

CampusEngage

Network for the Promotion
of Civic Engagement
in Irish Higher Education

Irish Higher Education Civic and Community Engagement

CAMPUS ENGAGE WORLD CAFÉ

NATIONAL CONSULTATION REPORT, 2014

OCTOBER 2014

Acknowledgement

Campus Engage is most grateful to the Higher Education Authority (HEA) who fund the national initiative under the Strategic Innovation Fund. Sincerest thanks are offered to the Campus Engage Steering Committee and Working Groups that drive the initiative for success.

This report was compiled by Dr Chris McInerney, University of Limerick, and Kate Morris, National Coordinator for Campus Engage. Every effort has been made to retain the original data provided on the day as part of the world café consultation process.



On the 17th June 2014, Campus Engage hosted over 180 delegates, from civil society organisations, higher education institutions, and policy makers, at a symposium, *Campus-community partnerships: conversations for change*, at Dublin Castle. A highlight from the day's events included the "world café" roundtables, set up to consult with our key stakeholders on their interpretation of what Campus Engage can do to support their needs, how they interpret the benefits, facilitators, and barriers to effective campus -community engagement. The event produced an energetic and rich dialogue; the results of which are presented in this report and include a set of key recommendations for embedding and mainstreaming civic engagement.

The symposium was organised by Campus Engage, a national initiative, working with 22 higher education institutions, Higher Education Authority (HEA), Irish Universities Association (IUA) and Institutes of Technology Ireland (IOTI) to enable and embed civic and community engagement activity, including community-based research, community-based learning and volunteering, across campuses and communities in Ireland.

Campus Engage objectives include:

- To promote innovative and responsible **community-based learning and community-based research** activities;
- To develop resources and offer **capacity building training** to higher education staff and community partners;
- To undertake **research to build an evidence base** for the positive social impact of civic and community engagement activity;
- **To build awareness** of the role of Higher Education Institution (HEI) civic and community engagement with potential stakeholders and policy makers;
- To facilitate the creation of opportunities for national **campus-community partnerships**;
- To support the development of good practice and policy in campus-community **volunteering**;
- To promote debate to **inform our national policy framework** for civic engagement;
- To act as a national **reference point for consultation** on community and civic engagement practice and policy.

WHAT IS CIVIC AND COMMUNITY ENGAGEMENT?

"A mutually beneficial knowledge-based collaboration between the higher education institution and the wider community, through community-campus partnerships including the activities of community-based learning, community-engaged research, volunteering, community and economic regeneration, capacity-building and access/widening participation"

- Campus Engage



THE VALUE OF ENGAGEMENT

Community-based research, community-based learning and volunteering allows scope for a campus-community partnership approach to ‘real life’ problem solving. Students can test acquired knowledge and skills, and increase the relevancy of their academic experience, and critical thinking in a community work setting.

For students, accredited, experiential learning acquired through community-based research, community-based learning and volunteering builds transferable, applied ‘work ready skills’. While on a personal level, community-based activities increase learners’ sense of personal achievement and wellbeing.

In terms of civic responsibility, community and civic engagement increases staff and student understanding of facets of community-service, diversity, empathy and social responsibility. It encourages citizenship skills and greater involvement in community service.

Campus Engage also promotes knowledge exchange between academia, community service providers, policy makers, and the public. Campus Engage aligns its work with the objectives of the *National Strategy for Higher Education 2030* to shape the teaching, learning, and research experience to improve social outcomes, by responding to real societal needs.

THE WORLD CAFÉ CONSULTATION

Methodological approach to consultation session

Higher education institutions' two-way engagement with wider society in its broadest sense involves a range of stakeholders including students, academics, administrative and support staff from within the sector; businesses, employers, community partners, policy makers and the media. *The National Strategy for Higher Education 2030* places great emphasis on engagement with wider society as 'the third of the three interconnected core roles of higher education'. It calls on higher education institutions to 'engage with the communities they serve in a more connected manner—identifying community, regional and enterprise needs and proactively responding to them'.

The World Café provides one method to facilitate engagement. It is used globally by large private sector companies, governmental and non-governmental organisations as part of a creative process for leading collaborative dialogue, sharing knowledge and creating pathways for action. The working environment is set up like a café, and people hold a series of conversational rounds lasting from 15 to 20 minutes about one or more topical questions which are meaningful to their field of work.

The Campus Engage Café involved **180 participants from civil society organisations, HEI staff and students active in the field of community engagement**. Participants explored a series of questions designed to identify the potential benefits and impacts of community engagement; articulating what elements are included in an ideal formula for community engagement; and finally suggesting what they thought the priorities for Campus Engage should be in the coming years.

In order to classify, sort and arrange information; examine relationships in the data; and make links around qualitative data provided at the consultation session, NVivo software was used to analyse non-numerical information. Nvivo allows users to build a body of evidence to expose gaps and support future planning. In addition the information was mapped using Visio to create visual diagrams to help illustrate reoccurring themes and priority and sub headings. In this report is a series of mindmaps, drawn directly from participants own recording of their conversations during the symposium's World Café session.



QUESTIONS PROPOSED ON THE DAY:

Question 1

The benefits of community and civic engagement.

What benefits can campus-community partnerships bring to support social, economic and cultural recovery and on-going development in Ireland?

Question 2

Imaging the ideal model of community engagement.

Imagine its 2020, your campus-community(ies) partnership(s) has been recognised internationally as a model of best practice. What does it look like, feel like, act like?

Question 3

Achieving the ideal. Priorities for Campus Engagement.

From your discussions so far, can you identify the five top priority actions you would like Campus Engage to focus on to help national policy and local institutions to realise the ambition of becoming a model of best practice in building campus-community partnerships?



World Café Facilitator, Dr Chris McInerney, UL.



RECOGNISING THE BENEFITS OF HIGHER EDUCATION COMMUNITY ENGAGEMENT

The first question participants were asked to consider at the Campus Engage World Café session was *what impacts might campus-community partnerships make to support social, economic and cultural recovery and on-going development in Ireland.*

This discussion produced the greatest volume of feedback on the day, demonstrating that the participants considered the benefits and impact which could be produced by effective campus-community engagement.

Key messages: Campus-community engagement supplements existing access routes to higher education, and enhances completion rates and positive outcomes of a higher education experience.

Reflection on the benefits arising from community engagement produced considerable comment on the impact on educational experience. It was noted that community engagement initiatives can contribute to raising education expectations for students, increasing the relevancy of course work, and expanding possibilities for research, teaching and learning. Spin-off initiatives from staff and student volunteering can also supplement access opportunities for hard to reach

students. Alongside this, community engagement was seen as helping to create more 'society ready', 'work ready' students - improving employability by allowing students to gain practical skills in 'real world' settings.

Key message: Campus-community engagement builds collaborative partnership approaches to solve social issues.

The potential to build community-campus partnerships and relationships is seen as an important result of community engagement efforts. From the comments recorded there is a strong emphasis on the importance of building meaningful relationships to improve community and economic outcomes, in a way that recognises partners equally. In particular, equality between stakeholders was emphasised as a core objective for two way benefits of for better social outcomes *for all*.

Key message: Campus-community collaboration can increase the likelihood of achieving positive economic outcomes.

Many participants commented on the potential economic impacts of collaboration including: the

ability to generate workforces with relevant skills for 21st century global workplaces; the ability to make links between communities and business to support new and existing enterprise needs; the ability of cooperative links to support greater transition from higher education institutions (HEIs) to employment. Campus-community partnerships can also collaboratively address social issues in a cost effective way that avoids duplication of effort and national investment. The potential for cost effective HEI –community research projects, for example, to inform effective and efficient national community services, policy and practice was frequently noted.

Key message: Community-campus engagement can support communities by offering recreational, technology and information services.

