS/Research Dir (see 5.12). - Map of existing equipment to be complete by Nov 2019 (CMcD with Research Committee) - Sustainable income generation (See 3.18, 2.17) <p>We welcome the encouragement to explore shared use equipment:</p> <ul style="list-style-type: none"> - Utilise UCD Asset register to identify potential synergies: complete by Nov 2019 as part of Vision document above. 	B

			<ul style="list-style-type: none"> - Review existing (often individual) staff collaborations: complete by Nov 2019 as part of Vision document above. - Initiate strategic opportunities with key partner Schools and institutes: Geography, Earth Sciences, Earth Institute etc. (HoS to write to Schools by Dec 2019) - Explore potential of applications to EQUIP for key shared resources 	
3.21	While the Review Group supports the School’s ambition to be in the top 50 Archaeology departments in the World, this may be a stretched goal, given the current facilities. The development of a coherent and effective plan, in consultation with the College and University, would support the School’s potential to become world class.	1	<p>See 2.16/2/17.</p> <p>Our review of our Mission, Vision and Identity will feed into a revision of our Strategic Plan. This includes regular meetings focusing on these topics and will provide opportunities to explicitly consider whether this is a realistic goal given the resource constraints – and not simply limited facilities – under which we operate. We certainly will seek to retain our position in the top 100.</p>	A, B

TEACHING, LEARNING AND ASSESSMENT

<p>4.18</p>	<p>The School should engage with external stakeholder offers to participate as members of an Advisory Board for the development of the programme curriculum, and ensure a diverse membership that represents the breadth of potential employers.</p>	<p>1</p>	<p>We welcome the offer of external stakeholders to contribute to the life of the School. We will establish a Stakeholders Board by Dec 2019 ensuring a diverse membership reflecting the range of activities within the School (HoS).</p> <p>We do not consider that the insights of this Board would be best served advising directly on curriculum development as many members will have limited experience of current University structures. We envisage the Board providing two key supports</p> <ul style="list-style-type: none"> - An overview of Stakeholder’s perceptions of current and future needs in the archaeological and heritage professions especially, but also in broader areas. The latter may be well-served by representation from alumni in other fields, but also through engagement with the UCD Careers Service - An opportunity for discussions with stakeholders about the School’s activities, ambitions, opportunities for collaboration etc. <p>As such, the establishment of this Board is not specifically a Teaching related goal and it will contribute to the success of the School more broadly.</p>	<p>B, C</p>
<p>4.19</p>	<p>Consider ways to increase provision of key transferable employment skills identified by employers e.g. increased field-work training at all levels, development of content on legislation, provision of additional opportunities for continued professional development.</p>	<p>1</p>	<p>The School welcome this recommendation but note that many of our students will not follow a career in archaeology and that our focus is on education more generally rather than direct training. Even within the group of students who wish to focus on archaeology, there are many other skills required than just field-work. Against this background, there are two, slightly separate, recommendations here</p> <p>Transferable skills</p> <ul style="list-style-type: none"> - See also Athena SWAN action plan 4.6, 4.8, 4.9 - The actions identified in 4.18 will help maintain the relevance of our programme to the workplace. 	<p>C</p>

			<ul style="list-style-type: none"> - At undergraduate level the possibilities provided by the new Four-Year BSc programme, with an explicit focus on Internships, Placements and extra opportunities for fieldwork should also see more provision of these skills. As we finalise Stages Three and Four (by April 2020) we will review the extent of fieldwork, employment-based learning in the varied archaeological programmes - At Graduate Level provision of employment-based skills will be incorporated into the Curriculum Review (4.31 below) <p>Continuing Professional Development</p> <ul style="list-style-type: none"> - The HoS serves on the Institute of Archaeologists Ireland CPD committee and has previously explored the possibility of formal credit-based provision of CPD. This was not the preferred option of the IAI. HoS to liaise with that committee and establish possibilities for CPD provision by Dec 2019 	
4.20	Feedback from students who met with the Review Group indicated that they would value more careers discussions and training at School level and within programmes – the School should liaise with the UCD Career Development Centre to discuss the provision of additional targeted supports.	1	<p>We note this recommendation, although we must record that students do not engage with the Careers Supports that are provided (for example, weak uptake of Alumni Mentoring despite substantial encouragement). Substantial efforts in this regard in the past (a dedicated series of sessions focusing on ‘Archaeology and Employability’ for example) were not sustained because of this lack of engagement.</p> <ul style="list-style-type: none"> - This emphasis is also a recommendation of Athena SWAN Action Plan Point 4.6 & 4.9 which requires that we work with CDC to “embed annual careers workshop in programmes” with external role models and annual surveys to assess student satisfaction. (Workshops to be implemented in UG and PG programmes for 2019-2020 – Head of T&L, Graduate Dir) - Careers content will form part of the Curriculum review of our Taught Graduate Programmes (4.31 below) 	B

