



NUI Galway
OÉ Gaillimh

Coláiste na nDán, na nEolaíochtaí Sóisialta
agus an Léinn Cheiltigh

College of Arts, Social Sciences
and Celtic Studies

Arts Review Strategy; 4 Year Progress Report

2016–2020



CASSCS Strategic Review

The College of Arts, Social Sciences and Celtic Studies Review Group was commissioned by the Registrar's Office to carry out a root-and-branch review of College programmes and structures. The 21-member Review Group included representation across academic ranks and professional support staff, and the group consulted widely within the College, across NUI Galway, Ireland and internationally. The resulting Strategic Review document was submitted to the Registrar in July 2016, and was accepted by UMT in September 2016.

In autumn 2016, the President requested that the Chair and subcommittee leads of the Review Group work with the incoming Dean, Prof Cathal O'Donoghue, on an implementation plan for recommendations from the Strategic Review. Since this time, the Review document has been used as an important launching point for the College's Strategic Plans and strategic initiatives.

Need for a Progress Report

Dr Aaron Potito (Chair, CASSCS Review Group) and Prof AnnMarie Groarke (Deputy Dean, CASSCS) were commissioned by the Dean to undertake a Progress Report on goals and recommendations from the Arts Review following 4-years of strategic change in the College. An assessment of progress in important strategic areas will allow for an additional check point for progress and change within the College, and allow for a re-assessment of priorities moving forward.

In line with the structure of the CASSCS Review, this Progress Report appraises developments in four key areas: undergraduate programmes, postgraduate programmes, research, and structures and governance.

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Undergraduate Programmes



13 new

4-year programmes
since 2016



62%–76%

Increased student retention
since 2016



1/3 Reduction

Share of students with 300-350
CAO points reduced by one-third

Postgraduate Programmes



80%

Increase in
recruitment from
non-EU students



**Financial
incentives**

for non-EU student
recruitment



4 new

or revised programmes
in 2019 & 2020

Student Representation



84%

of students had a 'good' experience or
'excellent experience' (ISSE Survey 2019)



21%

Highest share of
International Students



31%

Highest share of UG students
from non-traditional routes
(increase of 10% to 31%)

Research



Research Support Scheme

at college level



Dean's Awards

Introduction



ERC and IRC Laureate

Successes

Governance and Management



New College Executive

Structure and transparency of decision-making processes



€5M

UG fees income increase since 2016



Annual Staff Conference

to promote communication and engagement



Balanced Budget

The College reached a balanced budget situation in 2019/20

Undergraduate Programmes

| CASSCS Review Recommendation | Progress |
|---|--|
| Increased number of 4-year programmes | <ul style="list-style-type: none"> • 13 new 4-year programmes since 2016 ¹ • Restructuring for 9 new/revised offerings by 2021 • Enrolment in 4-year degrees increased from 45% to 70% of student cohort over the last 4 years ² • UG fees income increased by €5M since 2016 ³ |
| Increased intake of students with high CAO points | <ul style="list-style-type: none"> • Share of students with 300-350 CAO points reduced by one-third ⁴ • All continuing denominated degrees have CAO intake of >350 points |
| Enhanced student retention strategy | <ul style="list-style-type: none"> • Increased tracking and direct contact for at-risk students in first-year • Proliferation of CÉIM through College programmes • Increased retention from 62% to 76% since 2016 ⁵ |
| Renewed focus on the Student Experience | <ul style="list-style-type: none"> • Examination Boards re-formulated to focus on macro-level issues and overall student experience • ISSE Survey 2019: 84% of CASSCS students had a 'good' or 'excellent' experience (higher than 6 other Universities in Ireland) • Education Awards: winner of Best Arts and Social Sciences College in 2019 & 2020 • Highest share of International Students (21%) and UG students from non-traditional routes (increased by 10% to 31%) among Colleges at NUI Galway ⁶ |
| UG Employability: • Embed transferable skills in GY101 | <ul style="list-style-type: none"> • Embedded graduate attributes in all modules • Development of College Skills Passport and digital badges programme currently being implemented (e.g. learning and personal development skills; discipline specific and workplace skills) • Transdisciplinary skills modules to be implemented as part of €7.8M ASPIRE Project |
| UG Employability: • Job placement and upskilling options | <ul style="list-style-type: none"> • Two work placement officers in place for CASSCS • All new BA programmes have options for: a) job placement, b) international study, or c) additional on-campus offering (e.g. conversion course, extra teaching subject) during 3rd year of study • A portfolio of minor subjects now developed and approximately 16 are currently available across five denominated programmes |
| Improved student mentorship programme | <ul style="list-style-type: none"> • To recruit three Student Success Coaches and identify Transversal Skills Ambassadors through ASPIRE Project |

- Complete
- In progress
- Not yet addressed

¹ See Figure 1 in Appendix; ² See Figure 2 in Appendix; ³ See Figure 3 in Appendix; ⁴ See Figure 4 in Appendix; ⁵ See Figure 5 in Appendix; ⁶ See Figure 6 in Appendix

Postgraduate Programmes

| CASSCS Review Recommendation | Progress |
|---|---|
| Enable flexibility for new/revised PGT programmes to enhance recruitment | <ul style="list-style-type: none"> • A 5-year PGT plan has been developed • Four new/revised programmes in 2019 & 2020; seven programmes due for launch in 2021 & 2022 ⁷ • Non-EU student recruitment increased by 80% since 2016 ⁸ |
| Enhanced recruitment strategies for existing PGT programmes | <ul style="list-style-type: none"> • College-led recruitment activity (e.g. social media) • Partial fees waivers for returning JYA students • CRM replaced PAC system, but issues persist • Centralised admissions offered where desired |
| Address uneven PGT programme budgets | <ul style="list-style-type: none"> • FTE-based system now in place so that previous Cúrsaí Breise arrangements no longer apply • Financial incentives for non-EU student recruitment |
| Development of a CASSCS Graduate School encompassing all PGT and PGR programmes | <ul style="list-style-type: none"> • Site visits to Graduate Schools in UK (Cardiff) and Netherlands (Maastricht) • Focus groups with key stakeholders (PGT, PGR, potential students, staff) • Space and governance structure currently under discussion • Associate Dean and Director of the Graduate School posts advertised |
| Rationalise existing PGT offerings | <ul style="list-style-type: none"> • Ongoing review of existing PGT programmes with possible: <ul style="list-style-type: none"> - Restructuring to maximise resource sharing - Smaller number of entry pathways with attractive specialisms - Increased prevalence of shared modules for smaller PGT programmes - Proposal for a combined MA in Languages • New marketing and benchmarking model for new programme development • Flexibility for cancellation or pausing of selected programmes |
| Enhanced PhD recruitment | <ul style="list-style-type: none"> • Introduction of fees-only scholarships in some Schools • Guidelines for practice-based PhDs • Galway Scholarships did not run in 2020 • Developed plans for an Academic Development Programme for teaching-funded PhD fellowship |
| Common shared/social space for PGR students | <ul style="list-style-type: none"> • Part of original plan for Hardiman Building, but not yet implemented • Planned as part of Graduate School |