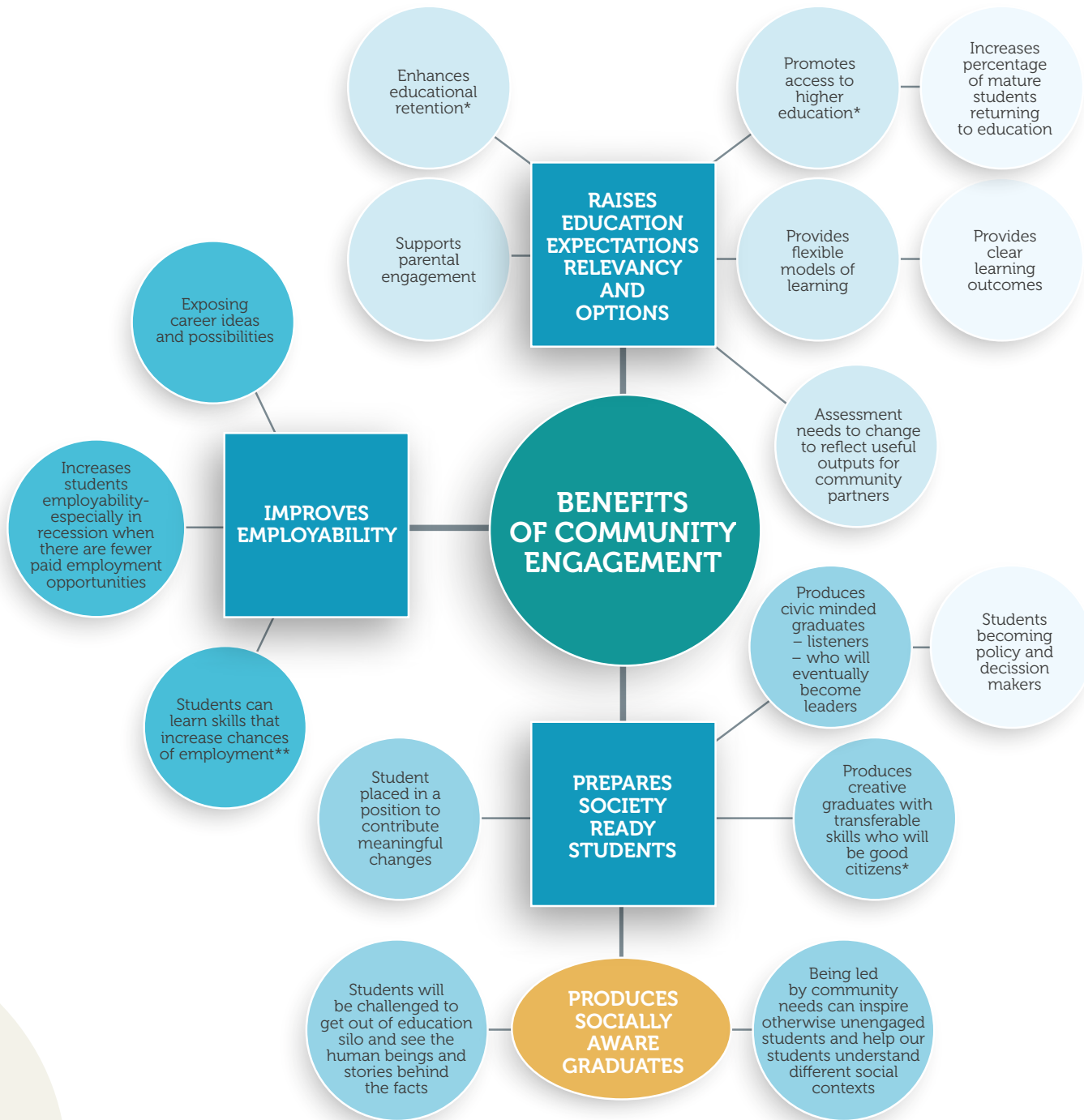
Participants noted how better community–campus working relations on projects, that affect the surrounding community, facilitate better opportunities for communication and increase the opportunity to talk with, and listen to the community HEI's serve. This can also open opportunities to share resources, physical and/or intellectual such as upskilling in new technology, mentoring, amongst others.

Key message: Community-campus engagement builds a sense of shared community identity to strengthen community morale and voice on national policy issues.

For many participants community engagement was associated with 'collaboratively working for change' in the economic downturn - helping to strengthen community identity, and in the process improving people's sense of belonging, and morale. Engagement contributes to a strengthened public voice, producing legitimate evidence, and raising the profile of community partners that HEIs work with. Related to this, it helps to build capacity to collectively address policy concerns, and to encourage communities to get involved in shaping, influencing and advocating around policy matters, for better social outcomes.

Key message: Community-campus engagement offers opportunity to exchange knowledge and innovative ideas.

Participants noted that community engagement is about sharing perspectives, tacit knowledge, new research, ideas and experiences to collaboratively broaden community horizons, and tackle major social issues facing Ireland around poverty, environmental sustainability, health, ageing demographics, etc.



* popular responses

THE BENEFITS OF COMMUNITY ENGAGEMENT

ENRICHING ACCESS TO AND OUTCOMES OF EDUCATION

A reflection on the benefits arising from community engagement produced considerable comment on the educational impacts generated.

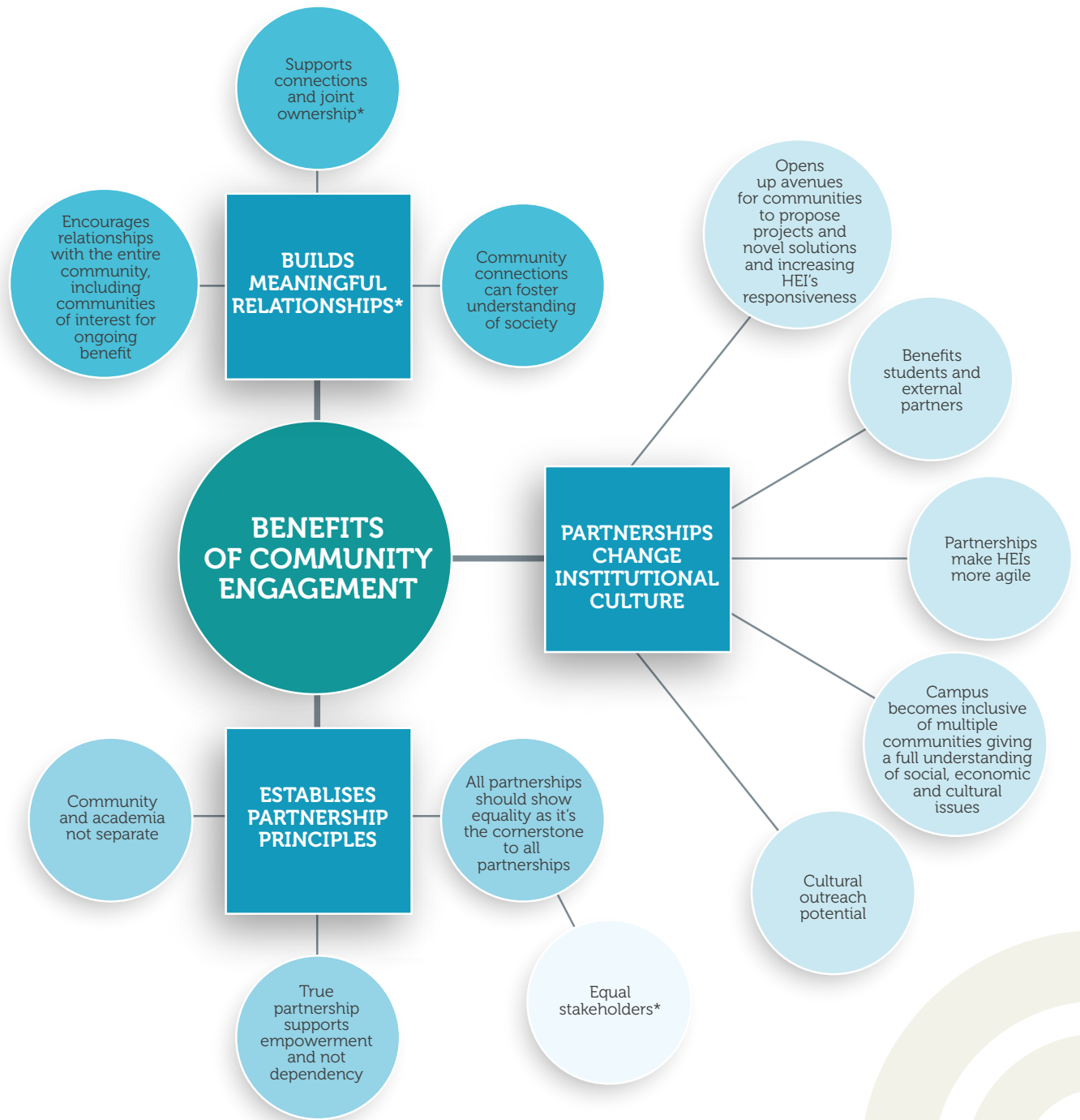
It was considered that community engagement contributes to raising education expectations, increasing the relevancy of courses and expanding options for study, not least through promoting access to higher education.

Alongside this, community engagement was seen as helping to create more 'society ready' students as well as improving employability by allowing students to gain practical skills in 'real world' settings.

