



Set the stage for successful Academic Collaboration

Prof. Lisa Looney, Dean of Graduate Studies



Key challenges in assuring **good quality decision-making** for collaborative programmes include:

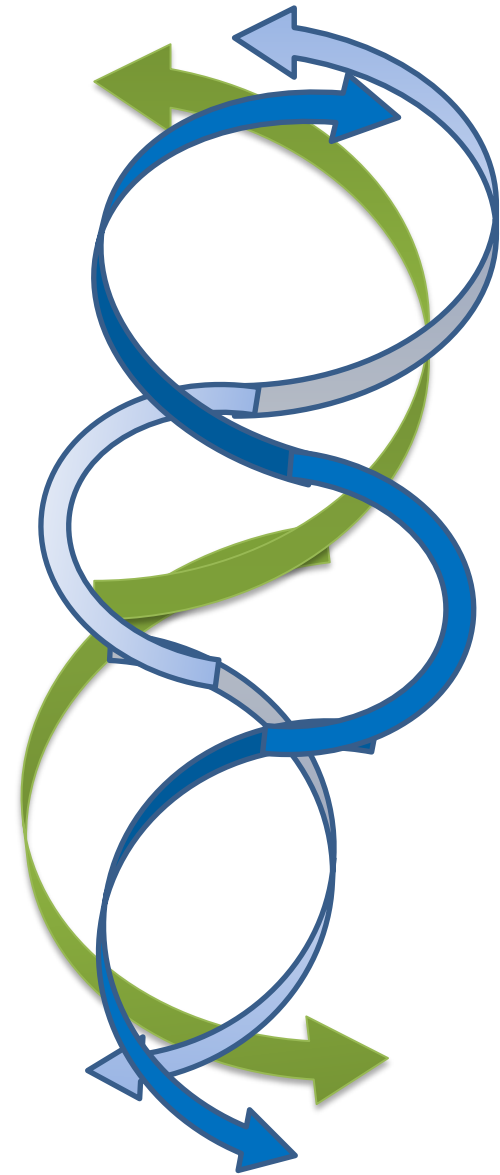
- the tendency to conflate considerations regarding a partner, with those regarding a specific proposed initiative
- terminology which is understood differently across partners and sometimes even internally.
- the diversity of models of partnering, and the wide range of risk and appropriate scrutiny, monitoring and review associated with these models

Problem Statement

Different types of decision making (**Executive**, **Education Committee**) and **objective partner scrutiny** were intertwined and overlapping.

This did not facilitate

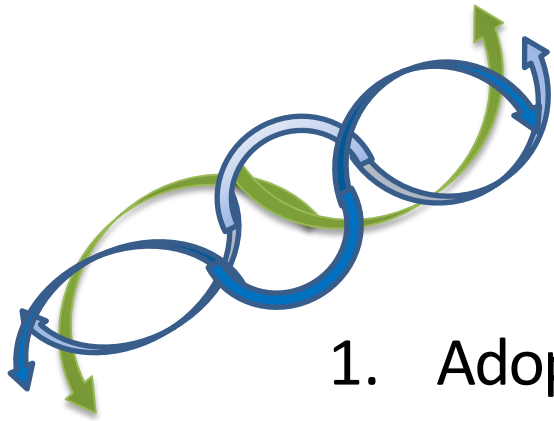
- embedding of strategic priorities in decision making or
- setting of clear parameters around decision making on specific academic programmes,
- ensuring best internal expertise was applied, without prejudice, to partner scrutiny