- Complete
- In progress
- Not yet addressed

⁷ See Figure 7 in Appendix; ⁸ See Figure 8 in Appendix



Research

| CASSCS Review Recommendation | Progress |
|---|---|
| Enhance role for Vice Dean of Research | <ul style="list-style-type: none"> Strategic coordination and promotion of College-wide research agenda <ul style="list-style-type: none"> Reinstitution of College Research Committee More rigorous system for measuring research outputs (in progress) Research benchmarking conducted with national and international units Compilation of CASSCS Research Plan |
| College-level strategy to enhance the research environment | <ul style="list-style-type: none"> Research Support Scheme at College level Research mentorship programme within the College Review of research space across College Initiatives to ring-fence research time among staff Benchmarking research norms at School level Enhanced engagement with Scopus Engagement with and incentivisation for QS Rankings <ul style="list-style-type: none"> English (101-150) Modern Languages (151-200) Psychology (251-300) Education (251-300) Formalised membership of Heads of Research Institutes (ILAS, Moore) on College Executive Initiated new Professor's Inaugural Lecture Series and Spotlight on Research Lecture series |
| Showcase importance of Research Impacts | <ul style="list-style-type: none"> Introduction of Dean's Awards President's Award and KPIs for Societal Impact Championing of research impacts through Research Institutes IRRP 2016 performance showcased CASSCS strength in research impacts⁹ <ul style="list-style-type: none"> As a recent example, 3 of 6 awards to NUIG under HRB/IRC COVID-19 rapid response call went to researchers in CASSCS |
| Improved system of capturing appropriate Research Metrics across the College | <ul style="list-style-type: none"> Local differences in the applicability of traditional research metrics remains an issue Measurement of research performance through traditional KPIs has continued¹⁰ Systematic benchmarking exercise with UCD of citations across disciplines and academic ranks |
| Allow for pedagogical and administrative flexibility to enhance research time | <ul style="list-style-type: none"> Timetable reform introduced for undergraduate programmes, but implementation of reform still ongoing |

- Complete
- In progress
- Not yet addressed

⁹ See Figure 9 in Appendix; ¹⁰ See Figure 10 in Appendix

Governance and Management

| CASSCS Review Recommendation | Progress |
|--|--|
| More efficient decision-making structures | <ul style="list-style-type: none"> • Executive Deans now on UMT • Priorities Committee at College level • FTE-based resource allocation model in College • RIGRAM model presents structural challenges for CASSCS – review urgently needed • New process to manage Part-Time Teaching Assistants in place |
| Improve College management structures ¹¹ | <ul style="list-style-type: none"> • New College Executive structure and transparency of decision-making processes • New Terms of Reference for Vice/Assoc Deans with associated teaching buy-out • Committee structures to support Vice/Assoc Deans • Initiation of new Deputy Dean post • New Vice Deanship in Equality, Diversity and Inclusion (EDI) with College EDI committee and EDI reps in Schools • Introduction of Annual Staff Conference to promote communication and engagement |
| Strategies to better integrate professional staff into College structures and planning | <ul style="list-style-type: none"> • Financial Manager appointed to the College • Marketing Manager appointed to the College • Two work placement officers in CASSCS • New HR Business Partner assigned to CASSCS • Improved oversight for PTTA contracts and CIDs, although issues persist • New College Technical Officer Advisory Group • A review of College Office structures to be undertaken in coming months |
| Re-examine School/Discipline configuration to address inequity ¹¹ | <ul style="list-style-type: none"> • School of Humanities split into two Schools • Irish Studies relocated to SoGAIS • Children's Studies being relocated to Education • Disciplines established within School of Political Science & Sociology • New inter-disciplinary Centre for Development Studies • Acadamh integrated into CASSCS • University Statute for College Boards and Exec Deans • Terms of reference and selection process for Heads of Discipline and Deputy Heads of School formalised |
| Equitable employment and promotional opportunities | <ul style="list-style-type: none"> • SL and PP promotions since 2016 have better reflected College demographics and show College ambitions ¹² • Increased attention to reduction in precarious contracts and conversion to CID or Lecturer positions • Promotional opportunities for administrative staff still limited |

- Complete
- In progress
- Not yet addressed

¹¹ See Figure 11 in Appendix; ¹² See Figure 12 in Appendix

Special Area of Focus of Dean – Creative Arts

| CASSCS Review Recommendation | Progress |
|---------------------------------|---|
| Sustainability of Creative Arts | <ul style="list-style-type: none">• New School of English and Creative Arts established• New degree in Music• New BA Subject in Visual Arts• New Degree in Film and Digital Media• New Degrees in Journalism and Global Media• New Degrees in Creative Writing• Opening of the award winning O'Donoghue Centre for Drama and Theatre• Financial Sustainability of the Huston School of Film and Digital Media• Improved governance of the Discipline of Journalism |

The aim of the increased sustainability and growth of the Creative Arts is a key legacy project for the European Capital of Culture 2020.





Appendix – Supporting Figures

Figure 1 – New 4-year undergraduate programmes in CASSCS since 2016

| Programme | CAO Code | Year |
|--|----------|----------------|
| BSc (Applied Social Sciences) | GY123 | September 2017 |
| BA (Global Languages) | GY128 | September 2018 |
| BA (Music) | GY130 | September 2018 |
| BA (Film and Digital Media) | GY127 | September 2018 |
| BA (International) | GY129 | September 2018 |
| BA(Arts with Data Science) | GY124 | September 2018 |
| BA (Digital Arts and Technology) | GY125 | September 2018 |
| BA (English and Media Studies) | GY126 | September 2018 |
| BA (Journalism) | GY119 | September 2019 |
| BA (History and Globalisation Studies) | GY131 | September 2019 |
| BA Government (Politics, Economics and Law) | GY132 | September 2019 |
| BA Education (Computer Science and Mathematical Studies) | GY133 | September 2019 |
| BSc (Geography and Geosystems) | GY134 | September 2020 |
| BA (Global Media) | GY135 | September 2021 |
| BA (Léann Teanga) | GY136 | September 2021 |
| BA (Visual Arts) | | September 2022 |