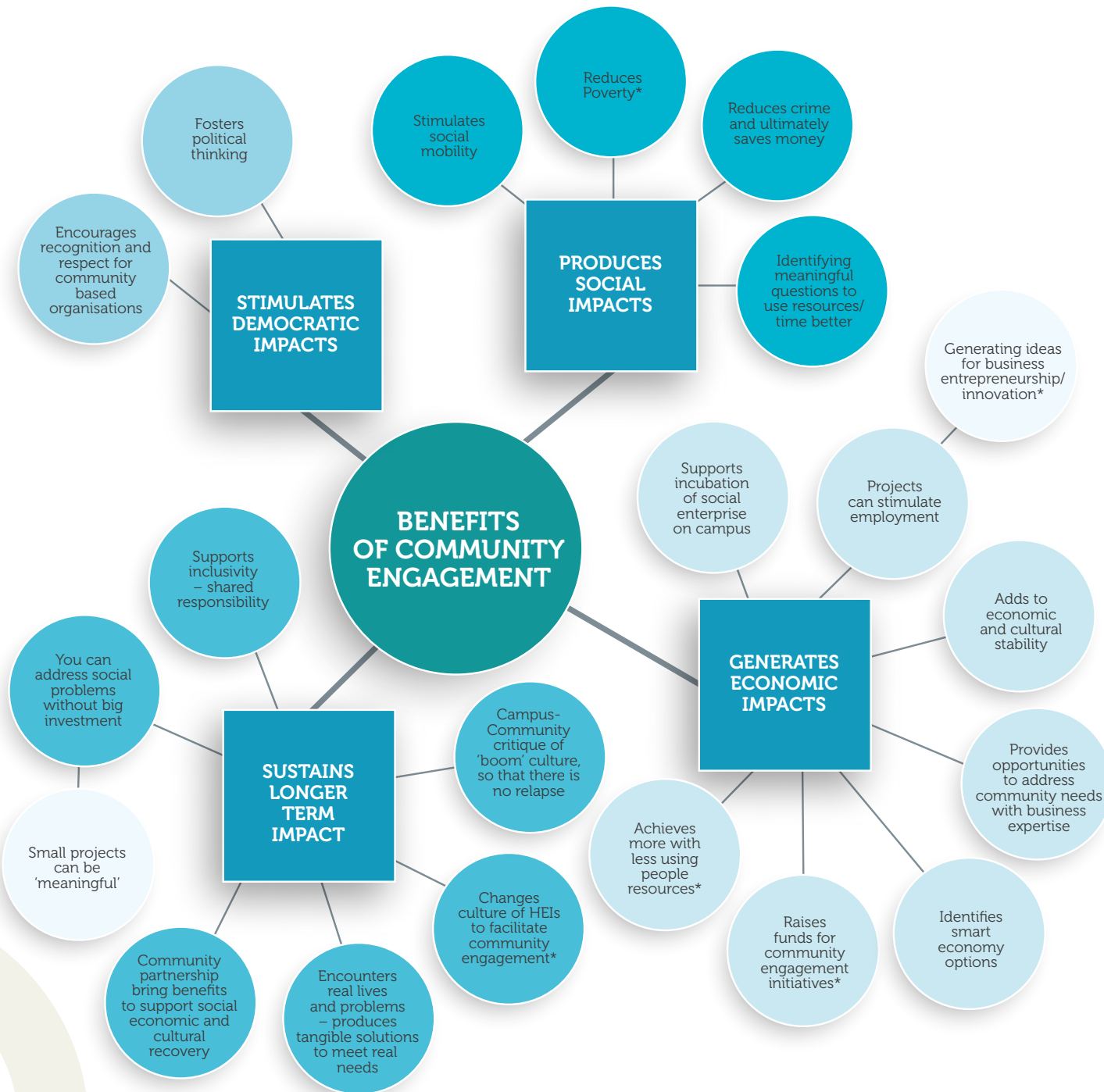
THE BENEFITS OF COMMUNITY ENGAGEMENT

A PARTNERSHIP APPROACH

Partnership approaches increase the necessity for HEI's to become more agile. From the comments recorded there is a strong emphasis on building meaningful relationships, but doing so in a way that recognises equality between stakeholders as a core objective.



* popular responses



THE BENEFITS OF COMMUNITY ENGAGEMENT

ECONOMIC IMPACTS

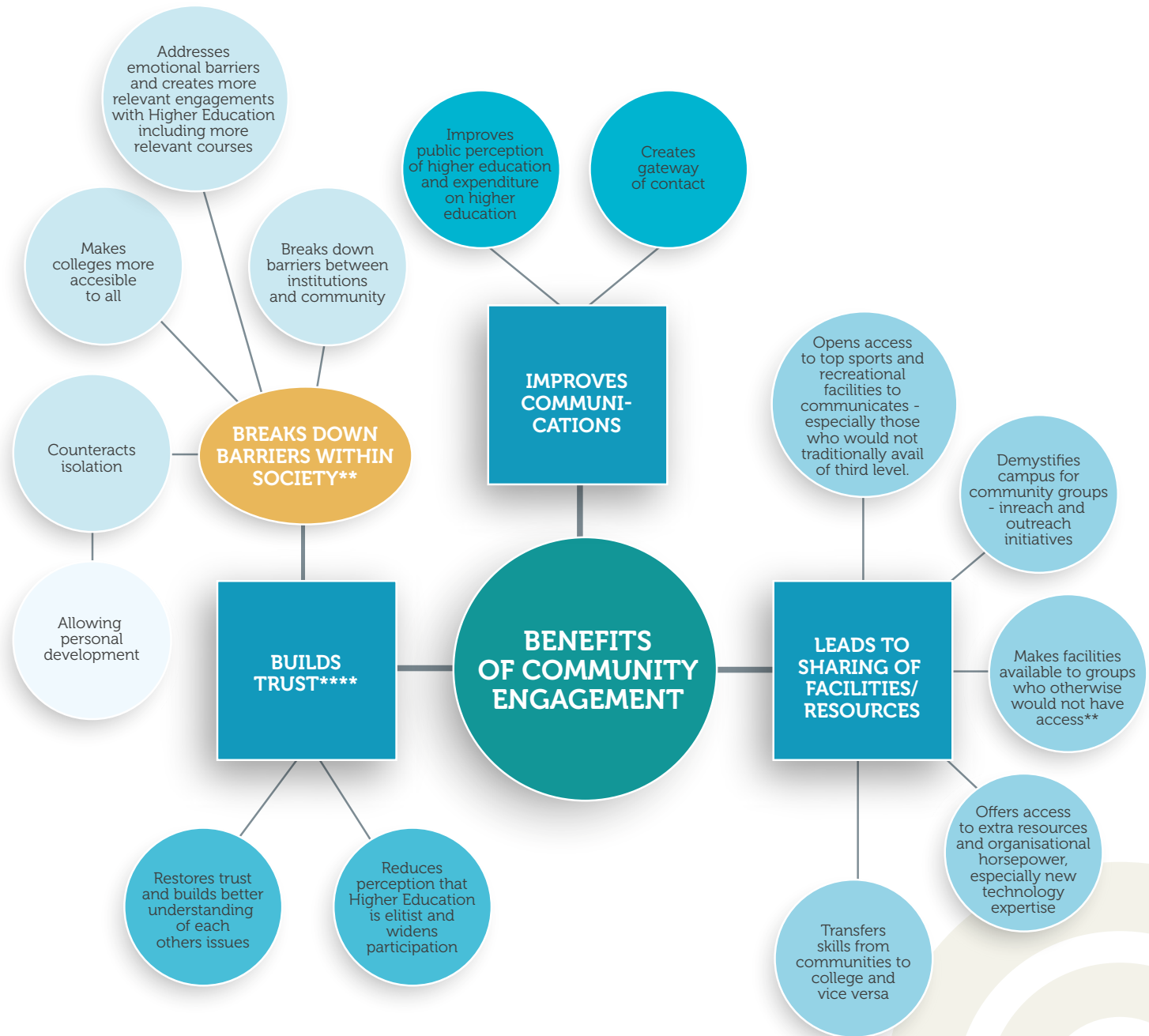
Many participants commented on the potential economic impacts, including the ability to generate employment, make links between communities and business and supporting private and social enterprise development.

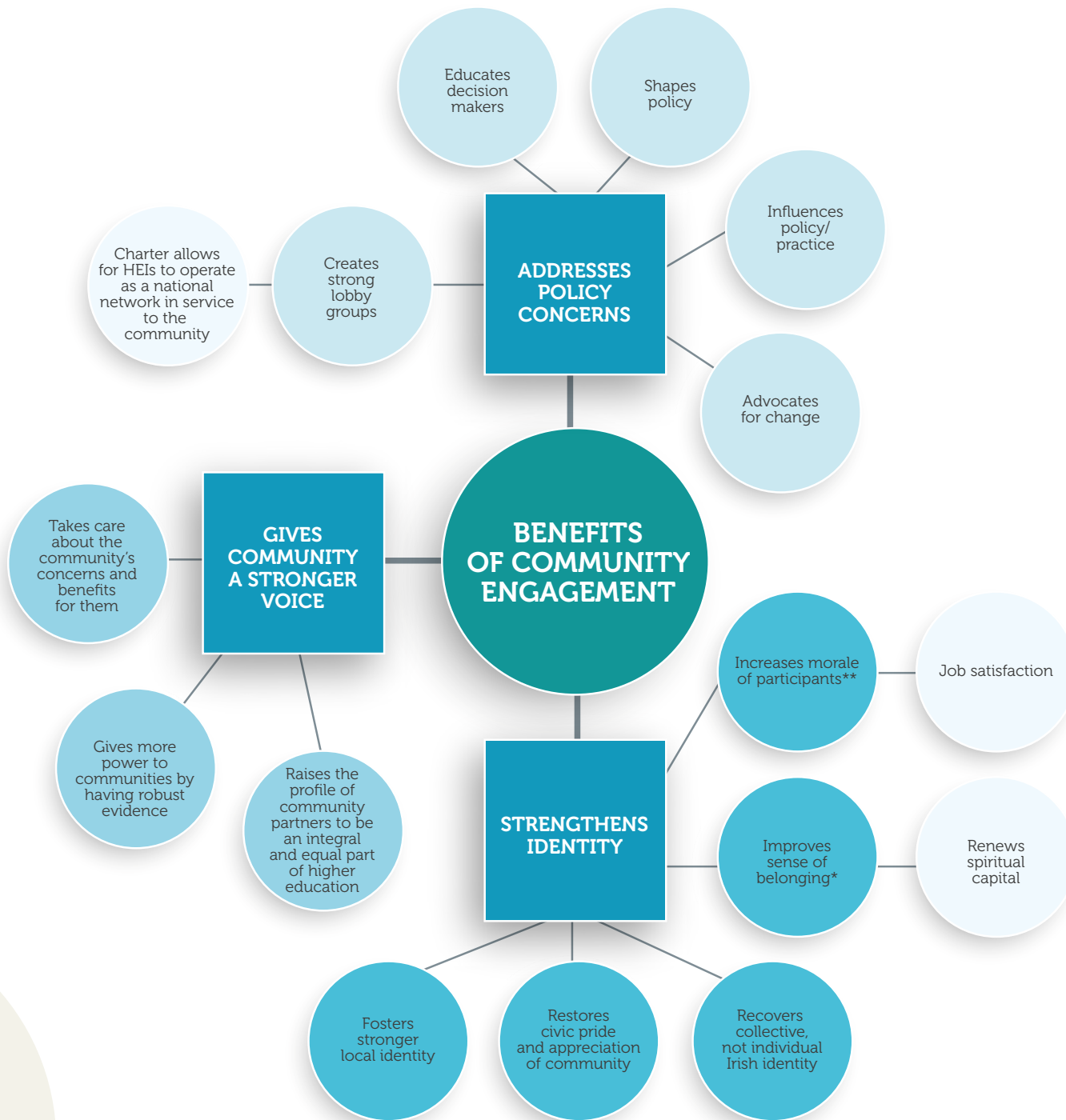
It was recorded that campus-community partnerships can help address social problems cost effectively and avoid the duplication of effort and State investment.