4.21	The School should explore, in conjunction with the College and relevant University Support Units such as the Student Advisers, ways to counter stress in programme-specific student cohorts e.g. the introduction of well-being and mindfulness activities.	1 & 2	<p>The School recognises the need to improve the mental health and well-being of our students and we work hard to achieve this within the constraints of under-resourced Student Support units. We are also, however, cautious that we should not confuse the application of a remedy such as mindfulness with an attempt to transform the cause of the stress our students undoubtedly feel, much of which is true at programme level not simply at that of the School.</p> <ul style="list-style-type: none"> - At UG level we will continue to explore and implement mechanisms that reduce overall workload while maintaining academic standards and lobby the BA and BSc programme boards to reduce workloads, scheduling clashes and raise awareness of these problems (Head of T&L, Sept 2019) - At Taught PG level we will liaise the CSSL Graduate School Board to explore initiatives that might be provided to support students across varied programmes. (Grad Dir, Sept 2019) - We will highlight UCD supports to students at all levels as part of their induction and lobby UCD to increase support to these areas (by Sept 2019) - At all levels in designing our programmes we will be attentive to issues about overwork, deadlines and student well-being and consider carefully how our programme might cause stress, accepting that many aspects of this in programmes involving other Schools are difficult to control (ongoing). 	A, B
4.22	There is a good community spirit in the School which could be further strengthened by providing induction, particularly at PG level. The Review Group is aware that this would be difficult to achieve at undergraduate Stage 1 but nevertheless would encourage the School to give this some consideration.	1	<p>We welcome the recognition of good community spirit in the School. Induction is also a key emphasis of the Athena SWAN action plan, which also stresses the importance of social events for students (Action Plan 5.20 'Increase number of student social events and monitor success").</p> <p>There is now substantial programme level induction for Level One students as part, all of which the School has fully engaged with and followed up with later events.</p>	B

		<ul style="list-style-type: none"> - Survey students including SSLC and on line (Level One Coordinator, June 2019, see Athena SWAN Action Plan 5.20): what kinds of induction and event would be useful? - Utilise results of feedback to revise Sept 2019 offerings <p>At undergraduate level fieldtrips and field- and/or practical- work are important contexts for the creation of community. The Glendalough Fieldschool an especially important rite of passage and community creating event</p> <ul style="list-style-type: none"> - Review Fieldschool practices to ensure that this is continues to be a highly inclusive environment, including training of all students in Dignity and Respect (for August 2019) - Ensure that students who are not part of the Fieldschool have other opportunities in Stage Two to integrate with the School through provision of other induction and social opportunities (Sept 2019). - Nurture the Student Archaeology Society to assist them in providing peer-to-peer supports (see also Athena SWAN Action Plan 5.30). - Increase the proportion of field and practical work taking place within core hours to facilitate engagement from the widest range of students (EDI, get data on 2018-19 events and repeat in 2019-20). <p>There is already a substantial programme of welcome for PG students, ranging from film nights and Thanksgiving Dinners through to formal events and meetings.</p> <ul style="list-style-type: none"> - We will survey our Graduate Students to review what kinds of induction would be useful (Grad Dir, June 2018) - Based on the survey we will revise our PG induction (Grad Dir, Sept – Oct 2019) <p>For all levels of students, introduce a twice per semester coffee and cake social event (HoS, Sept 2019).</p>	
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4.23	The School should investigate opportunities for new placements, exchanges and collaborations.	1	<p>At UG level the new programme provides substantial opportunities for work placements, exchanges etc. Work is required to develop suitable international partnerships to maximise this mobility and to realise the potentials provided by the new Programme</p> <ul style="list-style-type: none"> - Make at least one application each academic year for staff mobility to establish networks for student mobility (use Erasmus +, ITN, COST etc). - Confirm at least one archaeology 30 Cr internship possibility for Sept 2020 - Promote these opportunities to Students (ongoing) <p>At PG level, constraints of the timetable make some aspects of these exchanges harder to maintain.</p> <ul style="list-style-type: none"> - Curriculum Review (4.31) to focus on this problem - Provide matching School funding for Vin Davis Bursaries) to support mobility of Taught Graduate students undertaking research/placements away from UCD (from Sept 2019). 	B
4.24	The School should explore ways to more strongly communicate the value of Archaeology in the curriculum and the impact of collaborative opportunities with other disciplines in the College and the University e.g. through the introduction of collaborative seminars.	1, 2	<p>We find aspects of this comment surprising, although some of the evidence to support our activities in this regard post-dates the PRG visit.</p> <ul style="list-style-type: none"> - Archaeology is a very popular subject for elective students and visiting international students. Our Level Two 'Discovering Ireland' module is capped at, and fills, 180 places a year with international students. Our Level One Ireland: Culture and Heritage takes 77 international students. Our Level One Anthropology module has c 180 students, of whom <20 are archaeology students, with the module being a very popular elective as well as a core for students in Politics and Sociology. - Archaeology has demonstrated success with both the Access and Open Learning programme. <p>Both of these demonstrate the value of the subject.</p>	A, B