Slow, confusing, risky, opaque

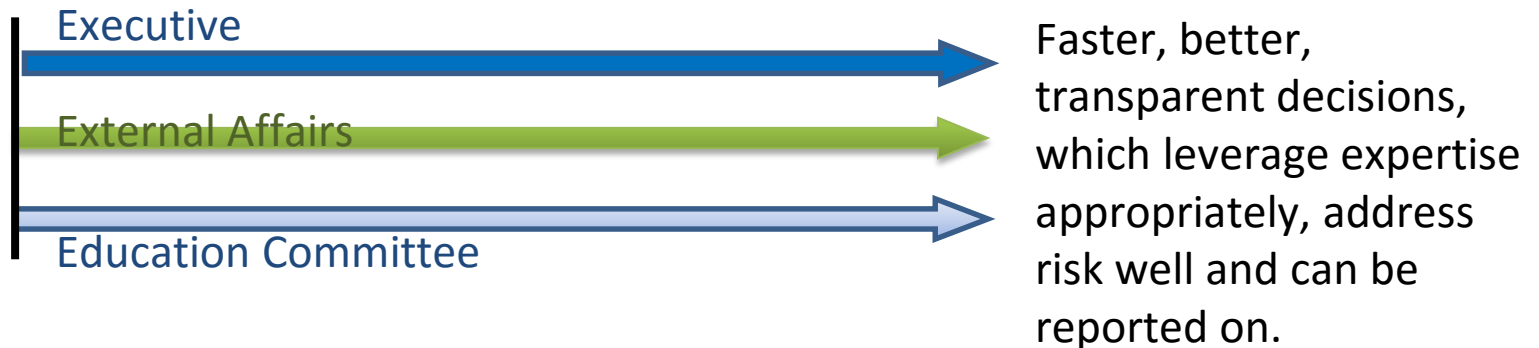
DCU project aimed to

1. define a decision making framework,
2. escalate complexity of process, approval level and monitoring in line with increasing risk and scale,
3. define terms but clarity is essential
4. identify key information requirements to make decisions and
5. ensure objective expert input at appropriate points.



Building the solution:

1. Adopt key *Principles of Good Practice*
2. Define (A) Types of Decisions, and (B) categories of academic activity
3. Allow for (C) different levels of engagement
4. Put in place shared understanding of strategic basis, bottom lines, and approval paths
5. Embed all this in an operational system



1. Principles of good practice:

- Separate: decisions to partner, from decisions about the detail of specific proposed activities
- **Apply objective expertise to due diligence scrutiny of potential partners**

Decisions to partner

Ranging from agreeing to talk about it, to putting in place a strategic alliance

The good standing of a potential partner ?

Relevant , objective expertise should be applied to a **neutral function** of verifying this, to an appropriate degree of detail.

NOT the same as deciding to do anything with them.

Decisions to partner on specific activities

Commitment to **run some specific activities**, with or through a collaborator.

1. Principles of good practice:

Types of questions involved

decisions to partner

How strong a case is there that partnering will benefit us?

Does partnering align with our priorities/undermine other activities/present unacceptable risk ..

good standing

What is their..

Reputation, legal underpinning, standard of National System, our former experience of the partner, evidence of financial stability

specific activities

Will these specific students have a good student experience?

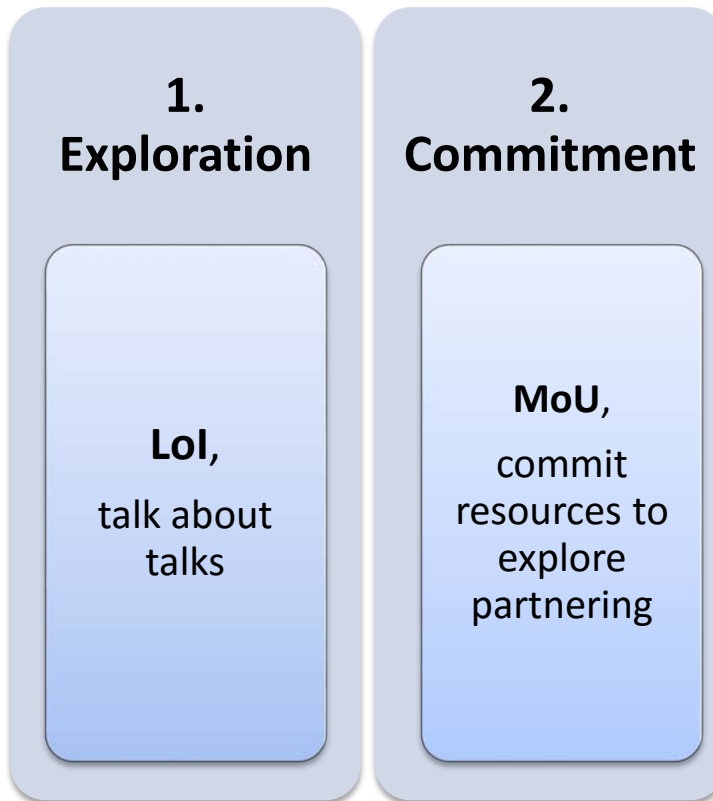
Will the award be recognised in both jurisdictions?