THE BENEFITS OF COMMUNITY ENGAGEMENT

BUILDS TRUST

Engagement builds trust and breaks down physical and emotional barriers. At a practical level, this gives rise to opportunities to share resources, physical and/or intellectual.





THE BENEFITS OF COMMUNITY ENGAGEMENT

WORKING FOR CHANGE

For many participants, community engagement is associated with working for change - helping to strengthen local identity, and in the process improving people's sense of belonging to a community and improving their morale.

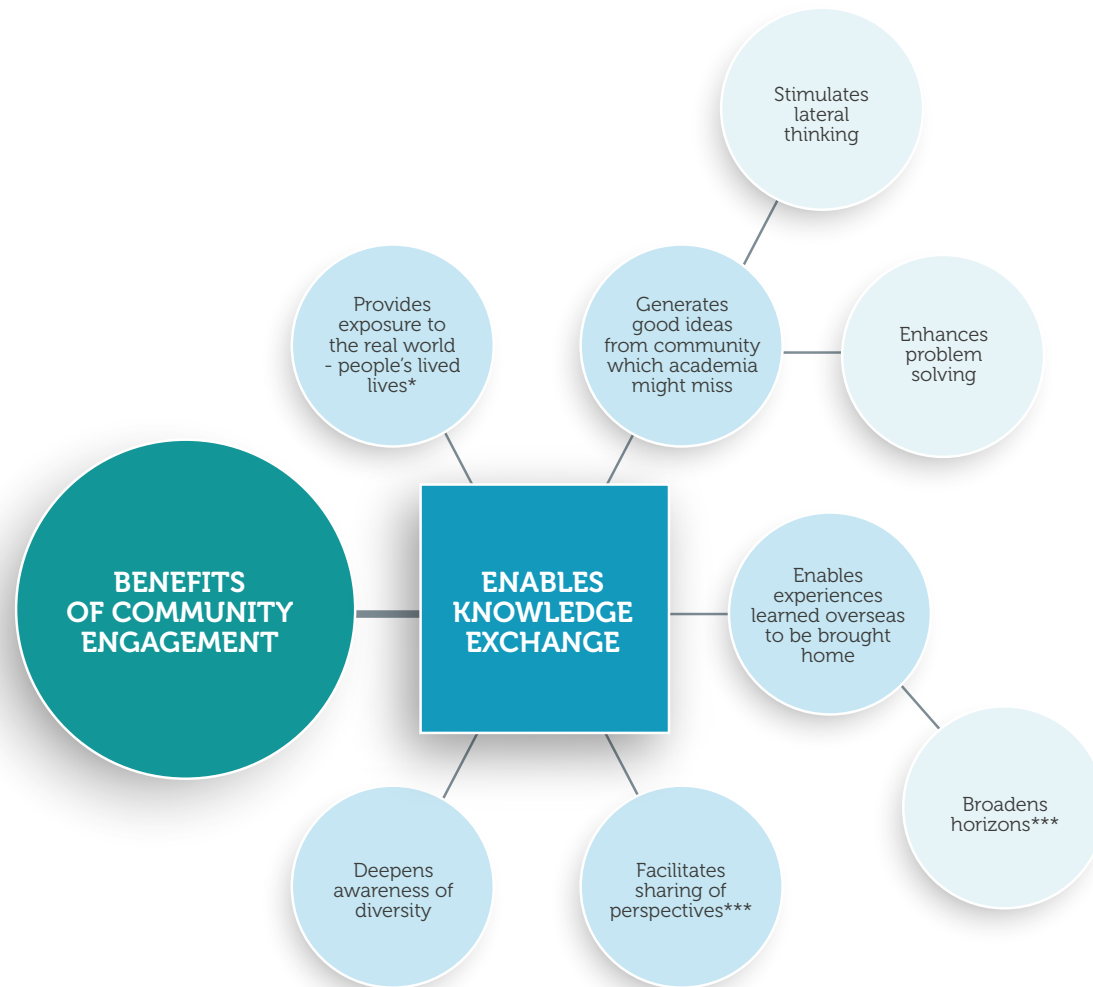
However, it also contributes to strengthening public voice, by helping to produce legitimate evidence and raising the profile of community partners. Related to this, it helps to build capacity to address policy concerns and to engage higher education institutions to involve themselves in shaping, influencing and advocating around policy matters.

THE BENEFITS OF COMMUNITY ENGAGEMENT

ENABLES KNOWLEDGE EXCHANGE

Community engagement is about sharing tacit knowledge, perspectives, ideas and experiences to improve social and economic outcomes for Ireland.

Sharing perspectives encourages a broadening of horizons and understanding amongst participants, enabling experiences and outlooks to be exchanged.



IMAGINING THE IDEAL MODEL OF COMMUNITY ENGAGEMENT

For the second question participants were asked to **imagine it was 2020 and their campus-community partnership has been recognised internationally as a model of best practice. They were then asked to consider what this model looks, feels and acts like?** The purpose of this question was to encourage participants to imagine what an ideal model of community engagement might involve. This discussion produced a number of key messages.

Key Message: Organisational structure and leadership matter.

There was widespread recognition that an ideal model of engagement would be supported by the presence of dedicated units within HEIs, with dedicated staff to support community engagement initiatives. It was noted that a community unit or a community hub, with senior leadership could provide a clear contact point for industry, community-based organisations and staff within HEIs.

Alongside these more fixed structures participants also emphasised that effective community engagement hubs could resource external networks, at local and national levels, linking communities and

HEIs and providing internal HEI mechanisms for communication.

Beyond this, at a more general level it was considered that community engagement should be a core part of HEI staff job description, and should be recognised in key performance indicators and rewarded.

Overall participants felt that community engagement would prosper if it is fully embedded within HEI policies, requiring visionary leadership and an investment in relevant higher education infrastructure.

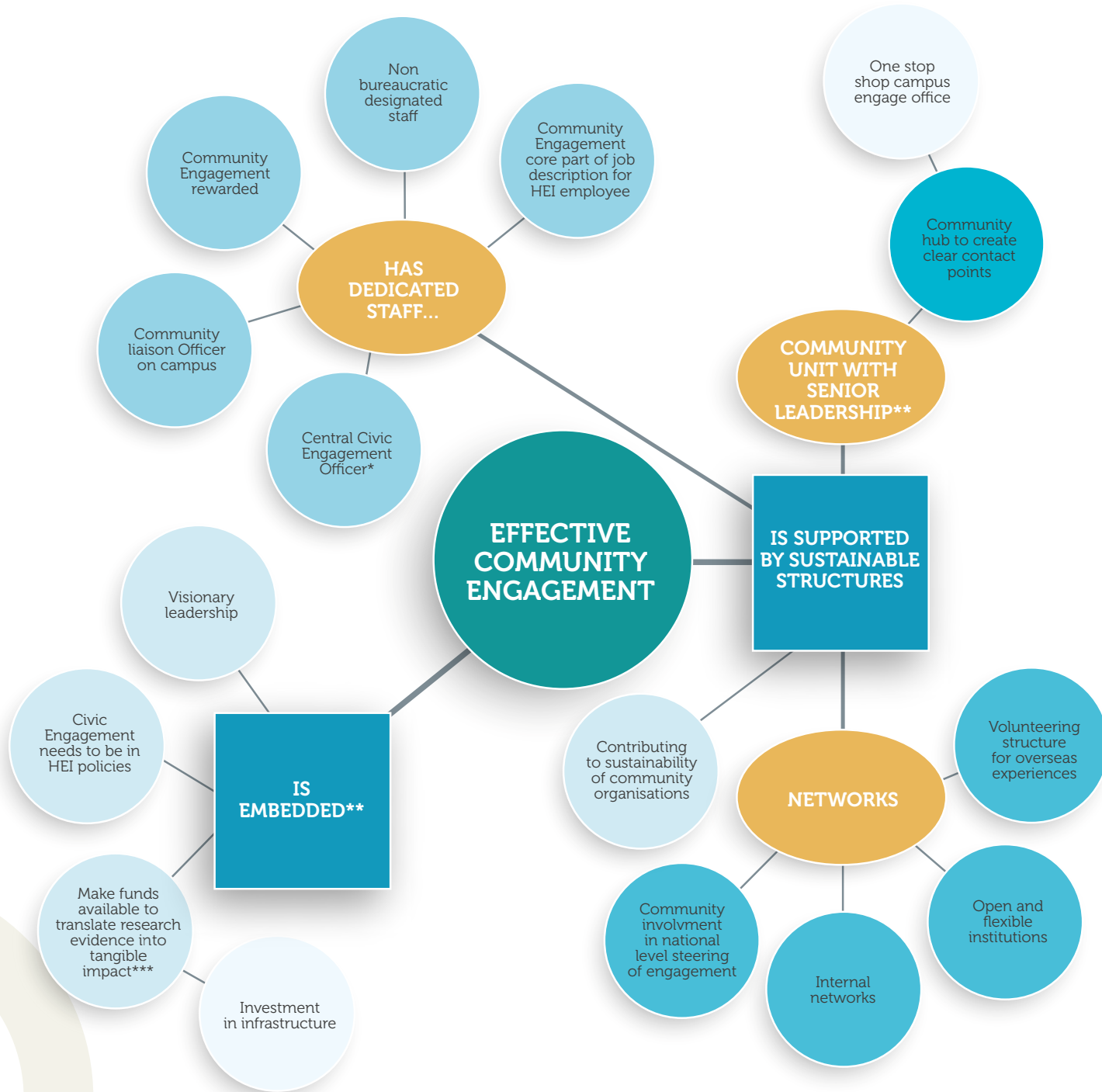
Key message: Effective community engagement must be action and performance orientated.