		<p>We have been highly engaged in collaboration in terms of the curriculum, including (but not limited to)</p> <ul style="list-style-type: none"> - 2018-19, Sem 2: collaboration with DISCOVERY module ‘Materials and Society’ coordinated by School of Mechanical Engineering. - Development of two three subject combinations for new four-year programmes: Classics, Art History and Archaeology and Landscapes & Society: Archaeology, Geography and History including Sem 1 2018-19: Significant contributions to collaboratively taught cross disciplinary core modules for each programme - Ongoing collaboration, and further plans, for collaboration with School of Education around CEAMC and training history teachers - Collaboration with Geology to provide Archaeology with Geology minor in BSc DN700. <p>We recognise that further collaboration is possible but that it is also important that we do not lose our disciplinary core and become a provider of service teaching for other subjects.</p> <ul style="list-style-type: none"> - Engage strongly with CSSL about positioning archaeology modules as core to the Social Sciences programme (HoS to lobby, June 2019) - Archaeology or Heritage is not suitably embedded in the core Social Sciences Level One ‘Societal Challenges’ module, despite many offers to engage and highlight the deep-time perspectives of the discipline. HoS to make this offer again, June 2019. <p>In terms of research we collaborate well with other disciplines, and the value of archaeology as a partner was highlighted with the prize winning Bloom Garden ‘History of the Irish Diet in Plants’ (May/June 2019) produced by the Schools of Archaeology, Agriculture and Food Science and students from Landscape Architecture.</p>	
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			We also note the strong School representation in interdisciplinary institutes such as the Earth Institute or the Humanities Institute as evidence of further engagement beyond our discipline.	
4.25	The School has flagged distance learning as an area of development and this needs to be looked at in a strategic way.	1	Distance learning has been identified as a potential area of development by the School for on-line delivery of Experimental Archaeology. As noted in our SAR, our existing on-line programme does not align well with all aspects of UCD systems, which continue to struggle to deal with on-line programmes, but the programme is a very important source of revenue for the School and this requires consideration. <ul style="list-style-type: none"> - Strategy for Distance Learning to be developed for WHM and CEAMC by Programme coordinators by Dec 2019 allowing potential implementation by Sept 2020. 	B and C
4.26	Building the programme in Experimental Archaeology has significant potential to create revenue.		We note and agree with this recommendation which underpins aspects of our staff planning. See also 4.27 below. <ul style="list-style-type: none"> - We are putting in structures that allow for revenue from different types of sources to be taken in by CEAMC (in line with national tax legislation; UCD administrative rules). (CEAMC Director, Dec 2019) - In the first year of the Experimental Archaeology Assistant Professorship (Dr. Brendan O'Neill) CEAMC is piloting revenue generating initiatives. These are specifically designed to be introductory and work-light in order to assess their potential to generate revenue. These include, external summer camps, UCD outreach programmes, ancient technologies training workshops, CPD workshops and on-line learning. CEAMC Director, ongoing 	
4.27	If the School wishes to increase their international student numbers, they should internationalise programme content to ensure that they meet the expectations and demands of the student cohort.	1	This recommendation contains two quite discrete issues. <p>Internationalisation of Programme: we recognise and welcome the importance of considering the internationalisation of our programme and have already highlighted</p>	B

	<p>The School should also consider building in a premium fee to cover the costs of specialist facilities, field labs and field trips.</p>		<p>some opportunities (4.23 above). Our most substantial international programmes (as opposed to modules) are at Taught Graduate level and our response focus on this</p> <ul style="list-style-type: none"> - Survey students to better understand ‘expectations and demands’ (Grad Dir, June 2019). Ensure that this survey is repeated annually. - Consider changes and possibly implement by Sept 2019 (Grad Dir). - Include key emphasis on this in Curriculum Review (see 4.31) <p>Premium Fee: In the absence of adequate base-line funding for the School we recognise the potential value in a premium fee although there are considerable issues regarding equity and access about any differential fee rates. We will review data in advance of any possible changes for 2020-21. A premium fee could be charged in two ways – either a distinct fee for a programme, or a supplement for individual modules.</p> <ul style="list-style-type: none"> - Obtain advice from CSSL about premium fees for graduate programmes (Sept 2019). Review and consider whether a differential/premium fee structure for our Graduate Programmes is appropriate (complete by Dec 2019), noting that a premium fee for different programmes might be associated with different costs: materials for CEAMC, fieldtrips for Archaeology, overseas trips for WHM. (Grad Dir, varied dates) - At modular level, obtain advice from CoSSL and cognate disciplines (e.g. Earth Sciences) about other examples of supplementary charges for specialist modules (T&L Officer, Sept 2019). We are especially wary about equity and access issues for anything other than small charges (which we do currently levy). 	
<p>4.28</p>	<p>The School’s research mission should be a key driver of their teaching.</p>		<p>We note recommendation 4.9 that this relationship is opportunistic not strategic and welcome the emphasis on making research central to our teaching programme.</p>	<p>A, B</p>

