



# UL Engage

## Annual Report 2020



UNIVERSITY OF  
**LIMERICK**  
OLLSCOIL LUIMNIGH

# Welcome



I am delighted to take up the position of UL Interim Vice President Global and Community Engagement. The role enables me to fuse two of my core ambitions of working with global and local communities to the benefit of all. I have long been concerned with people of the margins firstly with respect to users of minority languages, but my more recent work has examined issues of race and racism in Ireland. I am a strong advocate for equality, diversity and inclusion, and I engage in community advocacy through my teaching, research and other activities to provide a voice for those on the margins. One of the core ambitions of my time in this role is to work with local communities to make UL a University that is open to and available to all.

**Professor Mairead Moriarty**

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# About UL Engage

Established in September 2015, the aim of UL Engage is to support civic engagement in research, teaching and in university/ community collaborative projects. Since then, UL Engage has connected with other UL departments, institutes, divisions and units to help support, communicate and show-case the vast range of initiatives that are already occurring in UL.

UL Engage is guided by four institutional level strategic goals:

- ⇒ To establish UL as a national and international leader in Engaged Research and Scholarship.
- ⇒ To develop, promote and support a 'gold standard' for university civic engagement in terms of the reputation, impact and evaluation of UL engaged activities.
- ⇒ To demonstrate the value-added that smart civic engagement can bring to the university's core goals in teaching and learning, research and internationalization.
- ⇒ To leverage the university's strengths and strategic commitment to sustainable social, cultural and economic development in our local region.

In 2018 UL applied to join the UNESCO sponsored *Knowledge for Change* (K4C) global consortium of Higher Education Institutions committed to best practice community-based learning and research. The K4C training programme was used to support a re-purposing of existing staff roles to enable UL to build both disciplinary and trans-disciplinary capacity for effective and impactful engagement.

Four thematic hubs were created to coordinate and support engagement within and between the areas of STEM, Languages and Culture, Health and Well-Being, and Community Learning. Each hub is supported by 2-3 K4C mentors.

The K4C hubs are coordinated and supported by the UL Engage office, led by the Head of Community Engagement and supported by a Community Engagement Facilitator; an Impact Officer; and a Senior Administrator.

# Transforming Learning with Engagement

## Engaged Learning is in UL's DNA

From the beginning, its institutional ambition to be 'excellent and relevant' reflected an intuitive concern with providing a link between the academic institution and the wider community for the benefit of all.

This approach is clearly evidenced in UL's commitment to Cooperative Education - a defining feature of the UL student experience. Alongside a strong tradition and culture of national and international practice based learning. UL operates the largest undergraduate work placement programme in Europe.

In 2020, UL was ranked Number 1 in the world for international student experience.

As a national leader in integrated learning, UL not only offers work placements and exchange opportunities, but has also developed innovative and bespoke community engaged academic programmes and learning supports for staff and students.



# Community Engaged Learning @ UL



The Community Wellness, Empowerment, Leadership and Life skills (CWELL) diploma is a unique academic programme that has been co-designed with local Limerick communities to address their community-identified needs. The CWELL diploma programme represents a long-term university commitment to supporting both individuals and communities in under-represented parts of Limerick. The course acronym reflects the curriculum content, which is designed to apply to both individual and community needs in terms of: managing physical and mental well-being; empowering individuals and groups to identify and advocate for their needs; and developing the necessary leadership and life skills to address personal and community development objectives in a proactive and strategic manner.

CWELL presents a more collaborative way of learning in the community, one where local knowledge is recognized as having real value. The ambition of the university is to engage with the community, utilizing the store of tacit knowledge and experience that already exists in local communities, combining this with university supports and expertise.

In the second year of their CWELL diploma, CWELL students are joined by students on the MA Community Research+ programme. Together both cohorts of students work in teams, supported by a network of local partnerships, to co-design and deliver local projects which address an identified need.

## MA COMMUNITY RESEARCH+

The MA Community Research+ programme is unique in providing students with real time, real-life on-the-job research training in UL Engage-supported community / university collaborative projects.

This innovative cross-disciplinary and practice based graduate programme comprises a common 'engaged research and practice' core augmented by disciplinary specific academic training and research.

The MA Community Research+ is designed to meet the needs of professionals and practitioners in community based settings in the public, semi-state and not-for-profit sector.