Participants noted that activities need clear goals and must be fully committed to assessment and accountability. It should be based on effective and clear lines of communication, described by one participant as 'communiversity'. It should also be strongly committed to encouraging self-assessment and removing barriers, physical, sensitive or otherwise to the process of collecting data on outputs and barriers to achieving outcomes.

Key Message: Finally, in an ideal world community engagement would be characterised by proactive collaboration to service of mutual needs.

Here, the presence of partnerships based on equality and a 'marriage of academic and community interests' would be the norm, as would a commitment to an educational service designed to enable, envisage and achieve transformative outcomes. Underpinning this would be a capacity to generate and support active citizenship, amongst students, staff and the broader community. The mindmaps that follow spell out participant views of what an ideal model of community engagement would look like in greater detail.





EFFECTIVE COMMUNITY ENGAGEMENT

NEEDS DEDICATED RESOURCES AND STAFF

In imagining the ideal scenario for effective community engagement, a recurring theme identified by participants was the creation of appropriate and sustainable infrastructure. Two key points include - the creation of dedicated community engagement hubs to provide support and act as a clear contact point; and secondly, the allocation of dedicated staff. Related to these points is the need for visionary leadership and the need to see community engagement as a core element of the job description of college employees.

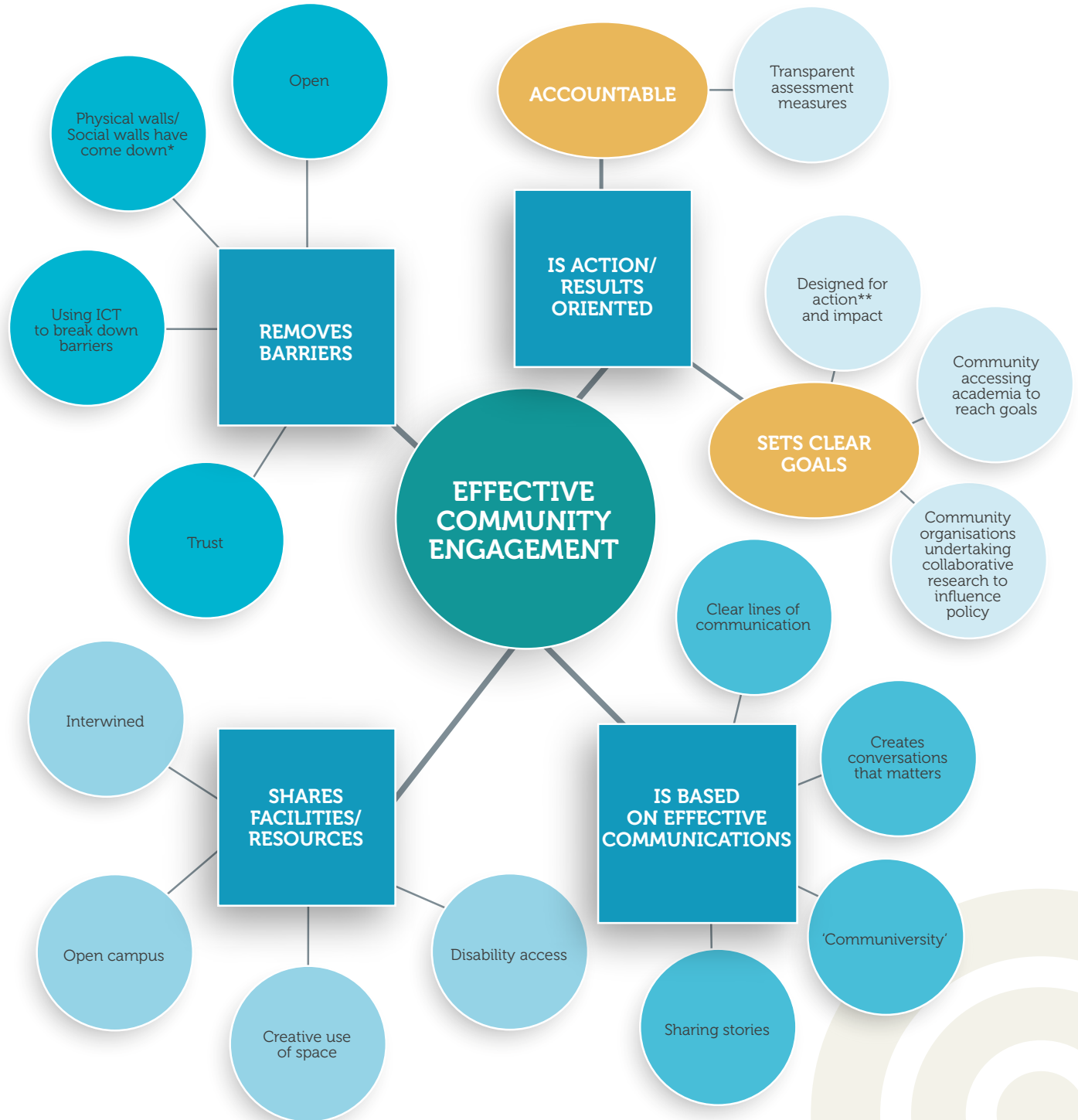
EFFECTIVE COMMUNITY ENGAGEMENT

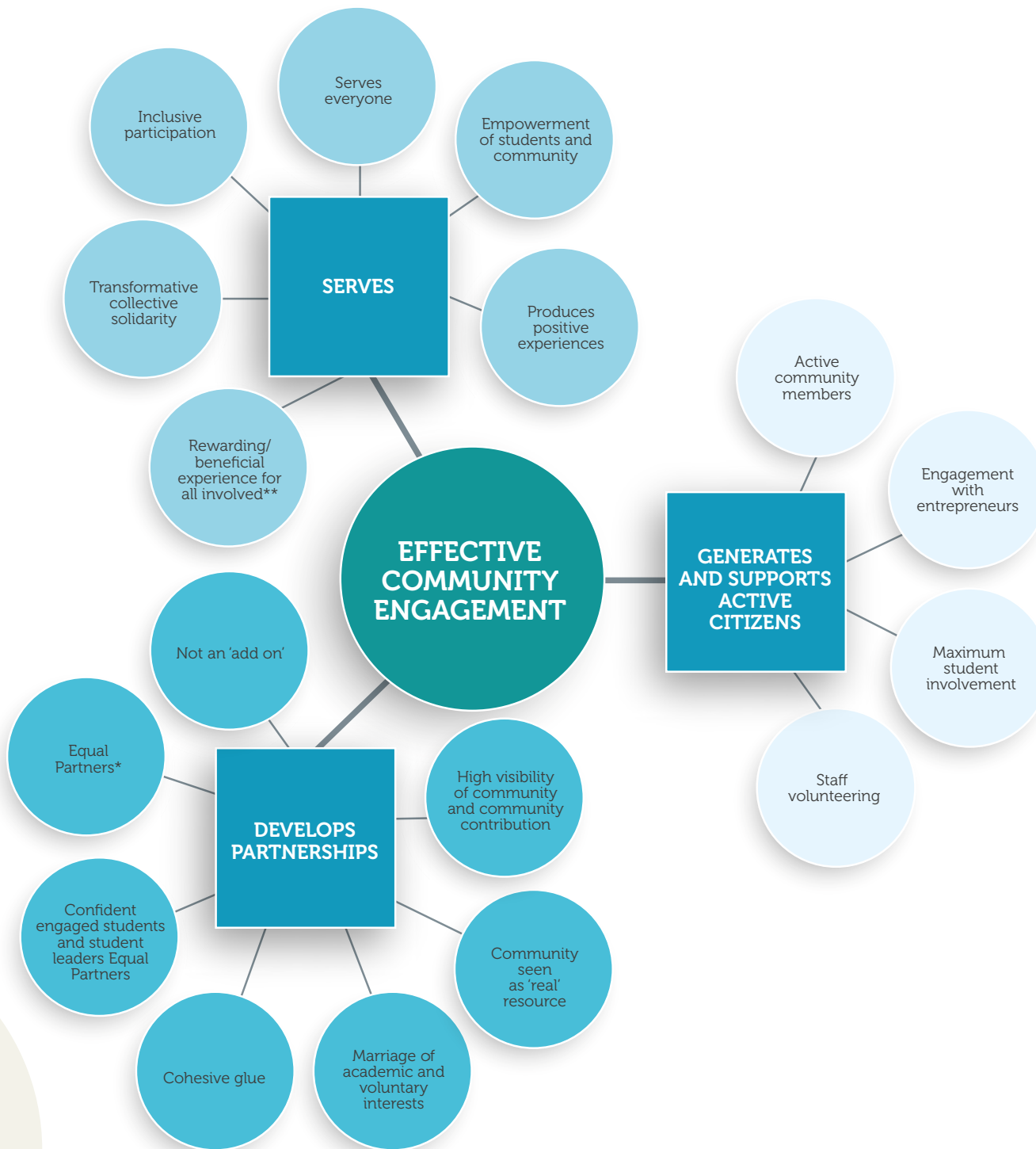
SETS TARGETS AND MEASURES IMPACT

Effective community engagement requires emphasis on action oriented, results based initiatives.