			Strategic initiatives as part of the move to the four degree have emphasised the link between research and teaching, and we would see a link to our research mission as a logical consequence of this. In developing possible approaches to stage 3 and 4 modules the core rationale has focused on driving broader learning outcomes through active research question	
4.29	The School should review its policy of working solely from Likert scores.	1	Module feedback is a subject of considerable debate in the School and we recognise the impact that gender can play in how students provide feedback (e.g. there may be a bias against female faculty). We strongly reject the claim that we have a policy of working only from Likert scores. The aggregate data made available via infohub only provides Likert scores. We will await the outcome of the UCD review of the student feedback system and develop a School policy on how to use feedback to maintain and improve quality. - Engage with UCD Registry to release full Module Feedback to HoS (HoS & T&L to write to Registry, June 2019)	B, C
4.30	The School should review the number of modules it offers and consider ways to use new programme structures to offer more higher-credit modules (10 credits), and to reduce and simplify assessment.	1	This is ongoing as part of the new Programme (see also 3.15 above) - Innovative use of 7.5 Cr cores at Level Two to reduce workload and as 'stepping-stone' to 10 Cr in Level Three for students. To be implemented in Sept 2019. - Curriculum Review for graduate programmes (4.31) to have key emphasis on assessment levels.	A & B
4.31	The School should undertake a curriculum review of postgraduate courses. An investment of time at the early stages of the review could pay dividends with more effective and efficient	1	This is urgently required. Whilst the programmes have been reviewed, simplified, and considerable care taken to align assessments, a full curriculum review would be beneficial, especially as a way of providing a framework for future development. Due to the Programme Directors for WHM and Experimental Archaeology being on Research	B

	ways of delivery freeing up space and time. While this would be in part a pedagogical exercise, it could support resourcing if the potential of courses as levers for growth that enhance the quality of the student experience is realised.		Sabbatical in Sem 2 2019-20, this is scheduled to start in Sem 1 2020-21. (Grad Dir and Programme Coordinators) <ul style="list-style-type: none"> - Sem 1 2020-21: full curriculum review of all TPG programmes - Sem 2 2020-21: design and development of new structures where required - Sept 2021 (for academic year 2021-22): roll out new structures 	
4.32	The rise in Masters' students necessitates a review of Masters level small group teaching and tutorial provision.	1	To be undertaken as part of 4.31 above. Whilst numbers have decline slightly and thus the urgency of this problem is limited, our ambitions for larger class sizes mean that a strategy to sustain small groups is required.	B
4.33	The over-reliance of some programmes on individual members of staff needs to be addressed in a School teaching plan/policy.	1	This has already been addressed through the appointment of two fixed term posts to support our delivery of the Experimental and World Heritage programmes (see 3.14). However these are fixed term posts, and any possibility of maintaining them is reliant on increasing graduate numbers on these programmes <ul style="list-style-type: none"> - Promote and recruit to our Taught Graduate Programmes to enable creation of permanent posts in WHM/Experimental Archaeology. Ongoing: Programme Directors, Grad Dir, HoS 	A, C
4.34	The School should more clearly outline the tutorial systems, particularly at MSc level and consideration should be given to the introduction of personal tutors from the outset.	1, 2	Our response is separated into UG and PG level <p>Undergraduate: the School has been active in promoting the need for tutoring supports at UG level, including operating pilots. These have been replaced by the Academic Tutoring initiatives associated with the new BSc programme. These appear to be working to an extent, although many students are not taking the opportunities provided.</p> <ul style="list-style-type: none"> - Feedback to CSSL about Tutoring Programme (T&L, June 2019) and engagement with any revisions to that programme 	B

			<p>Postgraduate: the School has never formally identified tutors for taught graduate students, with the Programme Coordinators <i>de facto</i> playing that role.</p> <ul style="list-style-type: none"> - As part of our survey of Graduate Students we will explore their expectations re. tutor support (June 2019) and consider any new practices for Sept 2019. 	
4.35	The School should make sure that it has a strategy in place to address the transition to Brightspace to ensure consistency across modules.	1	<p>We note that this is a specific request about consistency of appearance of our modules within the new VLE. The responsibility for any strategy for dealing with the transition to a new VLE is general does not lie with the School although we have strongly encouraged colleagues to engage fully with the training provided by UCD. In terms of consistency of structure, this is related to School guidance about handbooks and module descriptors.</p> <ul style="list-style-type: none"> - provision of basic guidance for how School of Archaeology modules should be laid out on Brightspace (Aug 2019: T&L/ICT Officer) 	B
4.36	The role of Archaeology as a discipline in facilitating students in global citizenship should be more widely explored and stated for both UG and Masters level programmes.	1, 2	<p>Whilst we recognise the motivation behind it, we find aspects of this recommendation a little confusing and surprising. Our reviews find very few Archaeology curricula which make explicit links between Archaeology and Global Citizenship.</p> <p>Within CSSL there are many other disciplines that might also lay claim to ‘facilitating global citizenship’ and we believe that this might be more appropriately articulated for undergraduates at the level of BSc Learning Outcomes with Archaeology highlighting the ways in which we contribute to this.</p> <ul style="list-style-type: none"> - Engage with BSc/BA re. programme level outcomes (Head of T&L, Dec 2019) <p>For Graduate programmes this will be embedded in the development of programme learning outcomes in the Curriculum Review (4.31).</p>	B