Figure 2 – Share of students in 4-year degree programmes

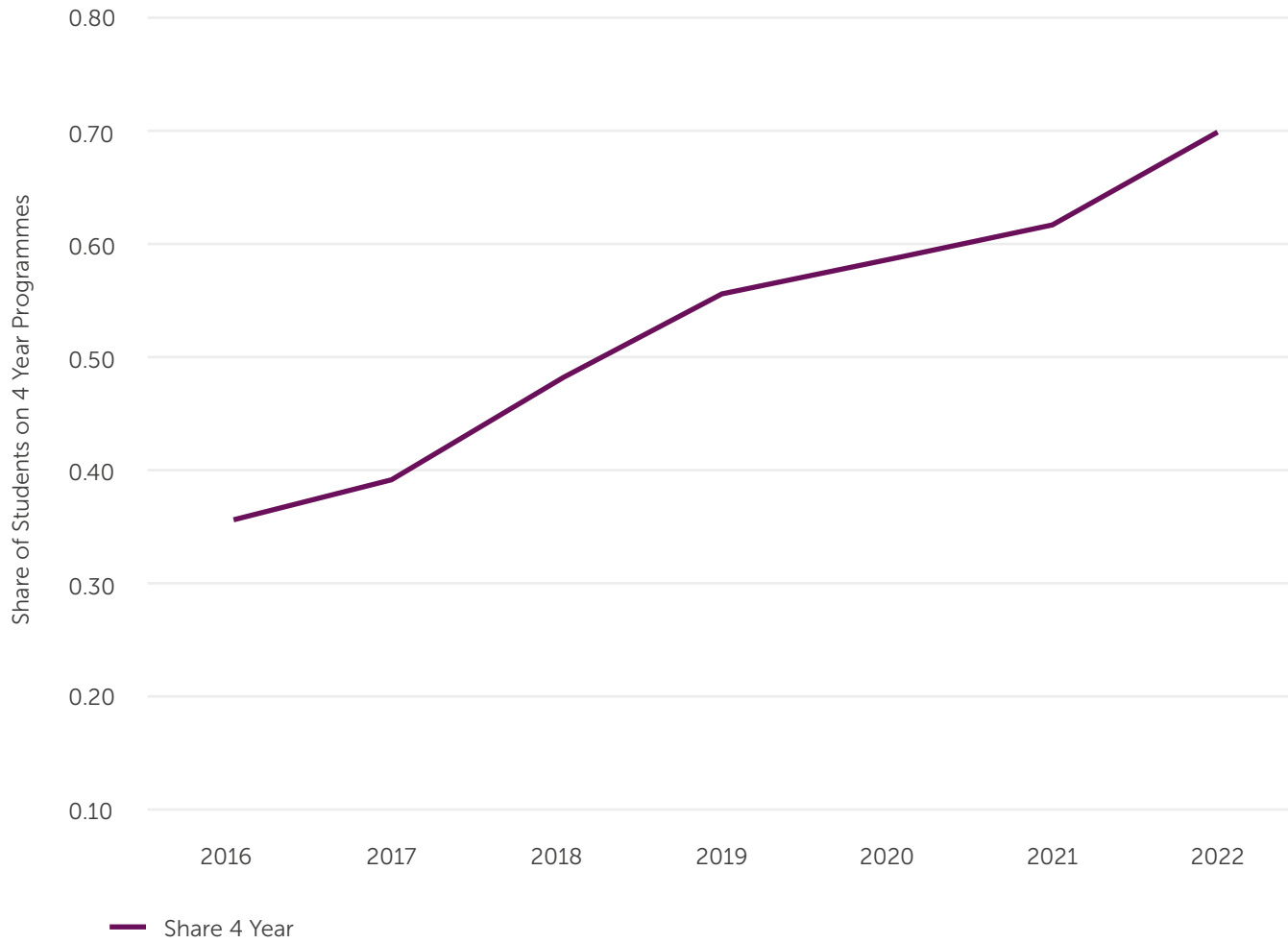


Figure 3 – Undergraduate fees income (€'000)