It needs willingness to take active steps to break down barriers and build trust.

Sharing of resources and facilities can demonstrate this; while clear and active lines of communication and decision making are crucial.





EFFECTIVE COMMUNITY ENGAGEMENT

MUST BE REWARDING FOR ALL

Participants saw effective community engagement being built on a strong culture of partnership, where service to community and the creation of positive community engagement experiences are crucial. Within this the need for visibility of all partners and recognition of community as a 'real' resource is important.

Finally, effective engagement, it was suggested, implies a commitment to promote active citizenship, not just with students and community members, but with staff of higher education institutions.

ACHIEVING THE IDEAL – PRIORITIES FOR CAMPUS ENGAGE

Informing Campus Engage strategic planning

In question three participants at the World Café were asked to **identify the top five priority actions they would like Campus Engage to focus on to help national policy and local institutions to realise the ambition of becoming a model of best practice in building campus-community engagement.** This question aimed to provide a collaborative approach to support the Campus Engage strategy and future planning beyond 2014.

Responses can be summarised under 5 key overarching themes:

- Supporting infrastructural change
- Encouraging funding based on accountability
- Supporting full implementation of policy and practice
- Communications and awareness raising
- Providing a national collaboration and networking space for knowledge exchange

Key messages: Campus Engage can build awareness and promote opportunities and benefits of campus-community engagement.

Of all of the recommended areas of action, identified as important for Campus Engage, communications and awareness raising is without doubt the most visible. Much attention was given to the need to increase the profile of HEIs community engagement work, to highlight its contribution to positive social outcomes, potential to assist in informing future community services, practice and policy, developing ‘work ready skills’ for new graduates, and responding to community’s new labour market needs. Greater investment in outreach work was highlighted as one practical solution. In addition, the communication of innovative community based teaching, learning and research was emphasised.

Key message: Campus Engage can provide the expertise and human resources to build capacity and competency for community engagement.

It was recommended by the participants that Campus Engage is well placed to support open access to expertise, and provide capacity building programmes for HEI staff, students and community organisations, to encourage and sustain good practice in the field.

Campus Engage should also support the development of national collaboratively produced codes of practice, practitioner friendly case studies of best practice, and tool kits to encourage curricula change, to meet real world needs of student, and society.

Key message: Campus Engage can support HEI infrastructural change to support embedding community engagement on campuses.

In seeking to give direction to future strategic planning for Campus Engage, considerable emphasis was placed on how Campus Engage can encourage appropriate engagement structures, at institution level. Campus Engage should call for a Framework to inform HEIs to address staff capacity in community-engagement practice; allocate a key contact person on campus, or regional community-engagement hubs to build awareness of the benefits and impact of community engagement locally.

Key message: Campus Engage can advocate for these resources, connected to HEI performance targets on engagement.

Participants recommended that the Campus Engage network work at a national level to create a set of clear targets and a self-reflective measurement tool be developed to support the implementation of institutional strategy on engagement and realise the Campus Engage Charter. A Campus Engage HEI index and/or classification system, and regular reporting could help institutions to reach targets.

Key message: Campus Engage can create opportunities at national and international levels for community partners, campus staff and students to network and share knowledge.

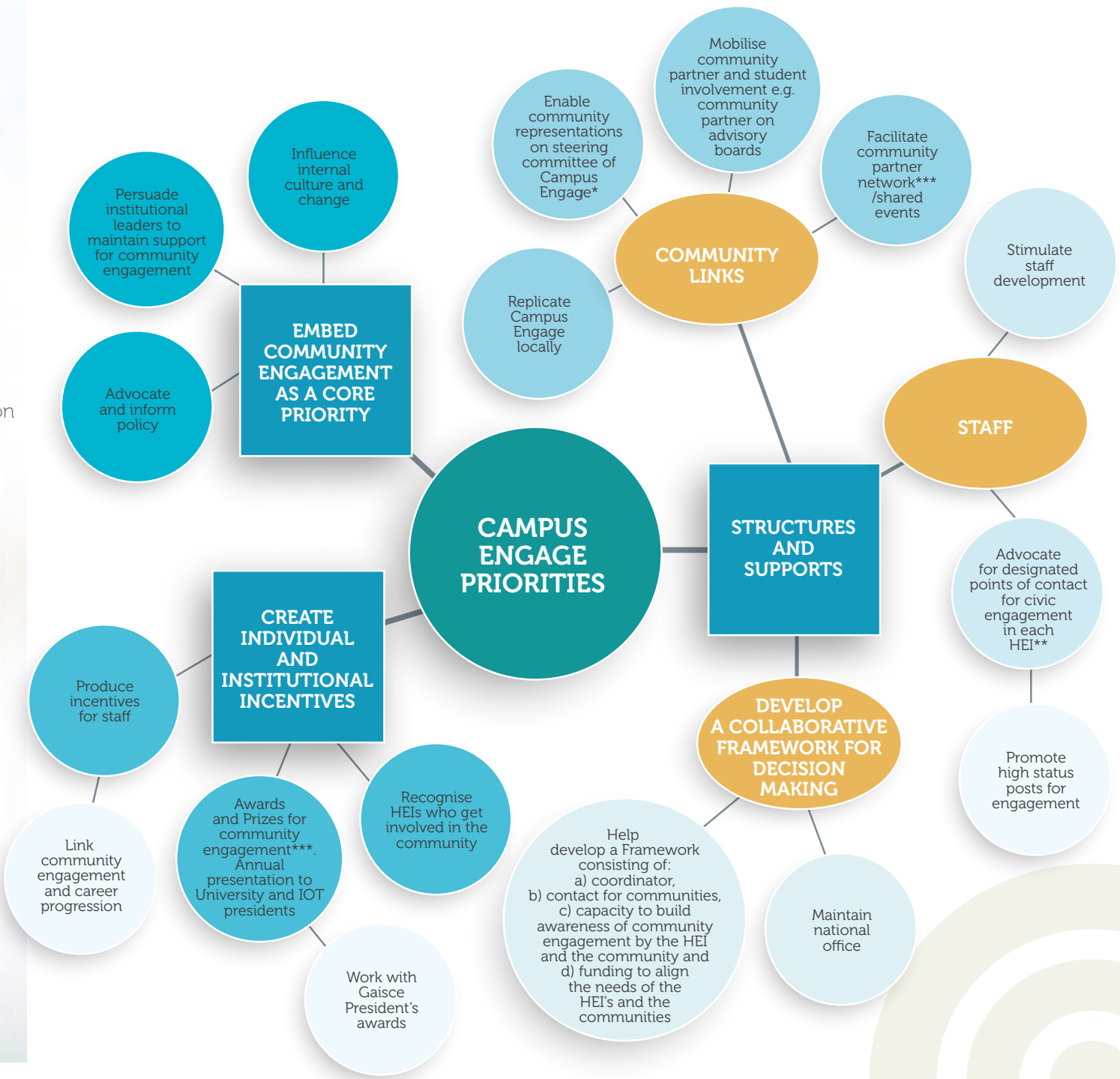
Continuing with the communications theme, participants saw Campus Engage playing a role in the facilitation and promotion of a variety of knowledge exchange and networking opportunities, locally, nationally and internationally.