RESEARCH ACTIVITY				
5.12	The School urgently needs to develop a new Research Strategy, informed by its new position as a Social Science at UCD.	1, 2	<p>We recognise and welcome this suggestion, although note that the ‘urgency’ of this need should be set against the time required to develop a meaningful strategy given the complexity of the issues raised. Our response to 5.12 includes and incorporates recommendations 5.12, 5.13, 5.14, 5.15, 5.16: the time to reflect on the Strategy will also include identification of Themes (5.15) and the engagement with Heritage (5.16). We will also examine the character of the informal research clusters currently existing in the School.</p> <ul style="list-style-type: none"> - Request CSSL Research Strategy from CSSL (Res Dir, June 2019) - Convene School Away Day in Reading Week of Sem 1 2019-2020, with two aims: 1) identify potential themes, 2) consider strategy. Draft Strategy documents (Res Committee) circulated in advance. This to become annual away day (5.22 below) - (Note also 3.12 Review of research infrastructure) - Launch new Research Strategy at, and utilise Themes to structure, annual School Research Day (Dec 2019) - We note that Impact is not addressed in any of the Research recommendations, but this will form part of our review. This to include consideration of the role of publishing in <i>The Conversation</i> or <i>Sapiens</i> as ways of providing broader engagement. - The revision of RMS and the outward facing profile has raised significant concern in the School especially in regards to the dilution of the impact of our research. Research Dir fed back to College VPRIII (April 26th 2019), as part of ongoing CoSSL and A&H feedback on RMS. - Research Strategy to include Research Calendar of key dates, this Calendar to be incorporated into School handbook (ongoing). 	B

5.13	The School should convene a facilitated away-day to develop the Research Strategy.		See 5.12 above. We will request that Justin Synnott (Research Partner for CSSL) facilitates discussion and/or contributes to debate.	B
5.14	To increase the critical mass of the School, the post-doctoral fellows must be included as active participants in the development of the research strategy.	1	See 5.12 (above) and 2.18/3.13 above. Postdoctoral Staff will be included in all aspects of this.	B
5.15	The School needs to identify a new research narrative, setting out overarching themes/questions to which all School research will be aligned. Themes that the School could consider include: Foodification, Natural and Cultural Landscape, Materiality.	1	See 5.12 above. We note the important of narratives, but it is critical that these are developed bottom up and from consensus built at research away days.	B
5.16	While the School is engaging with Heritage, it currently appears to be outside the main ambitions of individuals in the School and it should be a more central theme.	1	See 5.12 above. This topic also forms part of our consideration of the School Mission (2.16 above) and was discussed May 3 rd 2019.	B
5.17	PhD recruitment should be linked to the School Research Strategy and its research themes.	1	<p>We note this recommendation, but believe that in part, this represents a misunderstanding of PhD recruitment in the Social Sciences in Ireland. Most funding (IRC Govt of Ireland Scholarships) is based on candidate driven applications not PI-led projects. As such, there is inevitably a wide range of applicants and some opportunism is necessary. Changes to the RMS system making it easier for potential applicants to identify researchers will be important (5.12).</p> <ul style="list-style-type: none"> - Obtain data on last five years of PhD applications re. topic, funding source, and link to School research clusters (Member of Res Committee, Oct 2019) - As part of Strategy (5.12 above) consider how PhD proposals should articulate with Research Themes/Strategy 	B

5.18	The terms of reference and composition of the School's Research Committee should be significantly restructured to support the delivery of the Research Strategy and ambitions of the School.	1	<p>There has been significant change since the PRG visit.</p> <ul style="list-style-type: none"> - A new RII Director is in place - the committee has been streamlined to four people including a Postdoctoral Fellow. - Terms of Reference have been drafted at School level alongside CSSL Terms of Reference 	A/B
5.19	The School Research Committee should be involved in the planning of staff sabbaticals, to ensure alignment with the overall School research plan and strategy.	1	<p>We do not believe that the Research Committee should be involved in planning sabbaticals in terms of the rotation of individual sabbatical opportunities, this is a HoS responsibility. However, we welcome the suggestion that the Research Committee should review proposals for outputs generated by staff as part of their application for Semester Research Sabbaticals and to assess outputs following this.</p> <ul style="list-style-type: none"> - Review of proposals/outputs in place from Sept 2019, i.e. for applications for Sabbaticals Sem 2 2019-2020 onwards and assessing outputs of Sem 1 2019-2020 Sabbaticals. 	A / D
5.20	The School should develop a School publications strategy that provides clarity on e.g. the relative weighting of book or journal publications in respect of the School Research Strategy.	1, 2	<p>The School recognises the need to better understand the relative significance of different forms of publication, not least because of a recently recognised mismatch between School success in OBRSS metrics as compared to a decline in KPI data on volume of publication. Clarity is urgently required. We also recognise the need to provide consistent School guidelines around Open Access and actively promote the use of the Institutional Repository.</p> <p>Working with UCD Research, task member of Res Committee to provide at School level (Oct 2019)</p> <ul style="list-style-type: none"> - review last 5 yrs/Post Pinhasi period to understand what we are publishing and where and how this is reflected in UCD metrics - analyse no. of open access/repository publications over that period, liaising with Research Repository 	B

