University College Dublin

Quality Improvement Plan

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School of Information and Communication Studies

December 2016

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1. Introduction

Give a very brief introduction to the approach taken in the development of the Quality Improvement Plan, including the dates of the original review and the names of the Quality Improvement Committee.

The original review was conducted 29 March – 1 April, 2016. The review group consisted of Professor Fiona Doohan, UCD (Chair), Dr Georg Grote, UCD (Deputy Chair), Professor Heidi Julien, University of Buffalo – New York (Extern), and Professor Dr Michael Seadle, Humboldt University (Extern).

The Head of School distilled discussions at staff meetings, the School's simultaneous preparation and comments for the Library Association of Ireland reaccreditation report that was due 1 December, and the review of the School strategic plan into the recommendation table. The table was shared with all staff for feedback and comments, which were incorporated into the final report below.

The Quality Improvement Committee consists of all staff in ICS:

Professor Kalpana Shankar, Head of School
Dr. Crystal Fulton, Deputy Head of School
Dr. Ben Cowan
Dr. Amber Cushing
Dr. Bahareh Heravi
Dr. Lai Ma
Dr. Claire McGuinness
Dr. Judith Wusteman
Ms. Claire Nolan, School Manager
Ms. Lisa Gaffney, Marketing Director

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	
2.12	The budgetary model is a constraint on the growth of this School. But, more innovative solutions could be investigated including new strategic initiatives and joint degree programmes. It is recommended that the School organization and management give careful consideration to maximizing their use of existing resources and use them to partner with other UCD Schools/Institutes/Centres to develop new joint initiatives that enable growth.	1,2	Actions taken: - The School is participating in the new BSc programme and the Computational Social Science undergraduate degree - The School is hiring a staff member with expertise in Communications Studies to expand offerings in this arena by networking with other Schools that have relevant subject expertise.	B,C
2.13	The School, with assistance from the College, should appoint an advisor (a UCD advisor from outside the School and College) in order to compensate for lack of institutional memory and to help the staff develop focus and build their	1,2	Head of School has met with Professor Gabriel Cooney, School of Archaeology, who provided some useful input. He has not formally committed to being a mentor but the School has suggested that multiple informal mentors on an as-needed basis (including the College Principal) will be more effective. Discussions will be ongoing in 2017.	B

	strategy. This is a relatively urgent requirement if they are to best position themselves in terms of sustainable growth.			
2.14	The School should ensure that they develop a clear vision and strategy over the next year in order that they can focus their organization and management on a strong base. Clear and measurable goals should be aligned to the strategy that are Specific, Measurable, Achievable, Realistic and Timed (SMART objectives). This will require engagement with all key stakeholders such as College, School staff, students, external stakeholders.	1	The stability and security of five new permanent contracts, a Professor in place, and new physical space will help advance this goal. Actions taken and to be taken: - Participation in new undergraduate initiatives - New staff member with communication studies expertise to spearhead programme development in collaboration with other units - Restructuring existing educational programmes to reflect staff expertise and strengths, accreditation, and School objectives	Ongoing
2.15	The School is in a good position, both geographically and in terms of expertise, to carve out a unique niche in their discipline and thereafter focus their organization and management around this niche.	1	Research and teaching in ICS are strongly aligned with the current national strategic focus on digital capacity and enhancement, which is set out in the National Digital Strategy for Ireland(2013) and the ICT SKILLS Action Plan (2014). Key strategic foci include education and elearning, active citizen engagement and inclusion, digital adoption, the digital preservation of cultural heritage, as well as technology enhancement in business and commerce. - ICS modules and research clearly address many of the diverse elements contained in these strategies. ICS graduates have the potential to occupy leadership and advocacy roles in Ireland's digital society and to make concrete contributions to strategy across multiple sectors. .	Ongoing
2.16	The academic administrative load is the norm for a UCD School, but when a School is so small it can lead to a high load per academic. However, the relatively low numbers of students associated with some duties can offset this. Hence the recommendation is that the work associated with each task is clearly outlined in order to equally balance the load for each School member.	1	- The Head of School is developing a management plan that makes transparent administrative roles, responsibility, and authority. Plan will be modified and adopted in Spring 2017	B
2.17	While the democratic and collegial structure is commended, it does lead to a bottom up approach in organization. Such an approach needs direction by a senior academic. The combination of a new Professorial appointment coupled with input from an individual with	1	- Professorial appointment has been made. - School mentor has been approached - Head of School is working on a managerial structure as indicated in 2.16	A, B, C