This MA combines practice based learning with academic rigour. Students taking this MA will be expected to be strongly motivated to develop applied research skills in the community.

# K4C Teaching Supports and Resources

## Comhrá

*Comhrá* (conversation) offers a series of short video vignettes featuring community practitioners in conversation with UL staff. The project, which is led by the Knowledge for Change (K4C) mentors in Languages and Culture, Dr Deirdre Ní Loingsigh from the School of English, Irish and Communication, and Dr Orfhlaith Ní Bhriain, from the Irish World Academy, focuses on developing a set of teaching and learning resources for staff and students interested in best practice community engagement.

As if foretelling the move to online teaching that COVID-19 necessitated, the vignette design was intended to provide a more creative narrative approach to teaching and learning, incorporating storyboarding and video-production into bespoke thematic topics concerning community based participatory research (CBPR). Focusing on a variety of themes and key issues in CBPR, including for example: research reciprocity, interculturalism, reflective practice, transformative learning, and use of language, the vignettes will be used as discussion triggers and in flipped learning activities.

Commenting on the initiative, Orfhlaith and Deirdre suggested that this vignette design and knowledge exchange will inform other T&L initiatives, at UL and beyond, where curated conversations, video-production and tailor-made activities, using a theoretically sound pedagogical framework, are of interest. They noted that the personal accounts and real life experiences of some of the issues that require attention in CBPR are addressed in an authentic way in the *Comhrá* project and that these resources will be a welcome contribution to UL curriculum resources.

Materials, as per the UNESCO agenda and K4C principles, are being prepared in both English and Irish. Stage two of the project will involve the creation of a supporting tutor guide. This initiative was awarded FAHSS Teaching and Learning Board funding 2020-21 and is also supported by UL Engage.

*If you wish to develop a Community Engaged project or programme in the area of Languages and Culture, contact Deirdre and/or Orfhlaith for information and support:*



Deirdre.NiLoingsigh@ul.ie



Orfhlaith.NiBhriain@ul.ie

# Engaged Learning supports for staff

## Digital Badge in Community Engaged Learning



This year saw the launch of the Campus Engage digital badge in Community Engaged Learning. The course, which is co-designed by the Campus Engage Working Group on Engaged Learning and features a number of UL Engage resources and contributions on Community Partnership building and student assessment, is designed to provide a comprehensive introduction to community engaged learning from a variety of perspectives.

Commenting on her experience as one of 8 UL pioneers taking the programme, Eileen Hoffer, UL Engage, explained that the programme works from both the university side and the community perspective:

“Being honest, what you get out of the programme depends on what you bring in to it. As a community practitioner, I found the elements focusing on curriculum design and assessing CEL were particularly useful. Academic colleagues taking the programme found the parts of the programme that focused on partnership building and community dynamics really helpful. All in all, the badge is definitely worth doing and definitely increased the understanding amongst everyone”.

Sarah Hayes, SSPC and UL’s representative on the Campus Engage Working Group for Community Engaged Learning, noted “Campus Engage have developed a really super programme and the course facilitators gave a masterclass in experiential learning for future CEL facilitators. It was a real community of learners. This is a remarkable achievement in six weeks, and very much down to the care and thoughtfulness of the facilitators and other course developers in both the structure and delivery of the course. This is a really valuable and practicable contribution to the Irish ecosystem.”



# Engaged Research @UL

## Engaged Research for Societal Impact

*Engaged Research for Societal impact* is now promoted by the Irish Research Council, the Health Research Board, Science Foundation Ireland, the IUA Vice Presidents for Research and Innovation; the Department of Education and Skills; Department of Enterprise and Business and the Department of Communications, Climate Action and Environment, and the Department of Further and Higher, Research Innovation and Science, plus civic and civil society organisations and Not For Profits.

Since its establishment in 2016, UL's convening of the national Campus Engage Working Group for Engaged Research has helped shape a national consensus in support of key policy changes to support and enable engaged research in Ireland.

### Who is the Community?

In the Irish research system, 'community' refers to a range of public research stakeholders, including public or professional service and product users, policy makers, civil and civic society organisations and actors, as well as local communities and residents.