			<ul style="list-style-type: none"> - Assess no. of School publications from that period available via academia/research gate - Bring recommendations to Res Committee as part of development of Research Strategy (5.12 above) <p>Invite Marta Bustillo (library) to lead a workshop on Open Access and the Repository (Res Dir, invite by Sept 2019 for Sem 1 2019-2020).</p>	
5.21	The School should develop a policy on the identification and fostering of strategic collaborations at College, University, National and International level.	1	<p>As noted in the UMT report on the PRG the School are perhaps more active collaborators than the PRG report implies.</p> <p>Recent CSSL Research Funding was awarded to two School projects in partnership with other Schools (Politics, Psychology) and School staff are actively engaged, and have held/hold senior positions, in the Earth Institute and Humanities Institute. The extent of this engagement has increased since the review: for example, four faculty are members of the Earth Institute, one of whom co-leads a research theme. We will continue to develop these UCD links.</p> <p>Outside of UCD we collaborate extensively nationally and internationally. Focusing only on the larger grants, for example, on an ERC led from Trinity, our ERC involves collaboration with Edinburgh, Copenhagen and others, our IRC Laureate involves substantial collaboration with Bristol.</p> <p>Nationally</p> <ul style="list-style-type: none"> - encourage staff members to take leadership roles in international organisations. (HoS, ongoing) <p>Internationally,</p>	B / C

			<ul style="list-style-type: none"> - as noted in 4.23 above, the School will make one application each year to strategically develop research and teaching links with international partners. - Encourage staff members to take leadership roles in international organisations. (HoS, ongoing) - Aim to host at least one international conference of substance every two / three years 	
5.22	In addition to the regular developmental conversations with the Head of School, the School should introduce annual strategic research conversations to support meeting the aims of the School Research Strategy, as well as development of grants and publications.	1	See also 5.12. The School will hold annual Research 'Away Days' to develop strategy in this regard.	C
5.23	In addition to the on-going archiving, the Review Group recommends that to increase the potential and quality of the CEAMC facility, the ongoing work in the field should be clearly documented.	1	<ul style="list-style-type: none"> - UCD CEAMC storage facilities at Roebuck are now being developed to archive and store materials from experimental archaeological projects. (Complete by Sept 2019) - Previous experimental archaeology projects by school researchers are now starting to see publication, at both scientific and public archaeology levels and a mechanism will be found to publish and disseminate original projects completed by graduate students. (Prog Coordinator, as part of Curriculum Review, 4.31) - UCD CEAMC has also been highly successful in documenting and communicating experimental archaeology research at a global level, through social media (eg Facebook page with c4,000 followers from 95+ countries worldwide), with Twitter and Instagram accounts also promoting and communicating the School of Archaeology's experimental archaeology research internationally. (CEAMC Director, ongoing) 	B

MANAGEMENT OF QUALITY AND ENHANCEMENT

6.7	In addition to development conversations with the Head of School, all School staff should be encouraged to engage with mentoring opportunities at College or University-level.	1	<ul style="list-style-type: none"> - Since the PRG visit all staff are now integrated into P4G. - Newly appointed academic Staff have been encouraged to engage with mentoring through the Pilot New Academic Appointees scheme (ongoing) - We will lobby HR to provide a structured Mentorship scheme for existing academic staff and Administrative technical staff (HoS to write to HR, June 2019) - Extend mentoring to new research staff who are outside the Research Careers Framework (HoS Sept 2019) - Ensure appropriate mentoring is provided for administrative/support staff. (HoS Sept 2019) - Mentoring is also addressed by Athena SWAN Action Plan 5.9: “Make available a mentor for each academic staff member, including a female mentor on request” 	A/B
6.8	The School could improve the quality of its reflection on module feedback by taking some time to also consider in depth the qualitative student comments and how they may be addressed.	1	<p>This describes our current practice (see 4.29 above). Colleagues are encouraged to reflect on their feedback and to complete Module Enhancement reports and where appropriate to complete the feedback loop by reporting back to students. This best practice is clearly not widely recognised in the School and we will work to remedy this.</p> <ul style="list-style-type: none"> - Feedback practice to be included in School handbook as part of MC responsibility 	A
6.9	The School should consider ways to obtain Programme / Stage level feedback.	1	<ul style="list-style-type: none"> - As noted above (passim) we will obtain feedback from our Taught Graduate cohort about a variety of issues - Stage feedback is currently available through the SSLC - We await the results of the UCD review of the Module feedback system which includes consideration of this issue. 	B
6.10	The School should put in place a forum for PhD students to provide feedback.	1	This existed at time of the PRG site visit; with one meeting per semester between PhD students and the Graduate Director, and two meetings per semester between elected	A