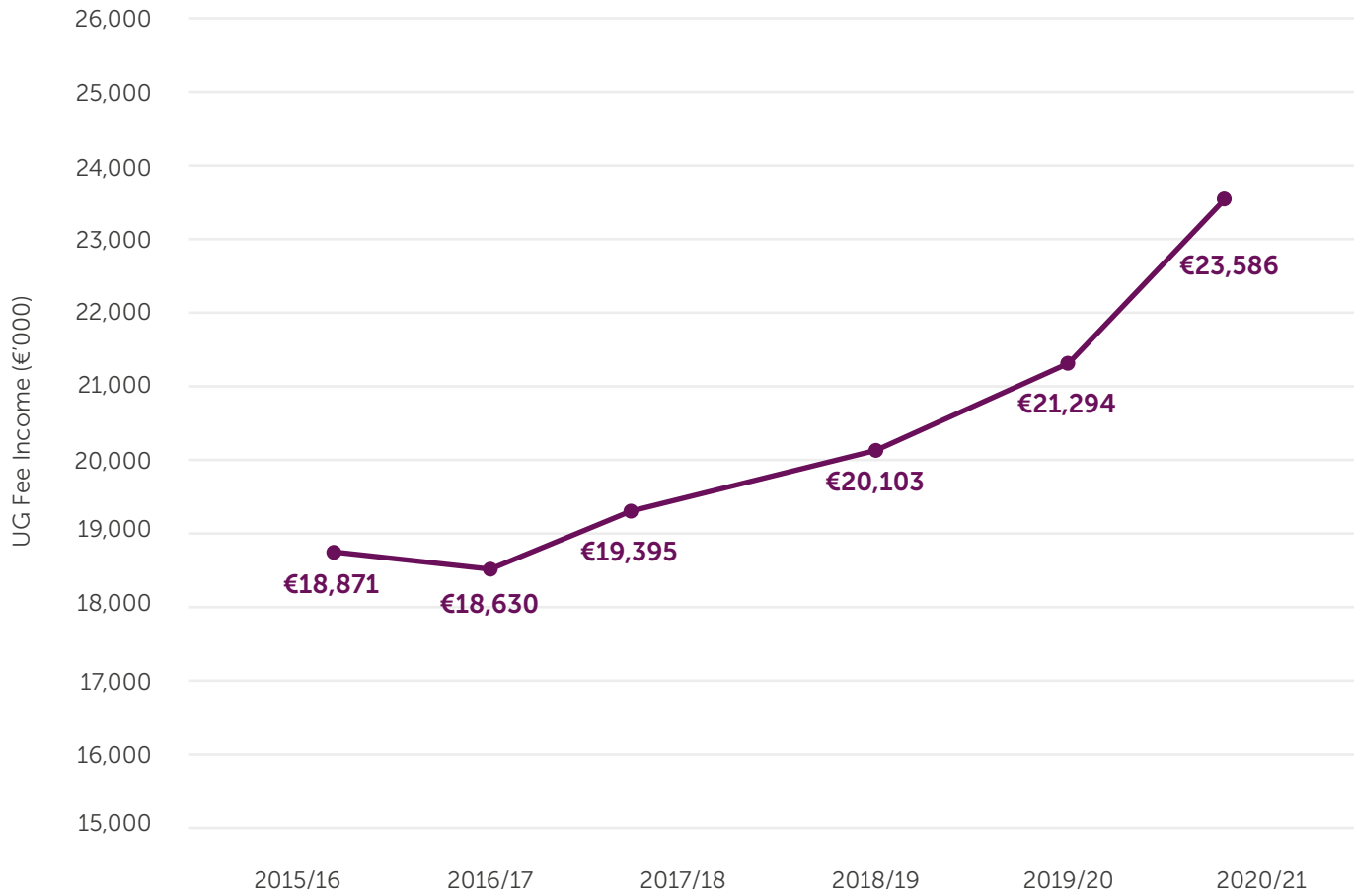


Figure 4 – Share of students by CAO points band

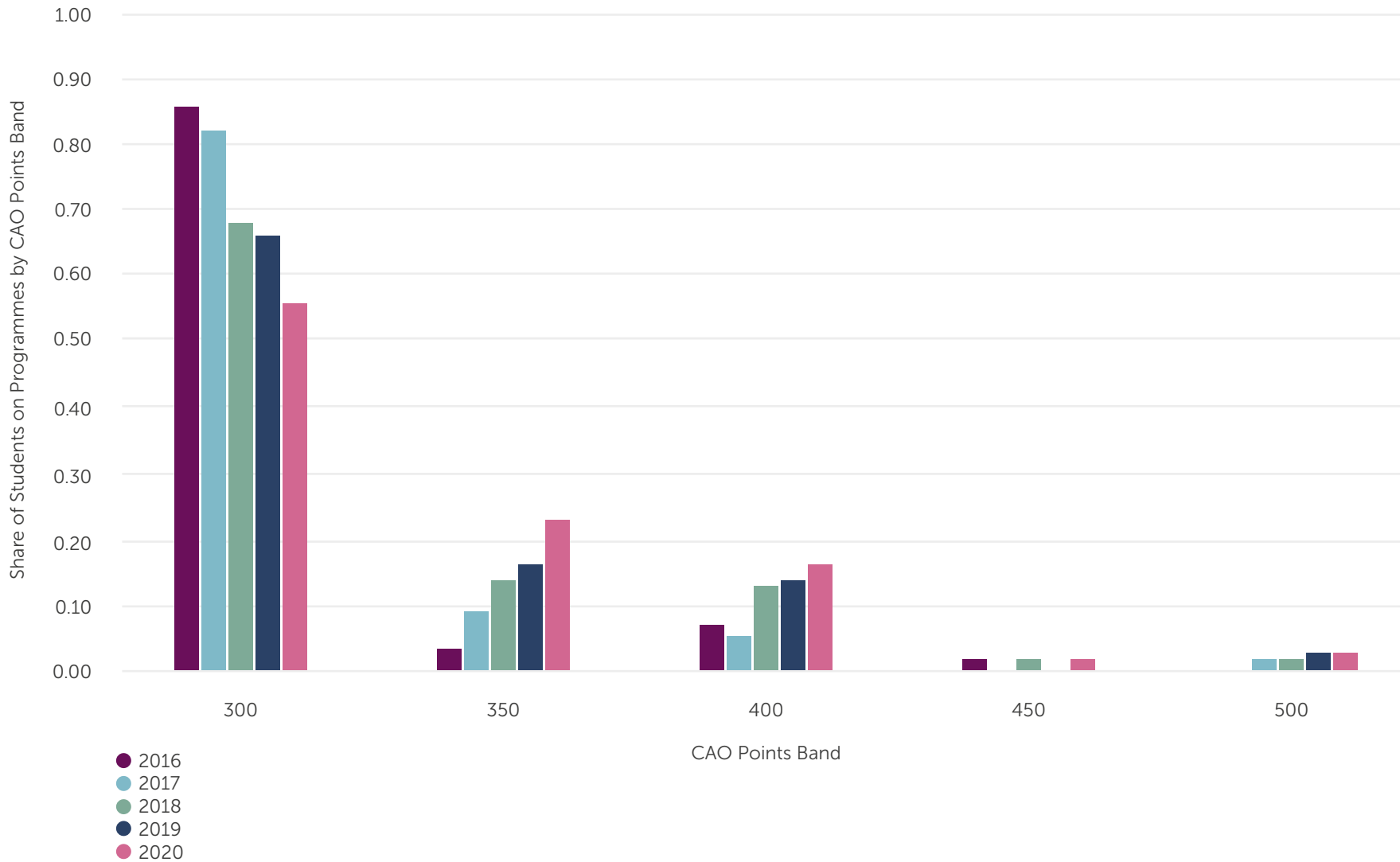


Figure 5 – CASSCS student retention trends

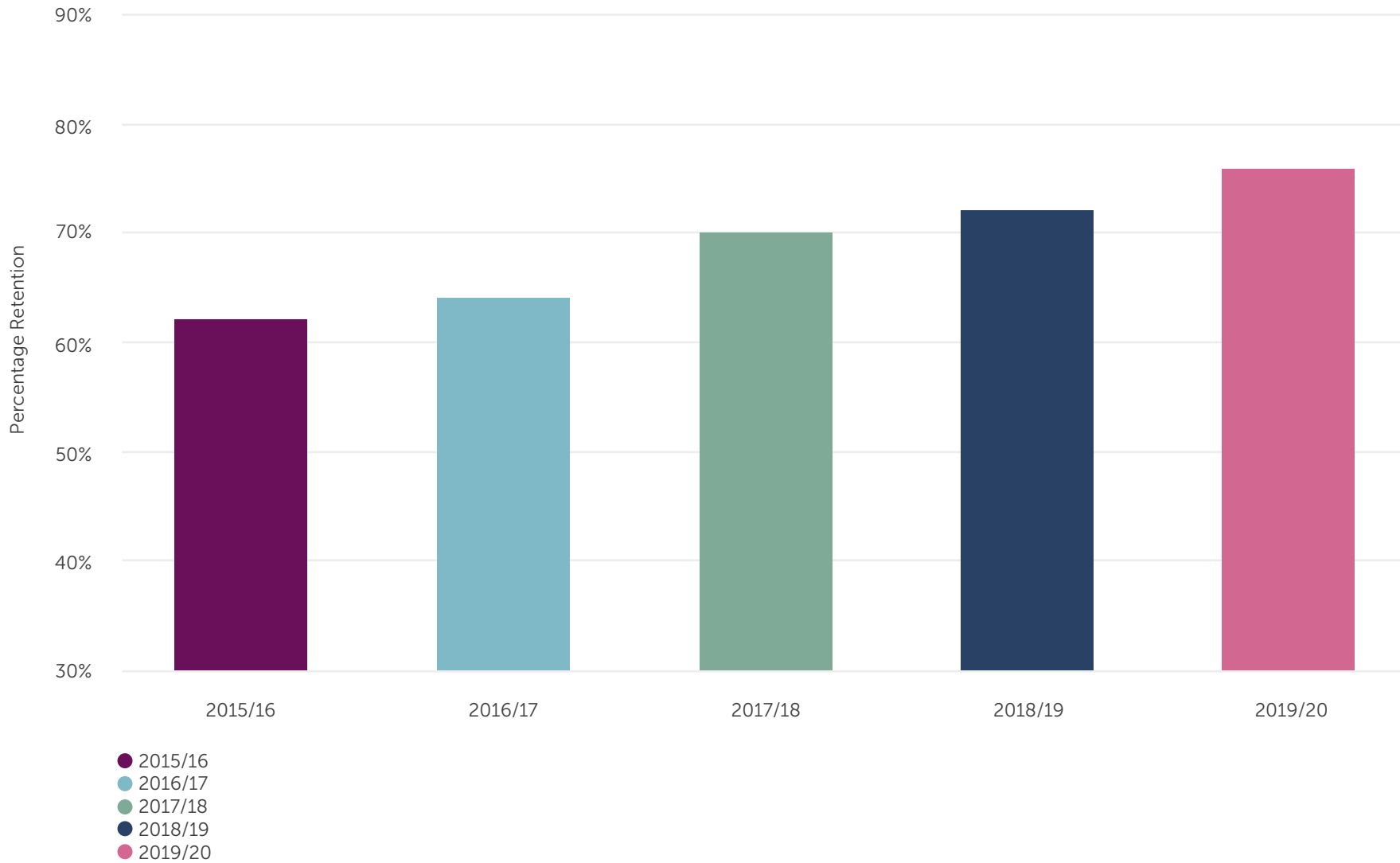
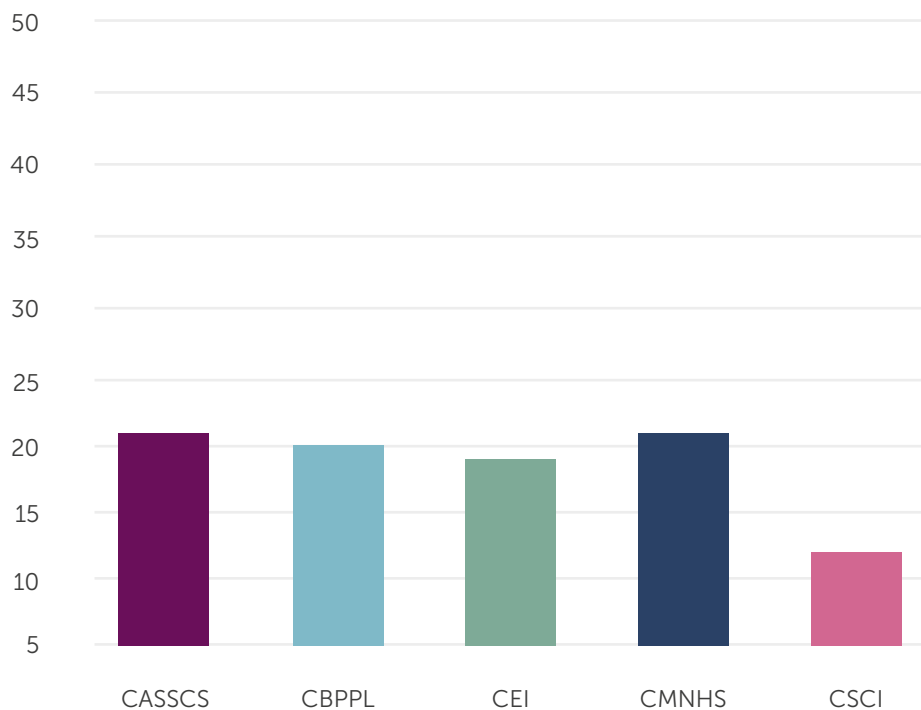


Figure 6 – Share of international students by College (as % of total enrolled in each College) and share of UG students from non-traditional routes by College (as % of total UG enrolment in each College) at NUI Galway (2018/19).

Note: CASSCS (College of Arts, Social Sciences and Celtic Studies); CBPPL (College of Business Public Policy and Law); CMNHS (College of Medicine, Nursing and Health Sciences); CEI (College of Engineering and Informatics); CSCI (College of Science).