Does this specific activity make financial sense?

.....

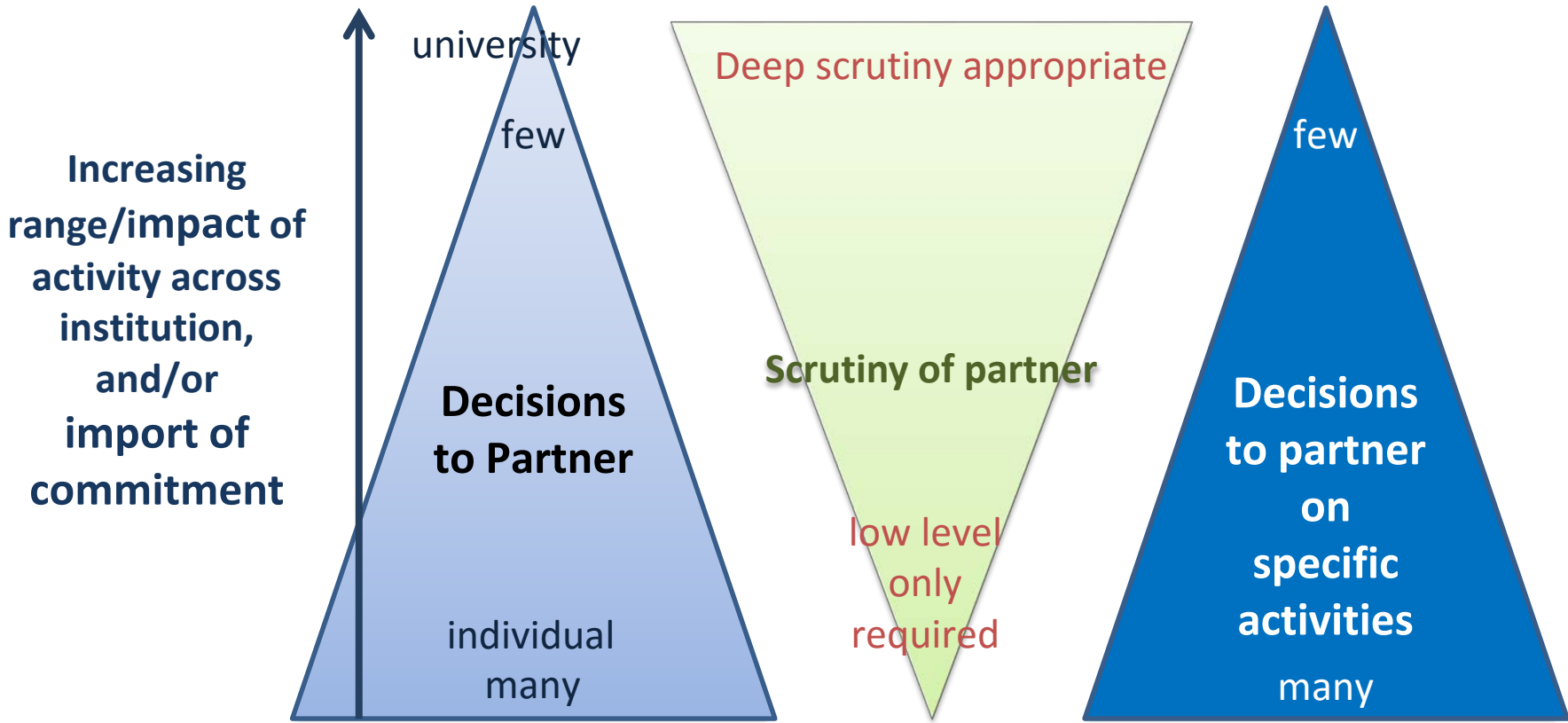
2. Define (A) Types of Decisions

Decisions to Partner



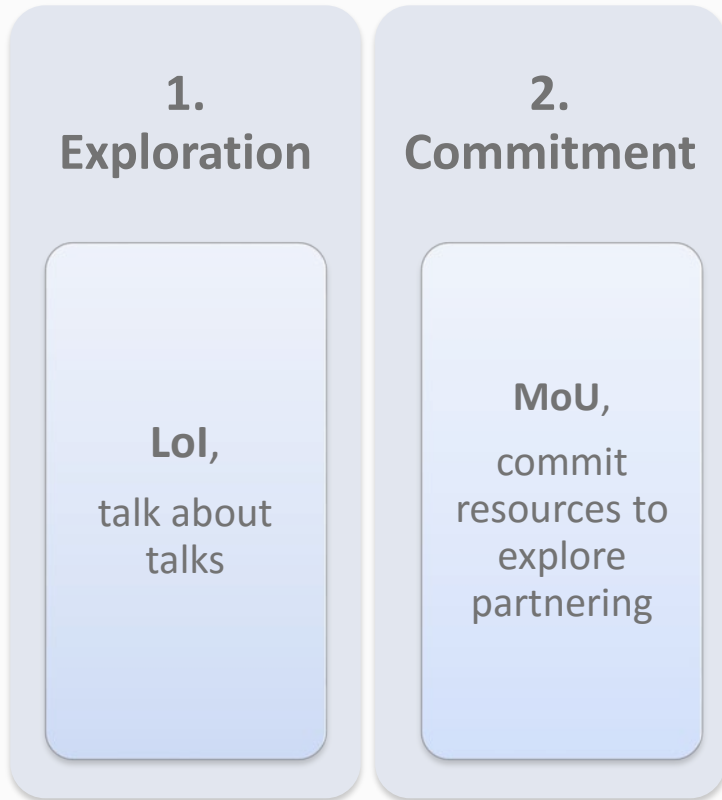
3. Allow for (C) different Levels of Engagement

There is a need to scale how we address these decisions, to reflect risk, volume of business, and locus of responsibility

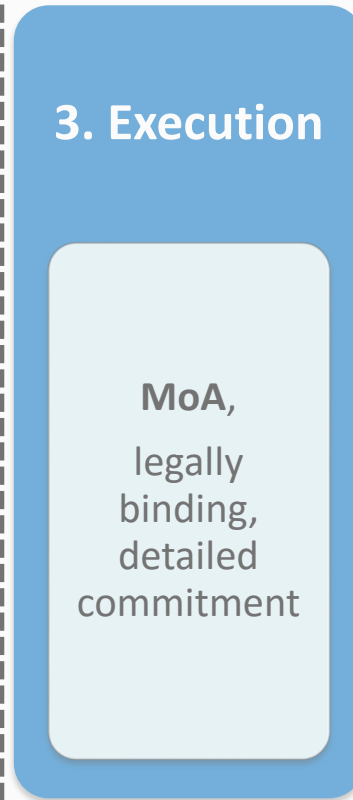


2. Define (B) categories of academic activity

Decisions to Partner



Non-Academic



Responsibility of VPAA, on advice from Education Committee

Academic



Focus on Academic Activities

1. Need to **define** the types of relationships
2. Agree
 - who should be consulted, and
 - the organisational level at which decisions could be made, in respect of each type based on merit of the argument & detail of what is proposed
3. Agree a minimum degree of scrutiny of the proposed partner's standing necessary to mitigate risk (done separately, but possibly in parallel)