### What is Engaged Research?

Engaged Research refers to a wide range of rigorous research approaches and methodologies that share a common interest in collaborative engagement with the community and aim to improve, understand or investigate an issue of public interest or concern. Engaged Research and Scholarship refers to collaborative actions *with community* as opposed to university actions *for them*.



# Engaged Research for Societal Impact

The research policy landscape and funding criteria across EU Horizon Europe is moving irreversibly towards a greater interest in and promotion of Engaged Research for Societal Impact. In order to ensure that we are best placed to take advantage of this shift, UL Engage works with national stakeholders and EU partners to raise the profile of Irish Engaged Research.



Enhance multi-stakeholder partnerships. Mobilize knowledge, expertise, technology & financial resources. Support the achievement of all the sustainable development goals.



Funds challenge based missions with bold, ambitious goals which will be co-designed with citizens, stakeholders, the European Parliament and Member States



Times Higher Education Impact ranking global performance tables now assess universities against the UN SDGs including engagement with local, national & international civic society organisations



HEA promotes an enhanced learning environment to deliver a strong bridge to enterprise & the wider community. Growing engagement with external partners for socio-economic impact



Hunt Report tasks HEIs to address their responsibilities to their communities: to meet societal needs, recognising that strong community engagement needs resources & impact metrics



Ireland's strategy for science & Innovation encourages all government depts & agencies to explore competitive funding for solutions-driven collaborations with 'the Community'



SFI research centres which focus on delivering scientific excellence with economic and societal impact are required to provide evidence of 'engaged research' activity as part of their key performance indicators



The IRC's 2019-2024 strategy builds on its commitment to support knowledge exchange and engaged research for impact



HRB strategy 2016-2020 recognizes that people are at the centre of health research and encourages increased public patient involvement in the design and conduct of health research

# Promoting Engaged Research

Following the launch of the national report on *Engaged Research. Society and Higher Education Addressing Grand Societal Challenges Together*, by the Campus Engage Working Group on Engaged Research, nationally agreed metrics for engaged research were introduced into the Higher Education System Performance Framework 2018-2020.

Since then, the Working Group on Engaged Research has worked to deliver sectoral resources and services to support the embedding, scaling and promoting of engaged research across higher education, CSOs and others agencies.



- 3,000 copies of Engaged Research 'how to' guides disseminated nationally
- Training to #378 staff from HEI, SFI and H2020 National contact point Academy
- 1,000 Engaged Research Policy briefings to EU, funding agencies, HEIs and Government



# The UL Engage Research Agenda



# International Engagement @UL

## UL Engage global connections

Since its establishment in 2015, UL Engage has sought out international collaborators who share our approach. Following a strategic alliance with University of Massachusetts Boston to develop graduate level community-based learning in 2018, the Association of International Education Administrators (AIEA) chose the University of Limerick for their Thematic Forum *'From Serviced Learning to Engaged Learning'*. In the same year, the University of Limerick was invited to join the UNESCO sponsored *Knowledge for Change* (K4C) global consortium for Community-Based Research and Social Responsibility in Higher Education. This was followed, in December 2019, by an invitation to join the Executive Board of the International Federation of Workers Educational Associations (IFWEA) a global network of not-for-profit and third sector organisations dedicated to promoting lifelong learning, democratic practice, justice and equality for all. Throughout 2020, these networks sustained our international reach providing an opportunity—despite the COVID-19 pandemic—to use the time to plan for further international collaboration throughout the forthcoming year.



K4C Consortium meeting, PRIA, India



Namrata Bali, Director, ISEWA ,  
Sarah Ryklief, General Secretary, IFWEA  
and Maura Adshead, UL

# International Engagement @UL

## Knowledge for Change (K4C)

Through its work with the Irish Universities Association / Campus Engage, UL has played a leading role in promoting and developing civic engagement in Irish higher education and is regarded as having one of the best offerings of community engaged learning and research in the country. This is evidenced by UL's invitation to join the UNESCO sponsored international partnership of leaders in Community Based Participatory Research.

The Knowledge for Change (K4C) global consortium provides:

- International peer review and bench-marking of UL engagement
- Training and UNESCO accreditation in best practice university engagement
- Global connections to international partners pursuing engaged research and scholarship.

To date, eight UL staff have participated in the international K4C training programme. This has been an important opportunity to grow the intra-UL capacity for engagement, building local networks across the university as well as growing our international collaborative network with global engagers.