	institutional expertise should foster and drive the future direction of the School.			
2.18	Great care has to be taken in deciding the profile of the new Professorial position as it is a critical position for the School and must be made with regard to a revised School Strategy.	1	- Professorial appointment was made to Kalpana Shankar made in June 2016 after an external search.	A
STAFF AND FACILITIES				
3.13	The RG supports the appointment of one new professorship position which is essential for the future of the School, both to provide internal leadership and to give the School a greater voice within the University and within the community.	1	- Professorial appointment was made in June 2016. Kalpana Shankar will remain Head of School until September 2018.	A
3.14	The School should organize its research and teaching areas into larger groupings. The obvious areas seem to be 1) library and information science, 2) communication (which can include social computing and HCI), and 3) digital curation.	1	- Staff will be discussing this issue in the spring after the recruitment of a new staff member and his/her trajectory within the School can be included.	B
3.15	The School needs to have a clearer plan for delegating responsibility. Too many decisions seem to be made collectively.	1	- The School is in the process of developing a management structure that devolves more decision making to individuals or subcommittees of staff. - A Postgraduate committee has already been formed consisting of the Coordinator and directors of three programmes.	B, C
3.16	The finance model needs to be adjusted to reflect the expenditure needed for the new professorship to avoid a financial time-bomb. The financial benchmarks stem from a time when income and expenditure were seriously out of balance. The School is ahead on its income targets, and the Principal appears to have a university-level agreement to adjust the spending targets when the new professor arrives. It is critically important that this happens.	2	- Spending targets were adjusted on the foot of the appointment in Summer 2016	A

3.17	The School should consider offering more degrees for part time students. This could be a blended learning model with on-campus requirements and some distance education. Some pure distance education offerings could potentially be considered, particularly in the area of continuing education certificates, as long as it does not undermine the importance of the on-campus experience for most students.	1,3	- Two postgraduate modules in the digital curation programme will be in compressed format in June 2017. - The School is seeking external funding to move some of its unique modules to an online format - The School is planning to seek CPD credit through the Library Association of Ireland for some of our modules. - Approvals for offering professional certificates in Digital Curation (online) and CPD in Data Journalism are in process - The School is seeking funding for resources for online teaching development	A,B,C
3.18	The School should consider summer-School offerings, if an adequate business plan can be prepared, and should consider exchanges with other iSchools in Europe, Asia, and North America.	3	- As noted above, two modules will be offered in a compressed format in 2017. - ICS will also be hosting its first study tour (University of North Carolina-Chapel Hill) in 2017. However, the small size of the staff and the school policy that all staff teach both postgraduate and undergraduate offerings make a full-blown summer programme difficult. Requiring staff to teaching across 3 semesters would have a serious impact on research output and will not be pursued at this time.	A,B,D
3.19	The School should make a renewed effort to involve the University Library in the LIS education track. The RG is aware that the relationships between university libraries and LIS Schools are often fraught, and that libraries see a need to protect themselves, but a closer relationship could benefit both parties.	2,3	The Head of School and the UCD Library Director (and some staff) have been in informal contact regarding more guest lectures or workshops. Capacity challenges in the library make this (and other structured internships) very difficult.	C, D
3.20	The School should see to maximise opportunities and support through its membership of iSchool.	1	- ICS will likely be participating in a H2020 "Twinning Proposal" where lesser performing countries collaborate with institutions in higher performing ones. We have been approached by Charles University in the Czech Republic (less performing), University of Boras (Sweden), and Northumbria University (UK) to put in a proposal in 2017. - Head of School has begun attending the annual meeting of the European iSchools which is beginning to coordinate	B, C