Share of International Students



Share of UG Students from Non-traditional Routes

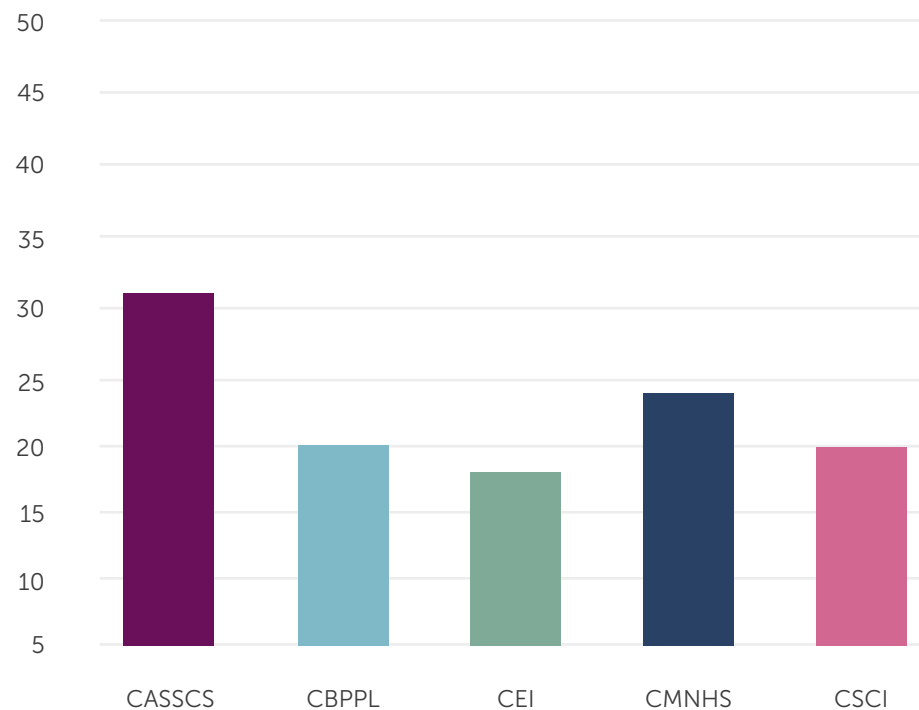




Figure 7 – New and upcoming PGT programmes in CASSCS

| PGT Programme | Year Introduced |
|--|-----------------|
| MA Sports Journalism | September 2019 |
| MA Creative Arts: Producing and Curation | September 2019 |
| MA Global Media | September 2020 |
| MA Rural Futures Planning and Innovation | September 2020 |
| MSc Consumer Psychology | September 2021 |