The Limerick K4C mentors are grouped into four thematic hubs: K4C Learning; K4C STEMM; K4C Languages and Culture; K4C Health and Well-being. If you would like information, support or contacts in any of these areas, please contact the relevant K4C mentor below.

	<b>EILEEN HOFFLER</b> Eileen.hoffler@ul.ie <b>DÓNAL O'LEARY</b> Donal.oleary@ul.ie
	<b>ALPHONSE BASOGOMBA</b> Alphonse.basogomba@ul.ie <b>JIMMY BURKE</b> jimmy.burke@ul.ie
	<b>DEIRDRE NÍ LOINSIGH</b> Deirdre.NiLoingsigh@ul.ie <b>ORFHLAITH NÍ BHRIAIN</b> Orfhlait.NiBhriain@ul.ie
	<b>SARAH HAYES</b> Sarah.hayes@ul.ie

# International Engagement @UL

## UL K4C mentors go global

Donal O’Leary and Alphonse Basogomba, reflect on their participation in the two week residential at Universidad de los Andes, Colombia, as part of their Community Based Participatory Research (CBPR) training with the UNESCO Knowledge for Change (K4C) mentorship programme.



### **Alphonse Basogomba, Community Practitioner and K4C Mentor, Health**

I really enjoyed the whole programme, especially because I have had already the opportunity to be part of the participatory research in UL. The two weeks are very important for the Mentor Training Programme. They provide a space where future mentors get practical tools and techniques to use when designing and delivering the CBPR training and workshops in their respective hubs. The "Arts-Based methods" was particularly interesting for me. I have to admit that in the beginning, it was very challenging, I felt that we were doing activities for children in pre-school, but after a while when I allowed myself to connect with "the child in me", I really enjoyed it and I saw straight away how this method can be useful when working with people who don't master the language used (immigrants) or have other challenges in expressing themselves (some disabilities).

*If you would like support or information about a possible partnership or engaged activity concerning community Health and/or PPI, contact Alphonse at: [Alphonse.Basogomba@ul.ie](mailto:Alphonse.Basogomba@ul.ie)*

### **Donal O’Leary, Access Campus Manager and K4C Mentor, Learning**

I became acutely aware of the disconnect between perceptions in the Global North and South, especially in terms of how their academic output is regarded, or even valued. The students and younger academics that I met still felt the negative legacy of former Western European colonisers, identifying similarities between the domineering approach of the past and the contemporary control of learning and academia.

Thinking of my own role in the Access Campus, the two weeks in Uni Andes reinforced for me the importance of how researchers engage with their communities and the quality of learning and teaching that is available from communities if academics are willing to engage. The CBPR approach respects and values the involvement of community members, without being patronising in any way.

The K4C training reinforced my view that need to expand on our mission of 'normalising conversations about education' across the board. The more that we can host 'change makers' and send students, community members and researchers to other K4C hubs the better.

*If you would like support or information about a possible partnership or engaged activity concerning community learning, contact Dónal at: [Donal.O'Leary@ul.ie](mailto:Donal.O'Leary@ul.ie)*



# International Engagement @UL



## EDUCATING FOR EMPOWERMENT

### A Marie Skłodowska-Curie Action

Marie Skłodowska-Curie Action (MSCA) fellowships were established in 1996 to promote interdisciplinary research and international collaboration. As her three year Fellowship comes to an end, Sarah Jay talks about her research with UL Engage international partners IFWEA in Capetown, South Africa, and IASEW, Ahmedabad, India.

Sarah's research was funded by the Irish Research Council MSCA COFUND 'CAROLINE' scheme, which stands for 'Collaborative Research Fellowships for a Responsive and Innovative Europe'. These funds specifically target projects that focus on the themes and sustainability goals of the UN 2030 agenda for development, justice and protection. Mobility and training are key for early career researchers who either come to Ireland from abroad, or go abroad from Ireland, to conduct their research. In addition to the international element, the fellowship facilitates inter-sector and inter-disciplinary exposure, collaboration and partnerships.