		TEACHING, LEARNING AND ASSESSMENT		
4.10	UCD must invest central resources to shoring up basic infrastructures of IT support, particularly outside Monday-Friday, 9-5, and fit for purpose equipped classrooms to an internationally recognized standard.	3	- The School has consulted with IT to install open source software for teaching; support is not promising. - It is hoped that the proposed Newman project will eventually resolve some of the problems. However, the lack of central resources such as IT infrastructure will not be resolved in the short term.	D
4.11	The School should seriously consider requiring that students bring their own laptops to their programmes. This is not an unreasonable requirement for IT-intensive modules.	1	- The School will be experimenting with this approach in some postgraduate elective modules in digital curation 2016-2017.	B
4.12	Faculty need to identify a solution to the problem of insufficient library resources for students. If students cannot be expected to purchase materials, then licensing agreements must be obtained to enable students to access the learning resources needed to support their learning. Posting more links in BlackBoard to UCD Library-provided resources (e.g., journal articles) may be one way to improve access. Where e-books are not available for required textbooks, students must be held accountable for purchasing these texts.	3	- Staff have emphasised even more the need for book purchase and there has been greater purchase of books in 2016-2017. - Staff continue to look for open access publications where appropriate and work with library staff to request materials.	Ongoing
4.13	Overall assessment of student satisfaction, as well as learning outcomes, should be enhanced through mechanisms such as regular town hall meetings between the HOS and students, as well as exit surveys of all graduating students. These are useful tools to identify and ameliorate ongoing challenges to optimal student learning experiences.	1	The first Town Hall meeting will be scheduled for summer 2017 between the HoS and students; surveys will be implemented then as well.	B
4.14	Opportunities to improve teaching include the following: Faculty need to analyze balance between theory and practice in the	1	ICS, as a School at UCD, is under the institutional remit to provide a training course at the postgraduate level that is grounded in theory and research, even for a vocational degree. This is a tension we share with similar degree programmes in the College and	

	undergraduate and postgraduate courses. Students at both levels expressed concern about lack of opportunity to develop core information technology skills. Pedagogical development is needed for some faculty. There is a clear need to incorporate authentic assessment methods into modules (i.e., assignments which reflect tasks and projects that are typical in the workplace). Postgraduate modules should be analyzed for sound instructional design and best practices in assessment. For example, assessment should occur throughout each module, to provide timely formative feedback to students.		the university. - Occasional lecturers who are drawn from practice and guest lectures. - We also routinely provide opportunities for students to attend professional events, in recent times funded at the School's expense with student bursaries. - To expand topical offerings, we had made the following offer to LAI for 2017-2018: the School will make available an evening module as a special topics module that would be taught by practitioners or a team of practitioners (with a staff member to coordinate as per UCD regulations). We would solicit proposals for special topics (some areas of interest include copyright/intellectual property, open source library software, and others indicated below as areas of importance to the committee) that LAI members would be willing and available to teach. The open ended option would allow for topics to stay current, to provide regular engagement between LAI members and ICS, and give students opportunities for new topics. This module could also be taken for CPD. - All modules currently include ongoing assessment and this will not be changing. - Staff have begun doing the T and L certificate this year; it is anticipated others will do so in the future.	
4.15	The School, and individual staff could improve their communication with students, particularly with respect to timely announcements of changes in faculty, and organizational changes in the School. A student listserv or School Twitter account are possible mechanisms.	1	- The stability of the staff in 2016-2017 and the movement of the School to its new space will make this less necessary. - Dedicated Facebooks group and Targeted Communications as well as the School Twitter account are used to update students about important internal changes, guest lectures, and scholarship and opportunities.	A
4.16	Faculty need to ensure that all syllabi are complete and provided to students before the first day of class.	1	In general, syllabi are provided through Blackboard no later than the first day of class. Some staffing changes in previous years and occasional lecturers made this more ad hoc than it needed to be but this will be discussed at Curriculum Review Day	B
4.17	Syllabi need to reflect the official content descriptions provided to students.	1	Staff will review syllabi to make sure this occurs.	B
4.18	Greater oversight is needed for all course syllabi, including regular analysis and assessment by a module design expert (or a colleague familiar with best practices in module design and assessment).	1	- The staff have agreed to begin a Curriculum Review Day once a year and the first will occur in 2017 January. - As more staff avail themselves of the Teaching and Learning diploma, there will be more in-house expertise.	B, C
	CURRICULUM DEVELOPMENT AND REVIEW			