			<p>PhD Reps and the Graduate Director. We are very surprised that the PRG left with an understanding that it did not exist.</p> <ul style="list-style-type: none"> - We will remind PhD students and staff about appropriate structures and mechanisms for feedback and queries by creating a one-page summary in the School handbook that can be used as a poster in the School corridor and all PhD rooms (Grad Dir, in place Sept 2019) 	
6.11	While the Review Group commends the School's participation in Athena SWAN programme, they recommend that a School working group continues to review the outputs from the process over the longer-term within the School.	1	The successful Athena SWAN application led to the (re)formulation of an EDI committee with two co-chairs to oversee the implementation of the Action Plan. The committee will be a long-term aspect of School structures and the Action Plan	A
SUPPORT SERVICES				
7.7	The Review Group recommends that the University should review the current budget allocation to the Library for the provision of specialised materials and journals.	1	<p>We welcome this suggestion</p> <ul style="list-style-type: none"> - We will inform our library liaison, Marta Bustillo, of the PRG recommendation (HoS to write June 2019) - We will highlight this recommendation to both the Registrar and VPRII noting that Library resources are critical to both Research and Teaching (HoS June 2019) 	B
7.8	The School should increase its engagement with the Career Development Centre to explore ways of highlighting and increasing the key transferable employment skills identified by employers that are embedded in the School curriculum e.g. additional presentations from employers and former graduate outside of core teaching hours that demonstrate relevant skills	1, 2	<p>The School has previously engaged extensively with CDC to explore exactly these issues including provision of optional programmes for students. As noted above, demand was limited, and the initiatives were not sustained. We welcome the opportunity to collaborate again with our colleagues in CDC.</p> <p>See 4.20 above.</p>	B

	and non-traditional employment pathways for graduates.			
EXTERNAL RELATIONS				
8.9	The School needs to ensure that external relations are explicitly included in the School Strategic Plan, as well as the School Research Strategy and its T&L strategy. It is important that the School's approach to external relations goes beyond national plans, and seeks to link to the international community, to build the School's international profile and visibility.	1	<ul style="list-style-type: none"> - School will include the importance of external relations (both national and international) in new Strategic Plan and subsidiary documents - See 4.23, 5,21 	B
8.10	The School should develop a comprehensive map of existing international and national collaborators, as well as identifying strategic opportunities for further development.	1	<ul style="list-style-type: none"> - A feature of the School corridor will be a large global map with colour coded pins added to highlight different forms of collaboration in each year (HoS, Sept 2019) - Data from the map to be recorded as archive of collaborations (International Dir with ICT, ongoing) - School Exec to highlight areas for potential development on annual basis (recommendations to be made in Sept of each year) 	B
8.11	The School should plan to address possible impacts of Brexit on existing relationships with UK institutions.	1	<p>We note that the possible impacts of Brexit are almost impossible to predict, and our actions therefore focus on better understanding our links to the UK so that we can assess likely impact once it becomes established.</p> <ul style="list-style-type: none"> - T&L: review of no. of UK UG students in last five yrs as proportion of total (Sept 2019) - Grad Dir: review of no. of UK PG (Taught/research) students in last five yrs as proportion of total (Sept 2019) - Res Dir: review of no. of Postdoctoral applicants/successes in last five yrs as proportion of total (Sept 2019) 	B, C

			<ul style="list-style-type: none">- Res Dir: review of no. of School projects in last five years reliant on UK grants (many of which may not be registered with UCD) (Sept 2019)- Res Dir: review of no. of ongoing projects with UK collaborations and assessment of PIs of likely impact of Brexit. (Sept 2019)	
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3. Prioritised Resource Requirements

This section should only contain a list, prioritised by the Quality Improvement Committee, of recommendations outlined in the Review Group Report, which require additional resources. The planned action to address each recommendation with an estimate of the cost involved should also be included:

Resolution of Administrative/Support staff problems (3.16)

We are initiating an Organisational Design review of the School (to begin Sept 2019). This will highlight a new potential structure for our administrative and technical support, taking into account the needs of the School and the difficult personal circumstances for key individuals. Following this review we will be able to identify the resourcing requirements to support our needs. As noted throughout, the School's success in Research is not adequately reflected in our base line budgets and some adjustments may be required to support the School's ambitions.

Provision of Appropriate facilities (3.20)

As noted in the text, a full review of our facilities, equipment and what opportunities to collaborate exist will be carried out by Dec 2019. Following this, we will be able to offer a meaningful assessment of the resource requirements to sustain the success of the School. We note again that our research success has not contributed significantly to our budget.