Categories of Academic Activities

Entry related

Collaborative Delivery
(single award; ours or partners)

Collaborative Delivery.
(Award from more than one
institution)

DCU award,
partner
delivery

Full control over
delivery of our
programme

Sharing some
aspect of
delivery with a
partner

Not our
programme

Categories of Academic Activities

1. Foundation
2. Articulation

Full control over
delivery of our
programme

- Linked provider
relationships.
1. Taught award
 2. Research award

Not our
programme

Categories of Academic Activities

Collaborative Delivery.
(Award from more than one institution)

1. Foundation
2. Articulation

- Linked provider relationship.
1. Taught award
 2. Research award

Sharing some aspect of delivery with a partner

Categories of Academic Activities

1. Foundation
2. Articulation

Joint awards
Double Awards
Dual Awards
(each for taught and research)

- Linked provider relationship.
1. Taught award
 2. Research award

Sharing some aspect of delivery with a partner

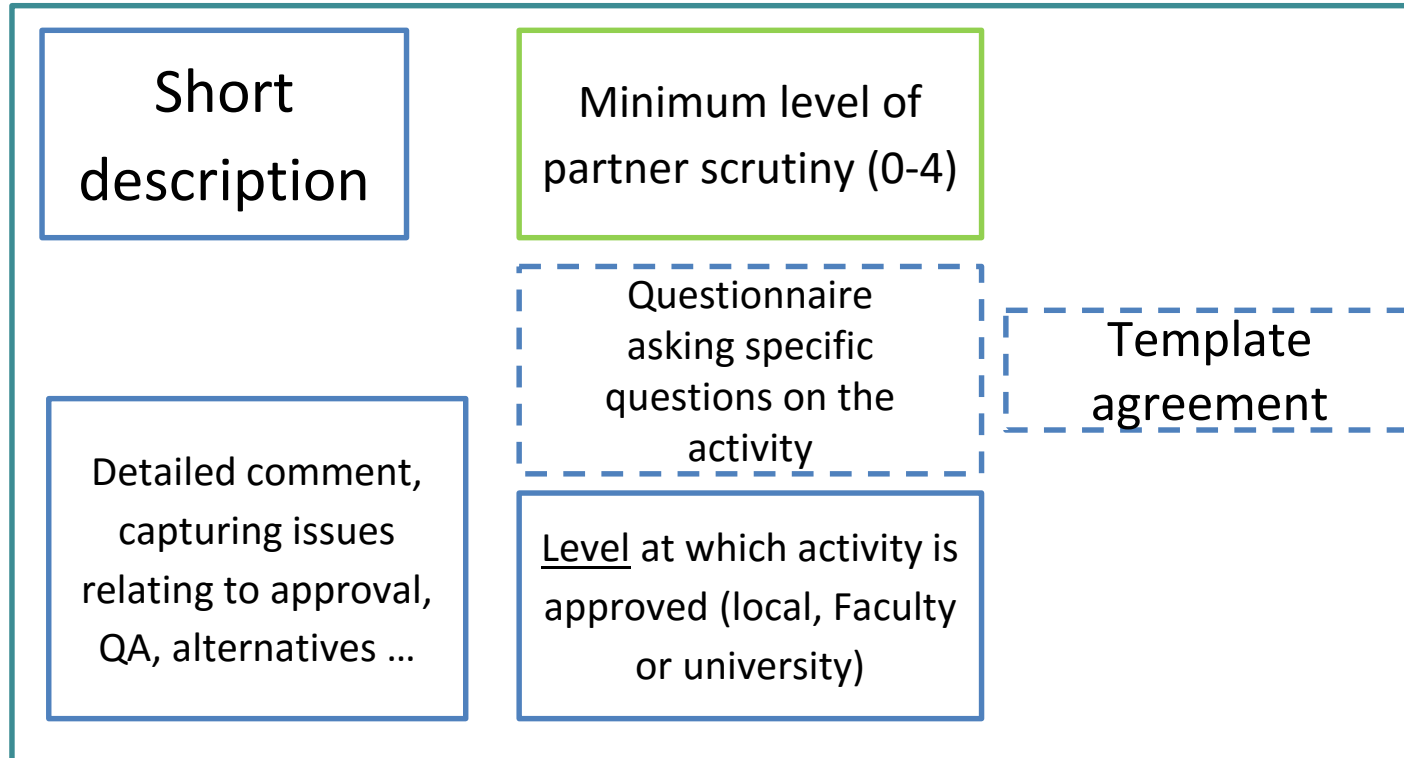
Categories of Academic Activities

Collaborative Delivery, (single award; ours or partners)

1. Industrial placement
2. Professional placement (individual/institutional)
3. Exchange
- 4 & 5 Study Abroad (incoming/outgoing)
6. Shared Delivery (DCU staff, partner credits) contributing to partner taught award
7. Shared Delivery (DCU staff, DCU credits) contributing to partner taught award
8. Shared Delivery (partner delivery, DCU credits) contributing to DCU taught award
9. Shared Delivery (partner delivery, partner credits) contributing to DCU taught award
10. Shared supervision /GTE leading to DCU research award or credit
11. Shared supervision /GTE leading to partner research award or credit
12. Off site Delivery DCU teaching or supervision facilitated by partner (>/< 30 ECTS)
- 14 & 15 Contracting (leading to credits / non-accredited programme)
- 16 & 17 Franchising (DCU award / partner award)

For each of these 25 + activities

we need: a collection of resources, approval levels & DD requirements



Everybody doesn't need to be an expert

By operationalising this in a system, novices can:

- make a proposal,
- have it sent through the relevant approval pathway and, in parallel
- have scrutiny of the partner's standing to an appropriate degree applied

What a proposer needs to know is how to categorise what they want to do: Type / Level / specific activity

The questions they are asked, and approvals needed, follow automatically.