| 5.17 | Students need better advising about which modules to take and in what order (i.e., pathways to achieve their career goals), in the undergraduate and the postgraduate programmes. Perhaps the website could be used to provide generic advice about possible pathways for students, and a BlackBoard "Orientation" course could be created for all students, which could offer advice. A structured advising process by faculty should be created for both undergraduate and postgraduate students. Currently many students turn to the School manager for advice, which is not appropriate. The School website should point to the academic leader for each programme as the contact for inquiries. | 1 | - For the past two years, academic advisory sessions for Stage 1 undergraduate students (BA/BSocSc) have been held in the School (and across the College) to assist students in making choices about which major/modules to pursue in Stage 2/3. The Director of UG Programmes is responsible for these sessions. Student response has been excellent, and we expect these sessions to continue.
- Subject talks during Orientation Week to BA and BSocSc students include a brief outline of possible subject "pathways" that students can choose by selecting combinations of certain modules across Stages 2 and 3.
- Students are also provided with subject-specific information leaflets prepared by our Marketing Coordinator, which have also proved useful.
- This year, the Director of T&L and the Director of UG Programmes systematically examined all Stage 2 and Stage 3 registrations in September, to identify students who did not have sufficient credits, or were otherwise classified as "at risk" – these students were subsequently contacted via email, and invited to make an appointment to chat with the UG Director regarding their module choices, etc.
- The School has been awaiting the results of the LAI reaccreditation to make major changes but the staff have long been interested in creating specialised pathways through the MLIS programme in particular (with the timetable to reflect this approach). This approach would differentiate the School from local competitors and give students, staff, and our marketing coordinator more structure in communicating our programme. We will be creating the pathways at the Curriculum Review Day (mid January 2017).
- The School Website indicates the programme coordinators for all programmes; the programme coordinators are also introduced to students at September Orientation Day. | A, Ongoing |
| 5.18 | A review of undergraduate modules should be undertaken to identify redundancies and close gaps. | 1 | .
- The Curriculum Review and Enhancement process allowed us to generate Curriculum Maps for all of our programmes, which indicated where possible overlaps are occurring. In Autumn 2016, two UG reports were produced on foot of the analysis of the curriculum maps; an Interim Report in October, and an Action and Implementation Plan in November. We aim to act on the report and recommendations in the Action Plan in the coming months. | B, C |

5.19	The relationship with the UCD Library needs to be examined for opportunities to enhance the curriculum, e.g., through multiple internship opportunities for MLIS students.	1,2	- The UCD library already provides work experiences for students who are entering the MLIS programme. These are not internships (and the School and UCD are careful to distinguish these from internships). The Head of School and the UCD Library Director (and some staff) have been in informal contact regarding more guest lecturers or workshops, but capacity challenges in the library make this (and other structured internships) very difficult. - The Msc in Digital Curation programme involves an internship module; the Director of the programme has been in contact with the UCD library about potential internship projects for this specific postgraduate programme.	A; ongoing
5.20	The School needs to work with the LAI to publicize the value of preparation for librarianship, since many employers may not recognize it.	1,2	- The School will be participating in a career fair this spring with the Dublin Business School. It is likely that this event will be offered every year and UCD will be hosting in 2018.	B/C
5.21	The School also needs to work more with the LAI to show leadership in curriculum revision, to ensure currency in the MLIS programme. Currently there are some content requirements that are outdated, according to international trends.	1,2	- The School has recently submitted a report to the LAI in response to the recommendations made during the reaccreditation process in 2016. Some tensions here have been identified, in that academic staff are more up to date with respect to international best practice than the LAI in key areas.	Ongoing
5.22	The current capstone structure needs to be reconsidered to create learning opportunities that match student interests and career goals.	1	- For 2017, the MLIS Capstone requirement has been completely restructured. It includes an individual professional issues paper, in which students must identify a major issue currently connected with library, information, and communication work or a cognate area, and prepare a written paper in which they outline the background and current state-of-the-art with regard to the stated issue, critically evaluate its impact on the profession, and articulate innovative solutions for how it might be handled in the future. Students are encouraged to select topics that are of personal, professional interest to them, reflect their career aspirations, and support their emerging professional identity. - As part of this new Capstone requirement, students also have to prepare a	A, B