| MA Public Policy | September 2021 |
| MA Child, Youth and Community | September 2021 |
| MSc Adolescent Health | September 2021 |
| Professional Diploma Education Studies | September 2021 |
| MA Languages for Commercial Purposes | September 2022 |
| MA Development Practice | September 2022 |

Figure 8 – CASSCS taught postgraduate students numbers

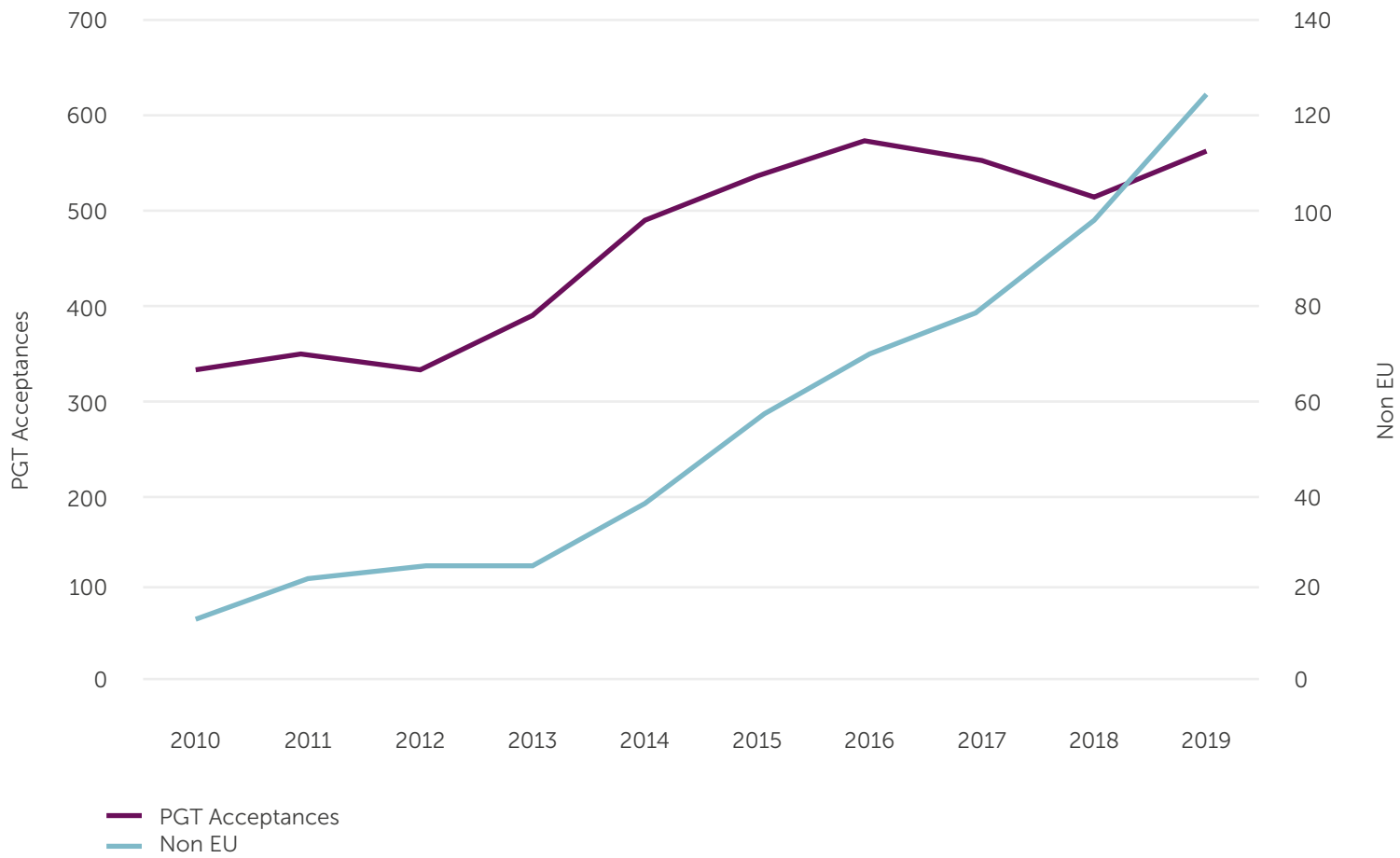
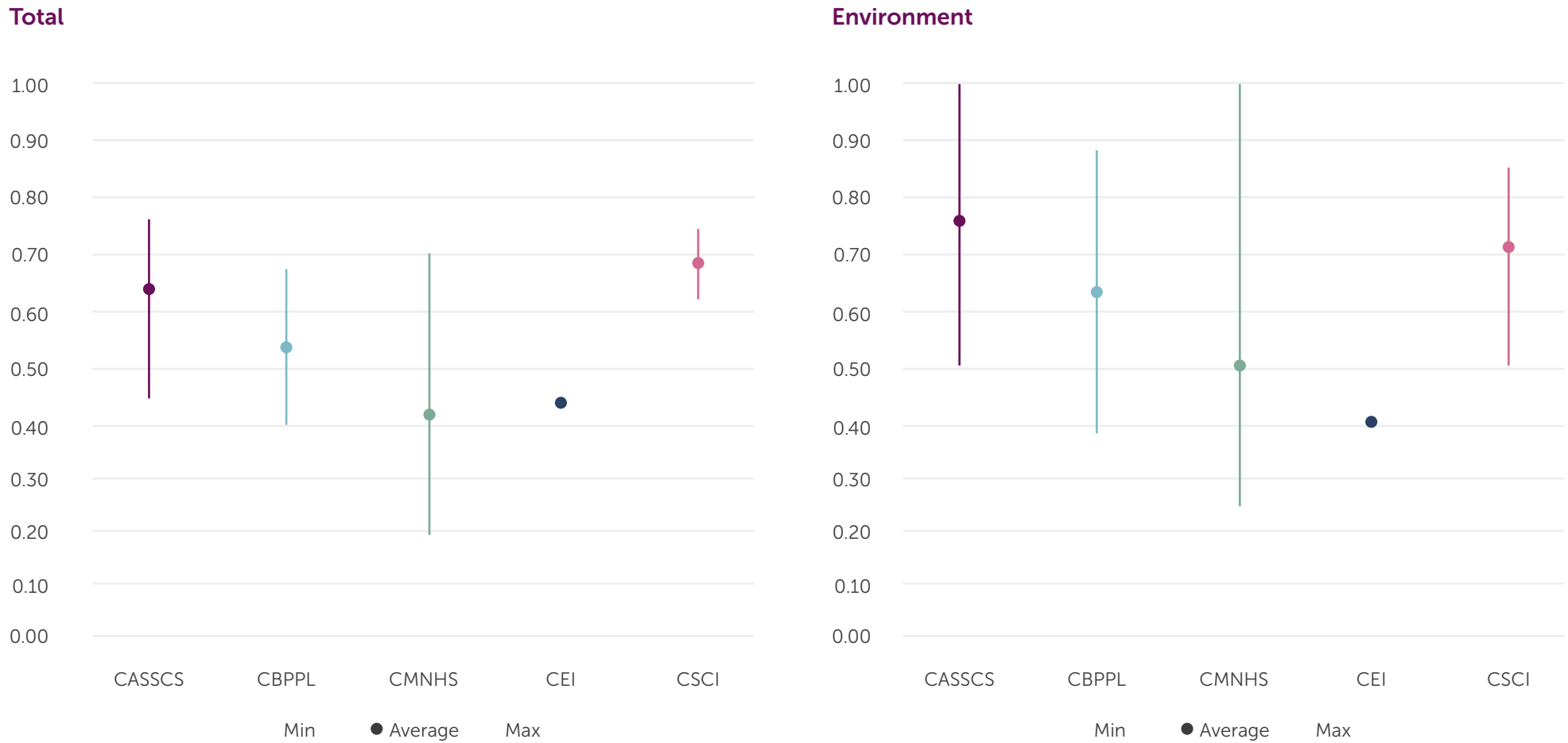
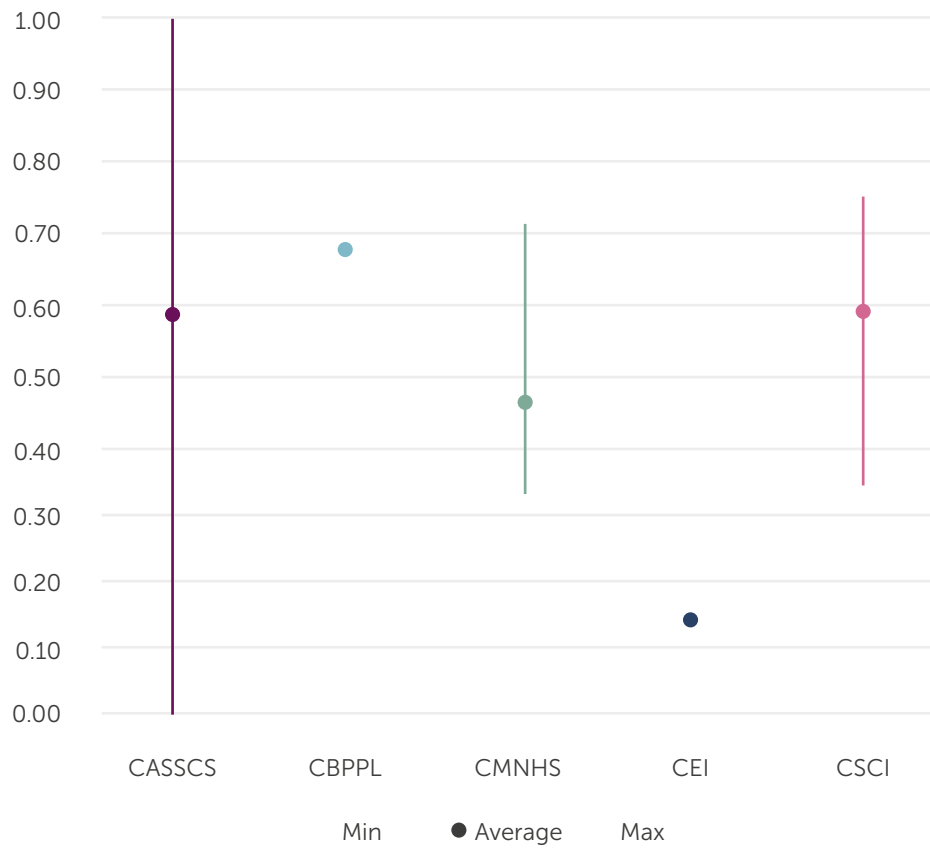