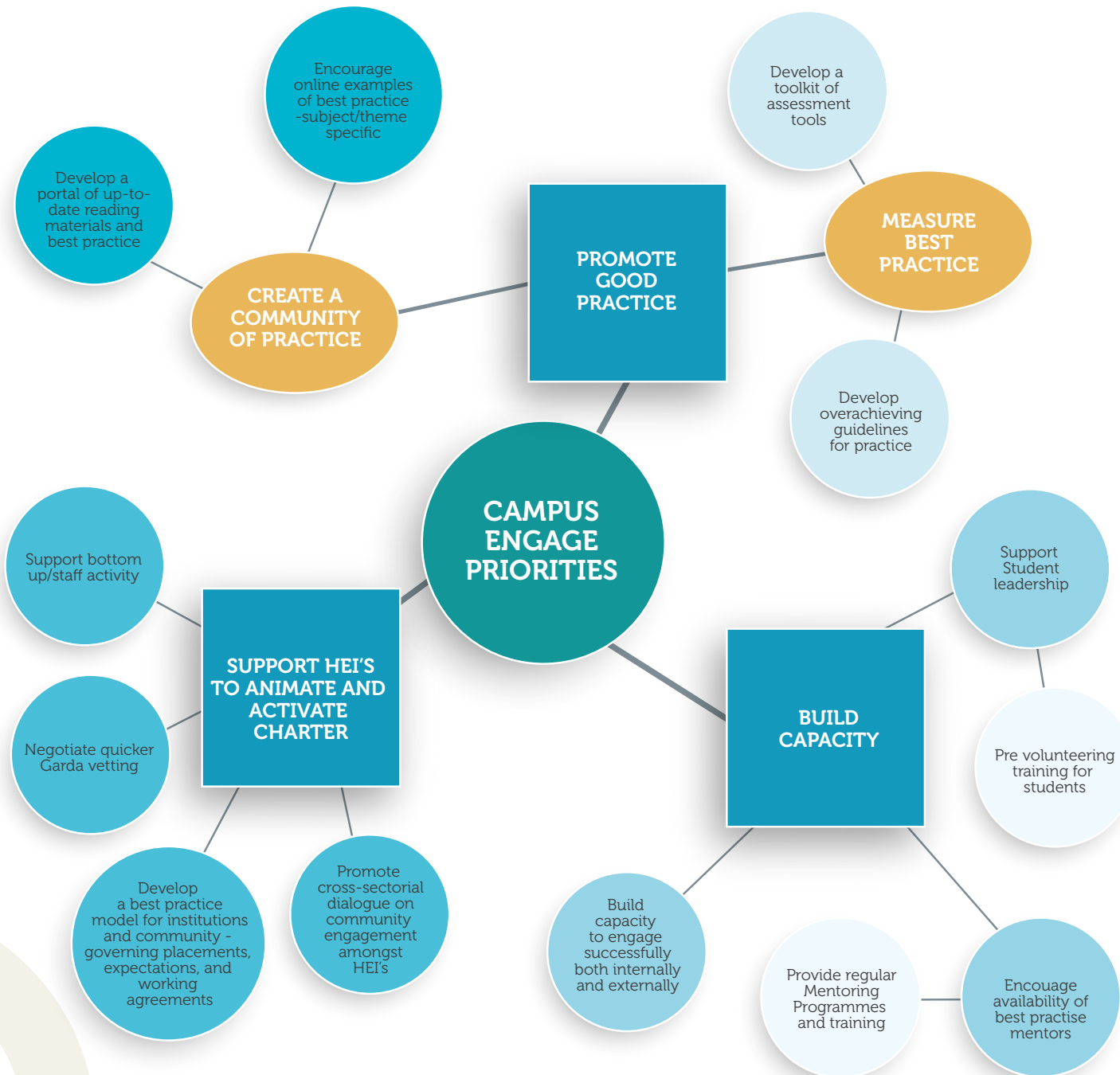
CAMPUS ENGAGE PRIORITIES

SUPPORTING INFRASTRUCTURAL CHANGE

Considerable emphasis was placed on how Campus Engage can promote appropriate support structures on campus to embed engagement.

It was recommended that a Framework for implementation be developed to assist institutions to allocate contact personnel and build awareness.





CAMPUS ENGAGE PRIORITIES

PROVIDING CAPACITY BUILDING, RESOURCES AND REWARDING SUCCESS

It was proposed that Campus Engage could play an active role in promoting and building capacity for community engagement within Higher Education - through for example, creating communities of practice, codes of practice and tool kits to support good practice.

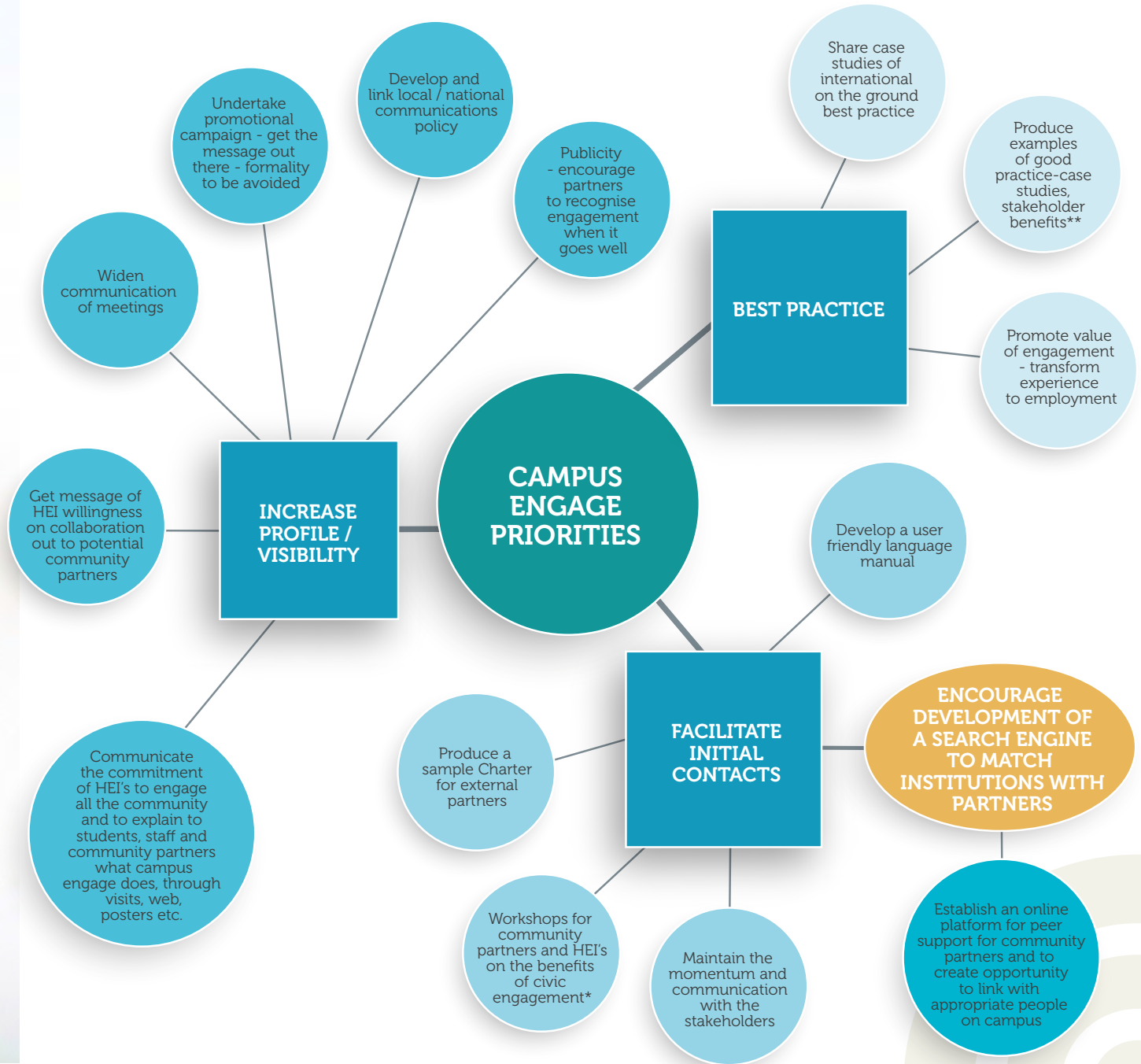
Capacity building was seen as crucial both at an individual as well as an institutional level. Finding ways to incentivise and reward good community engagement practices was seen as a particularly important.

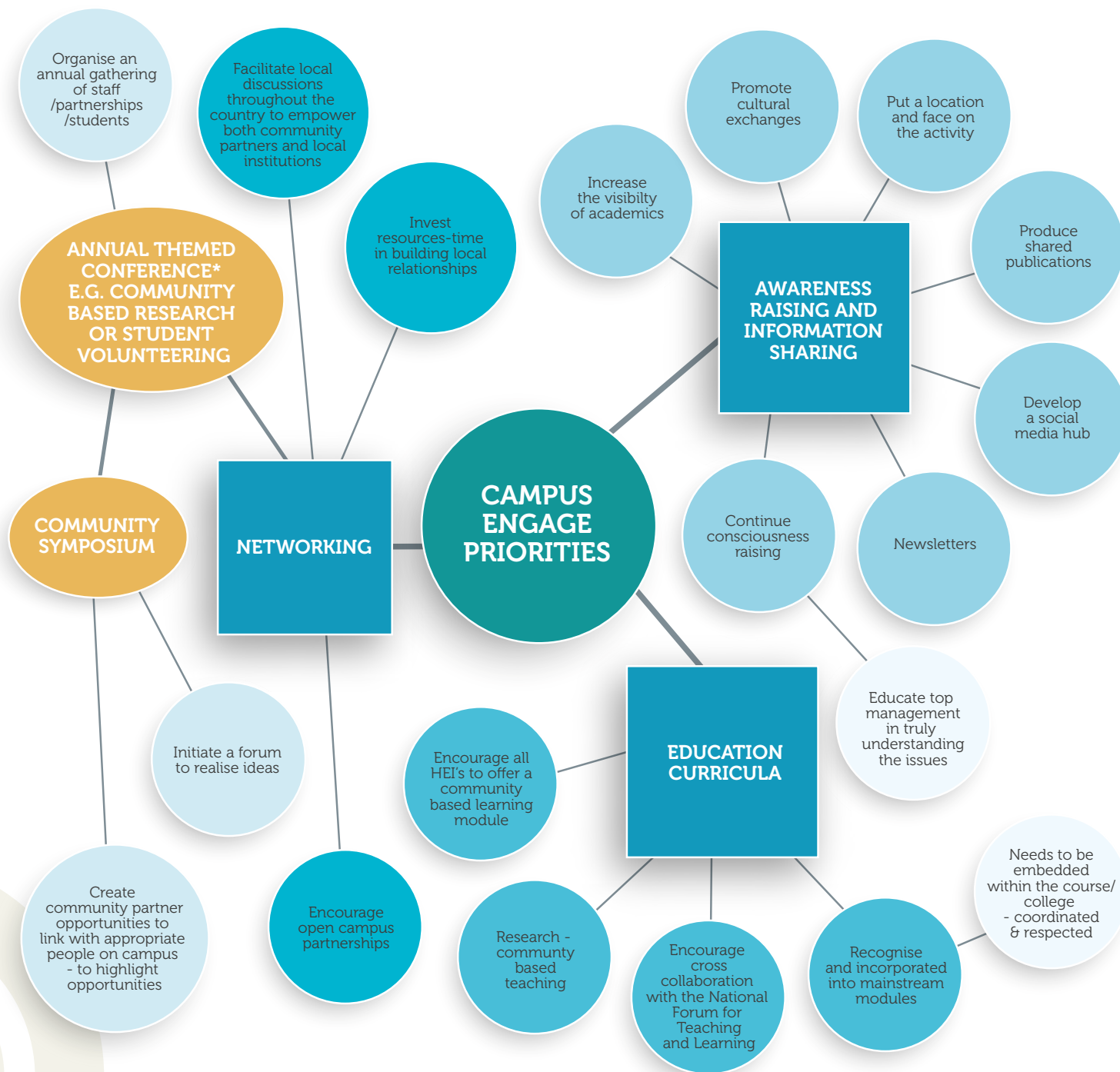
CAMPUS ENGAGE PRIORITIES

COMMUNICATIONS

Of all of the potential areas for Campus Engage to act -communications is without doubt the most visible. Here, the importance is on increasing the broader profile of community engagement to highlight its contribution and potential benefits. Undertaking comprehensive outreach work was also stressed, at a local and national level.