			Professional Development Portfolio, which includes a professional development plan, a CV, and a sample cover letter (in response to a job ad selected from current recruitment channels). This is excellent preparation for the period post-graduation, and the first steps In their professional careers. In addition, a short personal reflection on their experience of learning and career preparation in the MLIS programme is the final component of the Capstone requirement.	
			- We have also retained the individual/paired Thesis option, for students who prefer a slightly different MLIS experience.	
			- We have also begun service learning on a small scale - three students will be participating in 2016-2017 (two with the Digital Repository of Ireland/Project Arts Centre, one with the All Ireland Institute for Hospice and Palliative Care).	
			- While MLIS students complete a capstone, MSc in Information Systems students complete a minor thesis and MSc in Digital Curation students complete an internship.	
			- By offering options that align with programme, we have better met the different needs of the programmes.	
5.23	There is opportunity for the School to offer more professional development for librarians, and to offer short or compressed courses in topical areas to librarians and other information professionals (e.g., data curation). Another possibility is to offer CPD in a summer School.	1	- Two of the digital curation modules will be offered as compressed modules in 2017. - Data journalism CPD offering is in train. We will be looking to LAI to accredit individual modules for CPD. - A new Professional Certificate in Digital Stewardship has been approved at College level. We expect UBP level approval by March 2017. It is expected that the certificate will be open for enrolment in August 2017.	C
5.24	There is opportunity to grow the doctoral programme, with the recent addition of three permanent Lecturers, and an expected appointment of a Professor. The selection of the Professor as discussed in previous sections will be key, to ensure that visionary leadership and an entrepreneurial spirit (i.e., creative curriculum	1	- The CoSSL funding scheme provided the School with impetus to grow the PhD programme (the School decided to offer 1 EU and 1 non EU funded post. Our strongest competitors are from outside of Ireland because of funding). We will continue this as it is proving to be successful. I - In September 2016, we launched a new 5 credit PhD module: IS 50080: PhD Skills. This module aims to introduce transferable skills as well as other skills thy might encounter in academic work, to PhD students. The module has	C

	development) guide curriculum change in the coming years.			proved popular with 9 students enrolling from other departments across CoSSL, as well as 3 ICS PhD students.	
5.25	There may be opportunity for the School to expand course offerings in LAM (Library, Archives, and Museums) areas. Potential for collaboration with existing archival education options at UCD should be investigated. Currently it was stated that there is no comprehensive programme of museum studies in Ireland; this also presents significant potential for the School.	3	-	The Head of School, the Head of School of History, and the Head of Subject of Archives have discussed some of these issues. Pending approval of a staff member currently on leave, ICS students will have greater opportunity to take key modules in Archives (records management), a key issue flagged by LAI reaccreditation. In return, a 5 credit option on digital curation modules will be made available starting in 2017 for Archives students. However, the School does not have plans for a museum degree as it is currently outside our strategic plan; a communications degree is of greater need. The UCD School of Art History offers an MA postgraduate programme in Cultural Policy and Arts Management. It has an aim to educate museum professionals. The School of History staff were not supportive of a Museum Studies course. - Students have opportunities to complete independent studies with a focus on LAM topics.	B, D
5.26	The UCD IT and classroom infrastructure needs to be brought up to international standards, to support the current and future teaching needs. This is particularly critical for an iSchool, which teaches curriculum heavily dependent on reliable and current IT infrastructure. Currently, the School's IT infrastructure and IT support provided by UCD are insufficient.	3	-	The topic has come up at numerous fora on campus. One of the School's major concerns is that the largest computer labs are not big enough for some of our modules, that IT support is not timely (so problems that occur in the classroom are not quickly resolved), and that software installation for specialised classes is almost impossible. Personal laptops are not always the answer; different operating systems and other differences have meant that the instructor has wasted valuable time attempting to diagnose IT problems and this is not an acceptable solution to a pressing problem.	D
5.27	The School should investigate opportunities to move some curriculum delivery online. UCD would need to support such an initiative with IT and instructional design expertise. Currently the School is losing potential students in librarianship to online programmes elsewhere, such as Aberystwyth and Robert Gordon Universities. These students cannot leave their working positions and require flexible learning opportunities, which the School must address. The School Marketing Manager should	3	-	In April 2015, the Head of School wrote to the H.W. Wilson Foundation in New York that has previously funded a research project grant for the School. The Foundation had spent its resources for the year but invited ICS to apply for a specific project after 30 November 2016. Previous funding amount was approximately €30,000. After consultation with staff, the Head of School is preparing a proposal to fund a part time, short term educational technologist, software, and a designer to help staff create online, asynchronous versions of unique offerings (particularly digital curation ones, since these set us apart). With the development of templates and the purchase of appropriate software (CoSSL has recently invested in a license), other modules could be moved online more readily.	C