The theme of this three-year international fellowship was broadly, citizenship and empowerment in youth, community and worker education. Our team are academics and people working in the community and NGO sectors, in politics, social psychology and informal education. The fellowship included two international placements. The first was an eighteen-month secondment with our main partner organisation at the secretariat of the International Federation of Workers Education Associations (IFWEA) in Cape Town, South Africa. The second was intended to be a six-month placement with an affiliate of IFWEA, the Indian Academy for Self-Employed Women, in Ahmedabad, Gujarat, India. Unfortunately, the placement was cut short by four months because of the Corona virus COVID19 pandemic. These months were added to the final part of the fellowship back in Ireland.

As the researcher, I draw on social psychological theory to explore the processes and outcomes of the various educational interventions that the fellowship partners facilitate. More specifically the recently developed social identity model of education and learning (Mavor, Platow and Bizumic, 2017) fits well with the active, participatory and peer-to-peer nature of the informal education that is central to the project. This perspective helps to analyse and explain how a shared sense of social identity developed during active learning can be empowering. This shared social identity can help to facilitate trust, influence, shared values, beliefs about appropriate action, and a sense of solidarity.

I gained a wealth of experience, skills and research knowledge from the fellowship. Most importantly I appreciate that collective, participatory and active education is a more democratic, justice orientated and unifying than passive education. This approach can break down inequalities both inside and outside the classroom.



*Following her Fellowship, Sarah Jay moves to the Department of Psychology UL*



# Engagement with the city and region

UL Engage is committed to supporting local community-based organisations and the third sector in the Limerick Region, in order to strengthen their capacity to serve their residents, develop new initiatives and enhance existing programs.

**UL Engage** aims to create sustainable partnerships that provide an enduring benefit to local communities and to the University of Limerick.

We support community-based organizations by connecting students and staff with community partners to address identified needs.

UL Engage collaborates with Limerick City and County Council, Limerick City Community Development Project and a range of other local community partners to add our support to projects and experiences that address a need/problem in your area and meet the educational goals of a student's course.

Photos:

Left: Dee Barry, Limerick Island Community Partners and Jackie Condon, CWELL with UL Arts Office pocket poems for community distribution

CWELL COVID Wellness Project 2020/21



# Engagement with the city and region

## CWELL PROJECTS 2020



*CWELL graduates Gerardine Quinlivan and Samantha Roche*

### Kings Island Playground

July 2020, saw the successful conclusion of a CWELL project which began as part of the first CWELL class of 2014 -2016. The project involved the design and development of a playground in the Kings Island area of the city. The CWELL students who are members of the Kings Island community spent five years working with the community to advocate for this essential amenity. The project represents a successful example of local people coming together to effect real and lasting change in their community. The park was successfully launched with local media coverage, including a piece on Limerick 95 FM (<https://www.live95fm.ie/news/live95-news/new-playground-opens-in-limerick-city/>)

### Southill Hub Community Garden

A restored community garden offers the space to improve the mental health of the community and reduce loneliness. The garden will provide an eco-friendly, sustainable green space in an urban community. Keen to build on existing social capital and increase UL connections to the community, spaces, the Green CWELL team decided to help restore an *existing* community garden which had become overgrown and fallen into disrepair. Local funding cuts and dwindling volunteers had left the Southill Hub garden in the care of a one determined community gardener, Barbara Mulcahy. Under her direction, the CWELL Green team hope to restore the garden and share in its maintenance going forward.



*CWELL students Ita McGurran, Xing Yun Gao, Audrey O'Sullivan, Ashley Emwanta, Cecilia O'Mahony*

# Engagement with the city and region

## CWELL PROJECTS 2020

### Active Moms in Moyross

Healthy Moms is a programme designed to help young mothers improve their fitness, become healthier and reduce social isolation. Designed and delivered by the Healthy CWELL project team, these classes offered a five week long introductory gym programme for young mothers in Moyross. Since the project team were all local young women themselves, it didn't take long for word to spread.

After piloting the programme with six young moms in Nov/Dec 2019, 35 women registered for the Spring sessions that were planned. Whilst COVID-19 did its best to thwart the group, the project is already planning to get back up and running as soon as current restrictions are lifted.



### Tea Dances with Social CWELL

Recognizing the high levels of social isolation among the older members of their communities, the Social CWELL project team undertook a significant amount of research with elderly groups across the city to establish the type of events that would be suitable. The result was a plan to host four annual tea parties: a Valentine Ball; an Easter Bonnet ball; a Halloween Party and a Christmas Party.