Section	Task	Responsible	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20
2.16	Mission, Vision and Values	HoS					x		X					
2.17	development of a new School Strategic Plan	HoS												
2.17	HoS will request meetings with College Principal and VPRII for discussion before Sept 2019.	HoS				X								
2.18	emphasise to PIs the importance of provision of a diversity of experience to their staff	HoS/Postdoc Coordinator												
2.19	A new 'organogram'	HoS							x					
2.19	School handbook	HoS												x
3.13	Restructuring of School web page to include postdocs as staff	ICT Officer					X							
3.13	Dedicated Postdoctoral notice board in School corridor	HoS/Postdoc Coordinator					X							
3.14	Appointment of Casual Staff representative	HoS				X								
3.14	establish recommendations about transparency in hiring of casual research staff	RI&I Dir/EDI Dirs												
3.14	HoS to write to Director of HR re. casual staff	HoS				X								
3.15	lobby CSSL and HR about administrative staff and resourcing	HoS				X								
3.16	initiate Organisational Design review of School	HoS				X								
3.17	is finalising policy UCD Overheads and/or bench fees on School activities	RI&I Dir					X							
3.18	seek clarity on impact of new campus developments on current space: contact CSSL, UCD Estates by June 2019	HoS	X											
3.18	School to create risk register	Dirs of all labs, RII Dir, HOS					x							
3.20	establish a vision of what equipment and facilities are required and prioritisation	HoS/RI&I Dir						X						

Section	Task	Responsible	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20
4.18	establish a Stakeholders Board	HoS							X					
4.19	review the extent of fieldwork & employment-based learning in UG programmes as they are finalised	T&L											X	
4.19	liaise with IAI and establish possibilities for CPD provision	HoS							X					
4.21	liaise the CSSL Graduate School Board to explore supports for students across varied programmes	Grad Dir				X								
4.21	lobby the BA and BSc programme boards to reduce workloads, scheduling clashes and raise awareness of these problems	T&L				X								
4.22	Survey students including SSLC and on line re Inductions and potentially revise Level One inductions	Level One Coordinator	x			X								
4.22	Review Fieldschool practices re. Inclusivity and Dignity and Respect	Fieldschool Directors/EDI			X									
4.22	Inductions and social opportunities for UG students	HoS/T&L				X								
4.22	survey our Graduate Students to review what kinds of induction would be useful and potentially revise	Grad Dir	x			X								
4.22	introduce a twice per semester coffee and cake social event	HoS				X								
4.23	Make <i>at least one</i> application for staff mobility to establish networks for student mobility	International Dir												X
4.23	establish one archaeology internship	T&L												X
4.23	Provide matching School funding for Vin Davis Bursaries) to support mobility of Taught Graduate students	HoS/Grad Dir				X								
4.24	Engage strongly with CSSL about positioning archaeology modules as core to the Social Sciences programme	HoS	X											

Section	Task	Responsible	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20
4.24	Request that Archaeology/Heritage is embedded in the core Social Sciences Level One 'Societal Challenges' module	HoS	X											
4.25	Strategy for Distance Learning to be developed for WHM and CEAMC by Programme coordinators	Prog Coordinators							X					
4.26	structures that allow for revenue from different types of sources to be taken in by CEAMC	CEAMC Dir							X					
4.27/4.34	Survey students to better understand 'expectations and demands' of all TPG students including re. Tutorials, implement changes if required. Repeat survey annually.	Grad Dir	x			X								
4.27	Get information about charging of supplementary fees for modules	T&L				X								
4.29	Lobby UCD Registry to release full Module Feedback to HoS	HoS				X								
4.31	Curriculum Review of TPG programmes	Grad Dir							X					
4.31	Implementation of any recommended changes	Grad Dir											X	
4.35	provision of basic guidance for how School of Archaeology modules should be laid out on Brightspace	T&L/ICT			X									
4.36	Engage with BSc/BA re. programme level outcomes	T&L							X					
5.12	Convene School Away Day in Reading Week of Sem 1 2019-2020. Draft Strategy documents (Res Committee) circulated in advance	RI&I					X							
5.12	Launch new Research Strategy at, and utilise Themes to structure, annual School Research Day	RI&I							X					
5.17	Obtain data on last five years of PhD applications re. topic, funding source, and link to School research clusters	member RI&I committee					X							
5.19	Review of proposals/outputs for staff sabbaticals	RI&I Committee				X								

Section	Task	Responsible	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20
5.20	Invite Marta Bustillo (library) to lead a workshop on Open Access and the Repository	RI&I Dir				X								
5.20	Obtain data on publications, access etc	member RI&I committee					X							
5.22	Annual Research Away Day to take place in October each year	RI&I Dir												
5.23	CEAMC storage facilities	CEAMC Dir				X								
6.7	lobby HR to provide a structured Mentorship scheme for existing academic staff and Administrative technical staff	HoS	X											
6.7	Extend mentoring to new research staff who are outside the Research Careers Framework	HoS				X								
6.7	Ensure appropriate mentoring is provided for administrative/support staff.	HoS				X								
6.10	PhD students and staff about appropriate structures and mechanisms for feedback and queries	Grad Dir				X								
7.7	inform Library, Registrar and VPRIII re. PRGs recommendations about library support	HoS	X											
8.10	large global map with colour coded pins added to highlight different forms of collaboration in each year	HoS				X								