	investigate the market for librarianship students, and the current and future threats to that market. The School benefits from the expertise of a marketing manager which could be more fully exploited for curriculum development and marketing.		- In addition, (as mentioned above) a professional certificate in digital stewardship is expected to be approved in March 2017 and expected be open for enrolment in August 2017. This part-time certificate can be completed online.	
		RESEARCH ACTIVITY		
6.09	The new professor should come from a field that fits the existing information behaviour emphasis, which should include a form of communication studies that emphasizes social media and HCI (Human-Computer Interaction) rather than traditional press, radio, and television topics.	1	Professorial appointment was made in June 2016 to Kalpana Shankar, a current member of staff. Her academic background is information studies and her research integrates topics that are traditionally found in information studies, but represent digitally mediated communication areas such as scholarly communications and data practices.	A
6.10	The new professor should have sufficient research experience to provide intellectual leadership for the School. The person should be able to bring more focus to the School's research agenda and to create an environment in which faculty can give each other mutual support.	1	Professorial appointment was made in June 2016 to Kalpana Shankar.	A
6.11	The new professor will also need time and resources to build a research agenda. In order to make this possible, the Review Group recommends the appointment of a Senior UCD academic, external to the School and College with UCD administrative experience, as Head of School to "pilot" them for some years.	1,2	- Head of School has met with Professor Gabriel Cooney, School of Archaeology, who provided some useful input. He has not formally committed to being a mentor but the School has suggested that multiple informal mentors on an as-needed basis (including the College Principal) will be more effective. Discussions will be ongoing in 2017.	B/C
6.12	The School should develop research programmes; it will gain maximum benefit from its research by clustering its portfolio into focal programmes. These programmes will be attractive components of multidisciplinary	1,2	- Early- career faculty have met with the Head of School to discuss research trajectory and research agendas (see7.8). - There is a clear and organic development of research programmes across the school, with particular strong activity around the areas of *Communication with and through technology, traditional Library and Information Studies, and Digital*	A, C

	research projects, collaborating within and without UCD.		*Curation*. Colleagues are working collaboratively on cross-disciplinary publications, a strong way to develop research programmes internally. This type of clustering takes time and resources but there is an eagerness to cluster around a number of themes at School level. International links are being explored in these areas as well as interest being shown by major nationally funded centres (e.g. ADAPT). - The recruitment of a new staff member with expertise in Communication Studies will facilitate further clustering.	

MANAGEMENT OF QUALITY AND ENHANCEMENT

7.5	The Review Group recommends that a system be introduced to ensure that the School's teaching offerings remain topical and that their delivery of programmes retains a high-quality status.	1	In January 2017, the School will be having a day-long curriculum review day to go through programme outcomes, module coordination/overlap, and gaps. This process will give us time to secure occasional lecturers for the upcoming year, update descriptors, and create a postgraduate timetable that meets programmatic needs.	C
7.6	It is advisable that the School introduces a concise staff-student forum on each of its engagement levels to monitor its provision and address possible shortcomings swiftly.	1	Class representatives are currently nominated for the MLIS programme every year. They liaise with the programme coordinator to discuss academic affairs, professional issues, and social activities. The arrangement allows for timely responses when issues arise. The PhD students also meet with the PhD coordinator. Class representatives will be nominated and selected in other programmes in the coming year.	A, B
7.7	Detailed and structured student advice is necessary to remedy the lack of student awareness of study paths – a systematic approach would also help to foster a clear School identity and loyal student attachment to the School, which, by many of the interviewed students, is currently regarded as 'my other subject'. Given the centrality of the School in UCD's teaching agenda this is unnecessary and can be quickly remedied.	1	This recommendation pertains in particular to the undergraduate degree. Some of these challenges will be addressed through the proposed BSc. Curriculum review day will be used to develop clearer pathways through all degree programmes.	C
7.8	Mentoring of new staff is an area of concern within the School. The School should attempt to pair new members of faculty with more experienced, if not necessarily more senior, staff	1	- Mentoring of new staff has been in place since the beginning of academic year 2016-2017. The Head of School met for 2 hours with each of the five newly permanent staff in September 2016 to discuss teaching, research, administrative service, plans, and promotion. This process will be repeated at	