Limerick City and County Council granted the Social CWELL project group €4,000 towards the costs of these events, further developing local synergies between the Council, Community and University. Plans for the first event were well advanced when COVID-19 necessitated postponing until restrictions are over.

*Back: Rachel McCarthy with Kieran O'Donnell and a witch  
Front: Deirdre Barry, Eileen Haffler and Oliver Conway*

# Engagement with the city and region

## *Limerick—Let's talk about our Mayor!*

On May 24<sup>th</sup>, 2019, Limerick was the first – and so far, the only – county in Ireland to establish a directly elected Mayor with executive functions. On foot of the result, the Minister of State for Local Government and Electoral Reform, John Paul Phelan TD, created an Implementation Advisory Group (IAG), comprised of representatives from across the social, economic and political spectrum in Limerick, to advise the Minister on how best to establish and shape the role of directly elected Mayor in Limerick. The Group agreed that in order to ensure maximum support and buy-in for the new Mayoral role, a consultation process should be conducted to allow all stakeholders, including the citizens of Limerick City and County to contribute to the definition of a Directly Elected Mayor with Executive Functions. In January 2020, the IAG and senior officials in the Department of Housing, Planning and Local Government, contacted the Department of Politics and Public Administration to see if we could help.

Coincidentally, one of our CWELL second year project groups was keen to develop community-based consultation as a means of genuinely engaging with local communities to identify their needs. From here, it was just a short step to combining the CWELL project with the wider Limerick Mayor public consultation. CWELL promise 'learning by doing' and here was our big chance!

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Societal challenge: Peace, Justice & Strong Institutions

*Limerick - Let's Talk about Our Mayor!*

A public consultation exercise funded by LCCC

Comhairle Cathrach & Contae Luimnigh  
Limerick City & County Council

ASSOC. PROF. MAURA ADSHEAD  
Head of UL Engagement,  
University of Limerick

CampusEngage

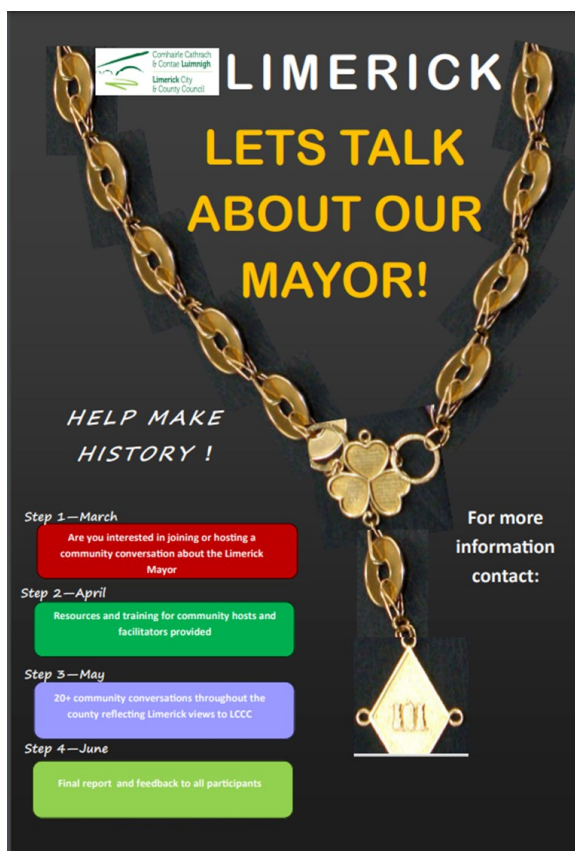
IRISH UNIVERSITIES ASSOCIATION

The Limerick Mayor project is presented as an exemplar in the Campus Engage How To Guide: Delivering Engaged Research Workshops online and featured by Campus Engage / Irish Universities Association—*Still Connecting: Doing Engaged Research Online*

# Engagement with the city and region

## *Limerick—Let's talk about our Mayor!*

Our original plan was to work with established and trusted local organisations and associations, who would share their networks, to help us to promote a series of 'community conversations' about the new Mayor. We would provide facilitation training and resources to encourage and record the participation, and in doing so enable a series of locally hosted community conversations across the county. Using this common approach, we would gather all the feedback into a peoples' report on the new mayoral role. The report needed to be completed by the summer if it was to be considered in subsequent legislation establishing the position. Essentially, the timeframe for our consultation coincided exactly with the outbreak of COVID-19 and all the restrictions that this entailed. Rather than abandon the consultation process, we were challenged to re-imagine and re-configure it for a move online in lockdown. You can find it all on the Limerick Council website: [ourmayor.limerick.ie](http://ourmayor.limerick.ie)



Above: original poster invitations to Community Conversations co-designed by CWELL students and young people in Limerick Youth Services

The CWELL project group was joined by Limerick Youth Services and the Limerick Public Participation Network, with an awful lot of help from one of our more technically-minded partners, a small Irish company specialising in local development and online platforms, e-Townz.