Figure 9 – IRRP 2016 results: Share of 3* and 4* reviews by College



Output



Impact

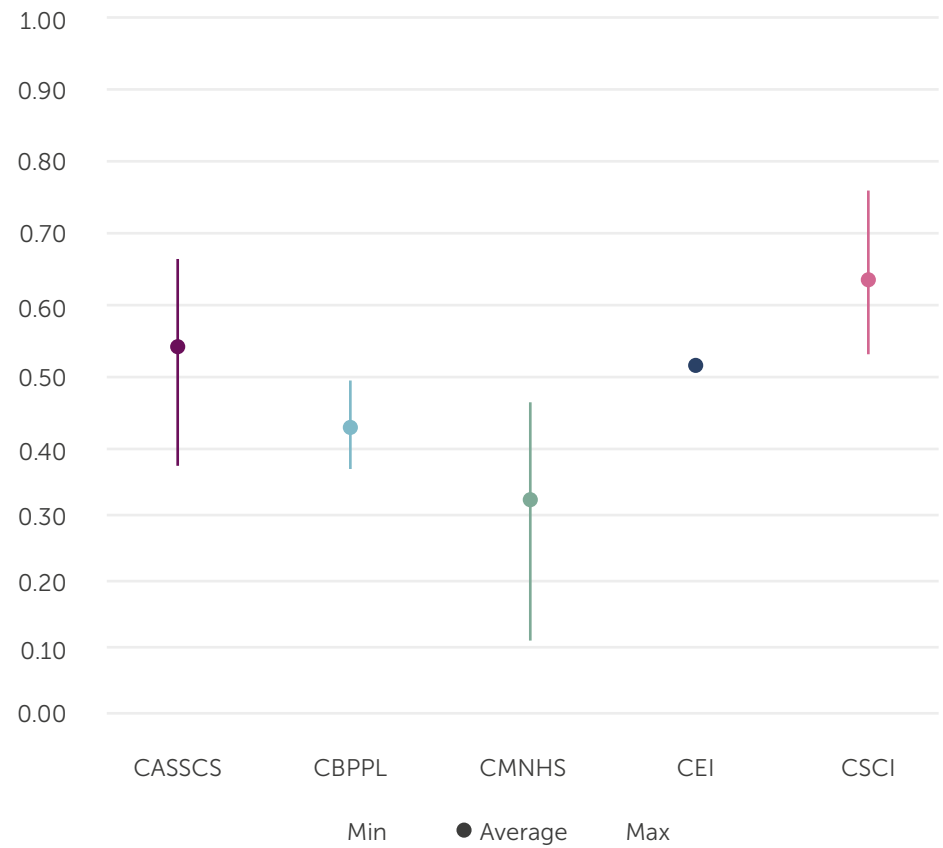


Figure 10 – CASSCS Research KPIs (NUIG KPIs in brackets)

| KPI | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|--|-----------------|-----------------|----------------|---------------|
| Total Publications: IRIS per Academic FTE | 6.58 (6.70) | 6.22 (6.08) | 5.85 (5.18) | 4.56 (4.65) |
| Publications: Scival per Academic FTE | 0.91 (2.15) | 0.99 (2.32) | 1.16 (2.77) | 1.02 (2.36) |
| 5 year citations (Scival) | 31.26 (124.2) | 37.96 (103.2) | 54.07 (114.8) | 49.35 (135.0) |
| Citations (Scival) | 8.70 (10.90) | 5.60 (7.40) | 3.20 (2.70) | 1.80 (2.50) |
| Field weighted citation impact (Scival) | 1.26 (1.60) | 1.21 (1.85) | 1.46 (1.61) | 1.07 (1.40) |
| % of pubs in top 25% journals (Scival) | 58.4(58.0) | 57.8 (53.4) | 53.5 (55.9) | 56.8 (54) |
| % of International Collaborations (Scival) | 49.4 (59.0) | 41.7 (56.0) | 50.2 (59.7) | 55.1 (60.3) |
| Research income per Academic FTE | 28,066 (78,059) | 29,592 (88,374) | 26,744(99,131) | – |
| Reg PhD/Academic FTE | 1.79 (1.68) | 1.74 (1.62) | 1.64 (1.55) | 1.47 (1.50) |
| PhD Completion rates | 20% (18) | 25% (18) | 17% (13) | 17% (17) |

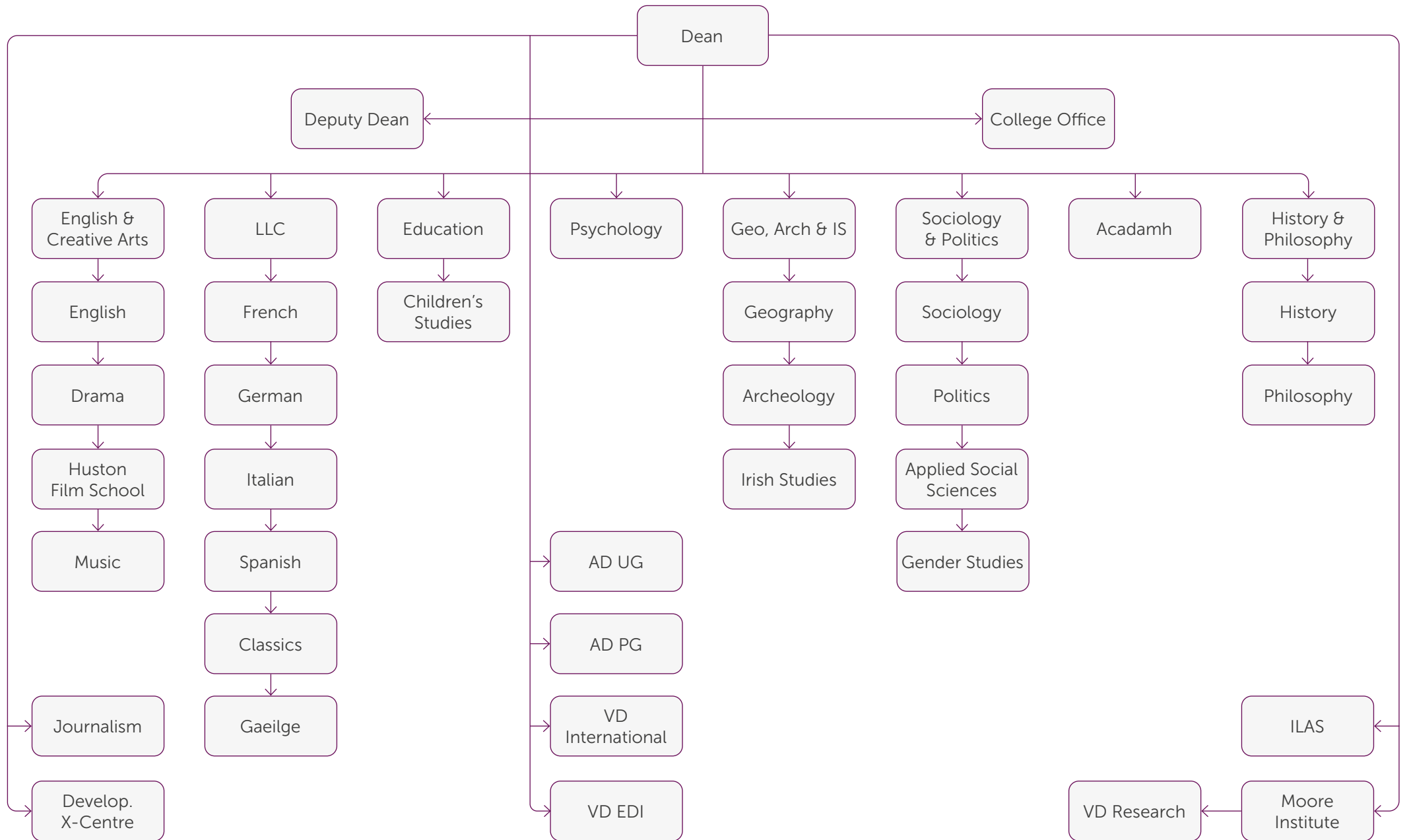


Figure 12 – Personal Professor and Senior Lecturer promotions in CASSCS since 2016

Academic Promotions 2017-2020*

| | Male | Female | Total |
|--------------------|------|--------|-------|
| Personal Professor | 6 | 8 | 14 |
| Senior Lecturer | 7 | 18 | 25 |

* Numbers include prima facie cases in the current promotions round





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