	and to avail of UCD-wide opportunities to help this, such as enrolling early career faculty in Teaching and Learning diplomas etc.		the end of the academic year with plans to continue this twice a year on the current schedule. - To create more effective mentoring, the Head of School contacted senior academics in other Schools to see if they would act specifically as research mentors for new staff. - As noted elsewhere, one staff member has been selected for the 2016-2017 Aurora cohort and another is enrolled in the Teaching and Learning diploma.	
**SUPPORT SERVICES**
8.6	The challenges experience by the School on IT Services provision need to be addressed in order to ensure that current and future teaching needs are supported beyond what is currently provided.	2,3	- The School supports the recruitment of "IT Partners" for the Colleges to serve as liaisons between the College and the rest of IT (including Research IT and IT support) - Staff have had multiple conversations with IT staff to install relevant specialised software in teaching laboratories. - The School has signalled to the College and IT Services there is a need for more flexibility and larger classrooms to expand offerings - The School is experimenting in small modules with students bringing their own laptops but these will not be standardised and software use/installation may be a concern going forward.	B,C
8.7	It is recommended that the School should engage with Support Units, such as Human Resources and Teaching and Learning, to develop and support career training and mentoring for all staff within the School.	1	- Nonacademic staff members are availing themselves of workshops offered by Human Resources on new systems. - One academic staff member is participating in the Teaching and Learning diploma programme. - Another academic staff member is participating this year in the Aurora leadership programme for women leaders at UCD and two other staff members has indicated interest in doing so in 2017. - The Research Office has also provided support to a new staff member. - As similar opportunities arise, the School will support staff members in participating in training for which they show interest.	Ongoing
**EXTERNAL RELATIONS**

9.6	The School should continue to develop its engagement with Schools across the University to identify new opportunities for programme development, an increased profile for the School, and the creation of opportunities and funding for the School as part of the University's global strategy.	1	- The School is participating in the new BSc degree, in particular with the newly proposed undergraduate degree in Computational Social Science. - The MSc in Information Systems is working with colleagues in the School of Computer Science and Psychology to explore new course offerings to develop this programme further. - There has been preliminary discussion with the School of English, Drama, and Film to discuss a communications offering in the future; the Head of School is sitting on the hiring panel	Ongoing
9.7	New teaching posts in the School could be created through such collaborative engagement and through engagement with strategic initiatives to secure additional funding.	3	We anticipate this approach to be particular important for the development of new programmes in Communications with a new Communications-oriented staff member to be in place for September 2017.	C
9.8	The School should engage with professional bodies to review and identify opportunities to incorporate into the curriculum, an increased focus on new technologies and new practices in the digital and electronic world.	1,2	The Library Association of Ireland is our primary accreditor and the School successfully reaccredited its MLIS programme for 3 years. However, the School plans to do several things: - Seek co-accreditation with CILIP (Chartered Institute of Library and Information Professionals) in the United Kingdom. CILIP would also provide appropriate accreditation for the Digital Curation programme. - Seek CPD credit through the Library Association of Ireland for some of its modules - The School has engaged with practitioners in numerous and creative ways to date and welcomes the opportunity to continue doing so. Practitioners have taught for us on modules, give numerous guest lectures, serve as clients for capstone and research projects, have co-supervised theses, and have given our students feedback on their capstones. A new initiative in the works is a debate series, co-coordinated with the LAI, on big issues in the field. We will be using a bequest left to the School by the late Professor John Dean to fund this series and the first one is tentatively planned for late winter/early spring 2017. We have also requested that staff be invited more to participate in professional events through invited talks/keynotes and serve on panels at relevant events.	Ongoing

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:

1. ___Moving more modules online (referenced in 2.17, 5.27)____Head of School is currently writing a grant proposal to request funding from the HW Wilson Foundation for €30K to hire a part time educational technologist for module development and a designer to create relevant templates. However, it is likely the full cost will be closer to €50K based on estimates.

Note: The Quality Improvement Plan should be used to inform Unit and College level academic, support service and resource planning activities.