Together, we built a website, designed explanatory videos and cartoons, and created survey materials for use online and offline. We hosted 21 facilitated community conversations online and provided the resources and toolkits for groups to host their own conversation with family or friends. In total 927 people from Limerick city and county participated, providing a robust evidence base for the report that we delivered to the IAG and Department of Housing, Planning and Local Government. That report contributed to the legislation that is currently in train to set up a Directly Elected Mayor for Limerick.

For more see: [www.ourmayor.limerick.ie](http://www.ourmayor.limerick.ie)

# Operational Model

## UL@50 Consultations 2020

In September 2020, President Kerstin Mey put together a small team (Maura Adshead, Eoin Brady, Ann MacFarlane) to investigate the potential for a UL consultation process which would be a reflective and engaged process directed and implemented by UL staff and supported by UL Engage. Following a call for expressions of interest by the President in early October 2020, a Consultation Review Group (CRG) was established. Being made up of volunteers, the CRG is not a representative group but rather a balance across faculties, disciplines and divisions, between advanced and early career staff, administrative, support and academic roles while endeavouring to ensure gender balance, diversity and inclusivity.

The brief for the CRG in their Terms of Reference is:

*To develop a process by which all UL staff are given the opportunity to feedback and contribute to looking at the emphasis and detail of what we do well, what we could do better and how this can be achieved in relation to the UL@50 Strategic Plan goals. The Review Group will recommend and oversee a series of consultative methods to engage with colleagues, and to facilitate the feedback of information from consultations both to the Executive Committee and to the campus community.*

### Phase 1 Consultations

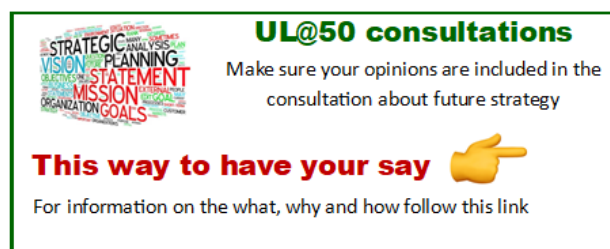
Based on input from staff via CRG members in their area, and following dialogue with a number of staff groups (Heads of Departments Forum, Management Council), the CRG agreed that a custom-made, dialogue-based consultative process was the most appropriate way to talk to staff about the UL Strategic Priorities.

This was enabled using a mix of **Individual Feedback Forms** and a series of internally facilitated **Group Consultations**.

The process was communicated to staff via Town Halls, HR Notices, President's Notices, signposts (like the one below) on [www.ul.ie](http://www.ul.ie) and a dedicated page on the Office of the President website. A snapshot feedback video (08/03/21) to all staff from Professor May has been view 884 times. Phase 1 of the process concluded on 19<sup>th</sup> March.

### Phase 2 Consultations

Phase 2 of the UL@50 Consultation Process led by the CRG will engage with colleagues to identify and recommend a series of actions for change to help demonstrate the University's alignment with its strategic goals. The content of the Phase 2 consultations will be guided by the strengths and areas for change identified by colleagues in Phase 1.



The graphic is a rectangular signpost with a green border. On the left side, there is a word cloud containing terms like 'STRATEGIC', 'ANALYSIS', 'VISION', 'PLANNING', 'STATEMENT', 'MISSION', 'GOALS', and 'ORGANIZATION'. To the right of the word cloud, the text reads: 'UL@50 consultations' in bold green, followed by 'Make sure your opinions are included in the consultation about future strategy' in black. Below this, it says 'This way to have your say' in bold red, accompanied by a yellow hand icon pointing right. At the bottom, it says 'For information on the what, why and how follow this link' in black.





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