Everybody doesn't need to be an expert

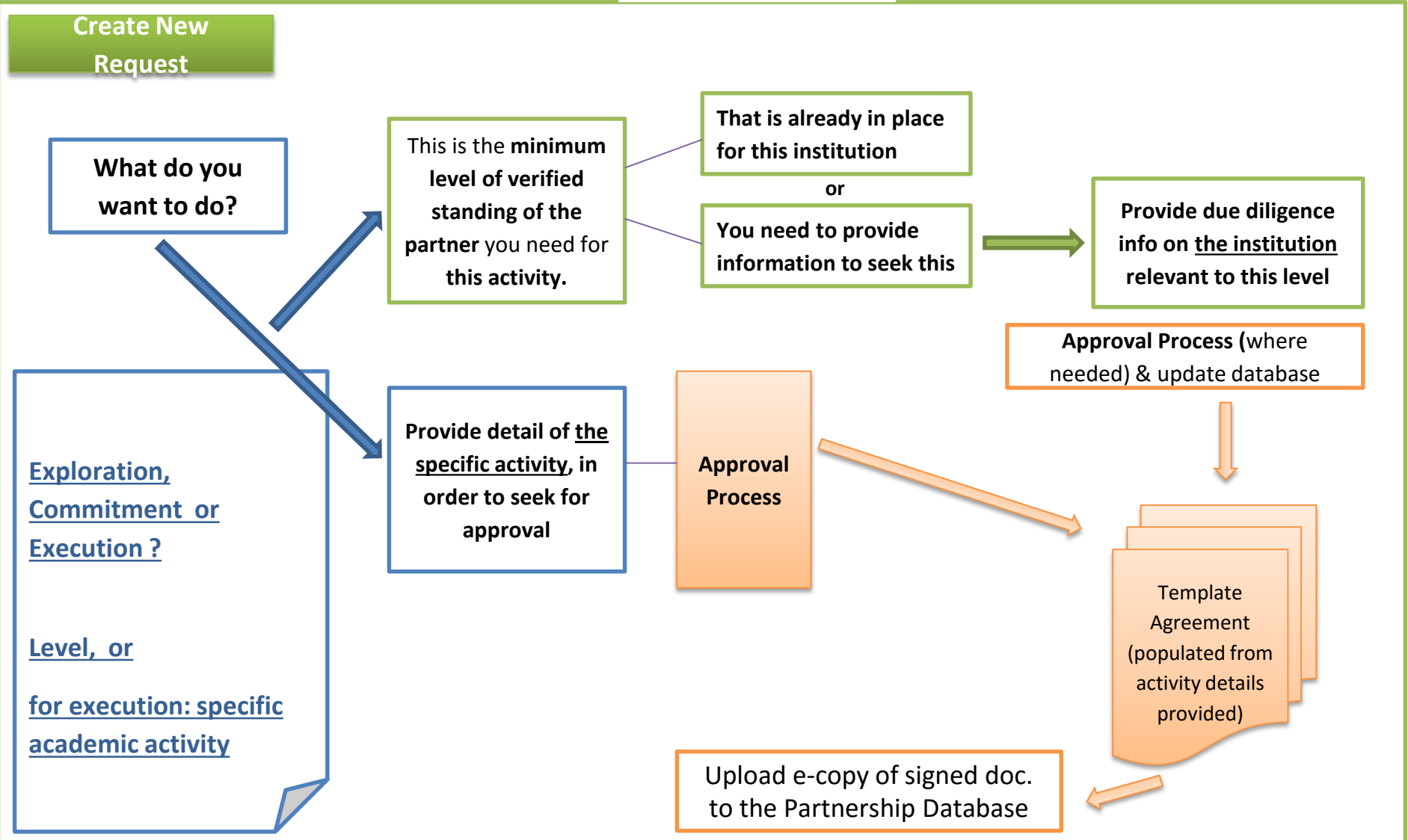
A secondary outcome is that all the information upon which decisions are based, the approval route and resulting agreement are captured and accessible for review.

This will ensure new decisions take place in the context of knowing about former ones with a given partner, in a given region, or using a similar model of partnership.

5. Embed this in an operational system



CONNECT FRAMEWORK



5. Embed this in an operational system



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Guru Connect

[Browse Institutions](#) [Create New Request](#) [My Partnership/Activities](#) [My Documents](#) [Action Required](#) [Manage Institutions](#) [Admin](#)

Create Activity

Please Select Institute: **OR Click here to create a new institution**

Details of Selected Institution:

Select a contact: **OR Click here to create a new contact**

Please Select Category of Agreement:

Please Select Activity Type:

- Exploration - LoI ('Talks about talks')
- Commitment - MoU (Commit resources to exploring partnership)**
- Execution (not involving students) - MoA
- Execution (involving students): Research student related
- Execution (involving students): Entry pathways to DCU award
- Execution (involving students): Student Mobility
- Execution (involving students): DCU award (with partner sharing)
- Execution (involving students): Partner award (with DCU sharing)
- Execution (involving students): Joint, double or dual awards

Description of selected activity:

[Create](#)

Help Panel

It is very important that the most appropriate type are chosen from the drop down menu.

Before creating a proposal please read the following with:

- The Dean of Graduate Studies Act
- The Dean of Teaching & Learning programmes
- The Office of the Vice President, Broad written commitments or student

Important! Choosing an inappropriate result in replication of work & cost