In parallel, the communication of ideas and best practice about community engagement was emphasised.





CAMPUS ENGAGE PRIORITIES

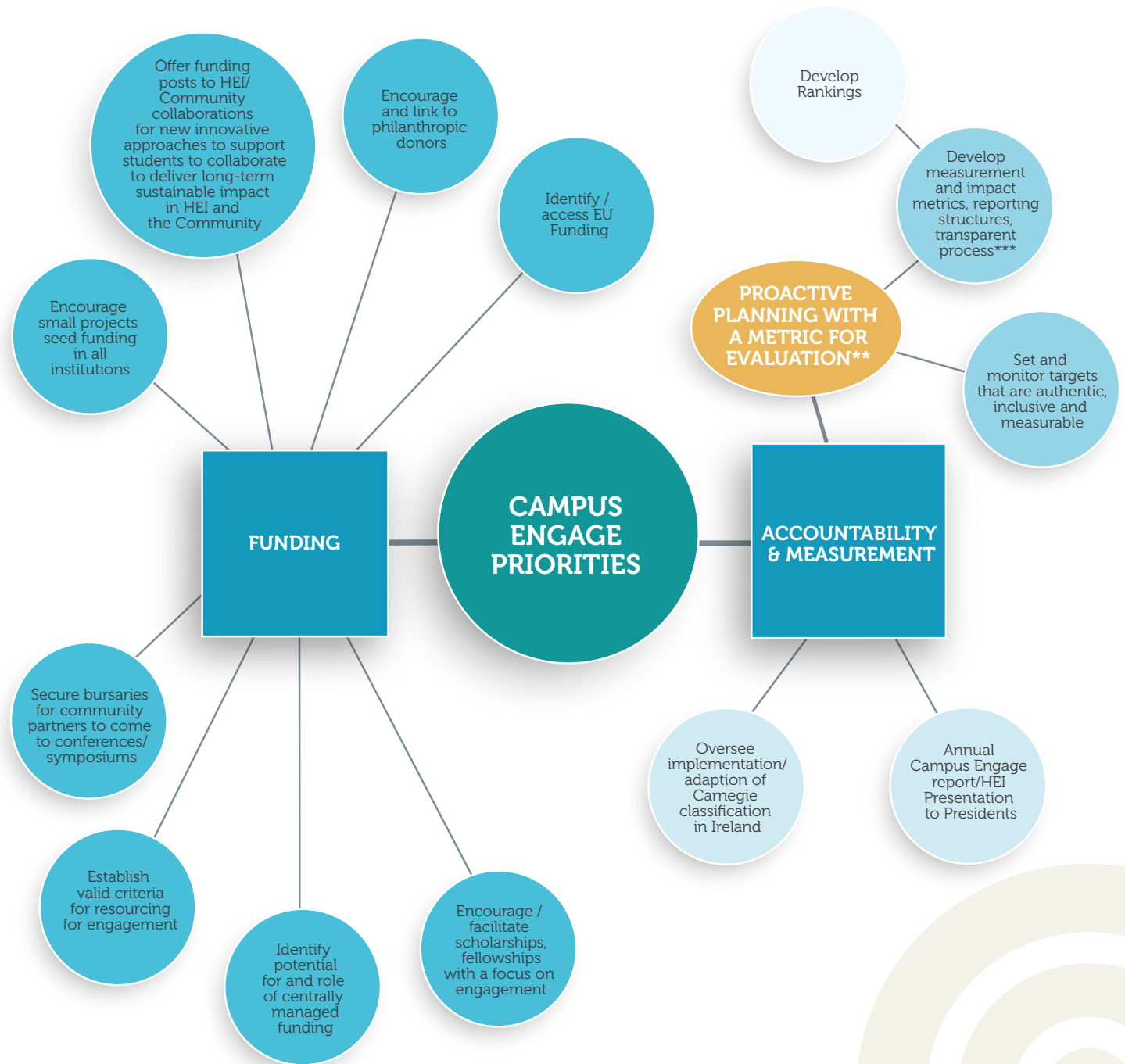
KNOWLEDGE EXCHANGE ACTIVITIES

Continuing with the communications theme, participants saw Campus Engage playing a role in the facilitation and promotion of a variety of networking options, local and national -as distinct from raising the profile of existing activities. They also envisaged a role in broader awareness raising about the value of community engagement.

CAMPUS ENGAGE PRIORITIES

ENCOURAGE PERFORMANCE RELATED FUNDING

Participants noted that Campus Engage can support community engagement to be adequately funded locally and nationally. Alongside this was a prioritisation to develop accountability and measurement tools such as metrics to evaluate impact, ranking or classification systems and regular reporting. These tools can support performance related funding for the field.



CONCLUSIONS AND RECOMMENDATIONS

At this stage of its development, Campus Engage can point to progress and extensive collaboration both across the HEI sector and communities. However now the challenge is to establish a sustainable platform for embedding and scaling up civic engagement activities. As provided in this consultation process and report, the immediate task in the period ahead is the embedding and mainstreaming of community and civic engagement within institutions and across the HE system.

International experience of higher education civic engagement has shown how it can transform the teaching, learning, research and educational experience of students and staff, stimulate and raise the profile of the institution in its community, and be a part of making real social change with and for the community HEIs serve.

However, moving engagement from a range of ad hoc activities across disparate disciplines and institutions into a strategic, sustainable and systematic feature of higher education in Ireland presents considerable challenges. Interestingly the feedback from this national consultation echoes key facilitators identified in the National Strategy for Higher Education 2030 to overcome challenges for the implementation of engagement with wider society across the higher education sector here. These include **strong leadership at institutional level, resource allocation, inclusion in promotion criteria and inclusion in the metrics evaluating impact at institutional, regional and national levels.**

Campus Engage members look forward to continuing to work closely with the Higher Education Authority (HEA), offering collective insight and experience to realise national policy objectives. The Campus Engage Metrics and Evaluation Working Group will focus on how to support the development of the national performance evaluation framework to include performance indicators for HEI work delivered in community and civic engagement.

Some of the key recommendations for embedding and mainstreaming a civic engagement strategy include:

- Policy and practice, to mainstream civic engagement, needs to be led by senior personnel in each higher education institution. Civic engagement is increasingly an explicit element in institutions' statements of mission and strategy;

- Capacity is developed within individual higher education institutions through posts dedicated to civic engagement activities. This infrastructure would enable the development of civic engagement as a core activity and nurture sustainable community/campus partnerships;
- Existing civic engagement in each higher education institution needs to be mapped to key performance indicators - to shape a localised development plan that is most appropriate for each individual institution rather than a 'one size fits all' approach;
- Civic engagement is explicitly recognised and rewarded within the criteria for hiring and promoting staff as well as in workload profiles and staff performance measures.

Inter-institutional steps

- Regional networking opportunities are developed to define the ranges of engagement and associated activities; support for development of communities of practice to share 'good practice' through a range of collaborative activities, events and conferences;
- HEA to support full embedding of the 10 points of the National Charter for Community and Civic Engagement on campuses;
- Develop new tools to support strategic planning, implementation, evaluation and measurement of impact, drawing from those already developed.

Steps for systems change

- Engagement (third pillar of the higher education mission) is a formal part of the strategic dialogue between each publicly-funded higher education institution and the HEA, including elaboration of explicit performance indicators, and linked to performance funding.
- Community and civic engagement to form part of the Compacts that HEIs are signing up to with the HEA;
- There is a need to establish robust and credible metrics and evaluation tools for civic engagement in association with the HEA to allow for accurate and acceptable measurement of the civic engagement activities being developed across the system;
- Investment in national learning and knowledge exchange events are needed at the highest level to promote the wider acceptance and development of civic engagement across the system.



APPENDIX 1 – LIST OF PARTICIPANTS

No.	Surname	First Name	Organisation
1.	Allwright	Shane	TCD
2.	Bamber	John	Centre for Effective Services
3.	Barry	Mairead	WIT
4.	Barry	Almar	DCU
5.	Barter	Derek	NUIM
6.	Bates	Catherine	DIT
7.	Bernard	Julie	DIT
8.	Blaney	Grainne	LYIT
9.	Boland	Josephine	NUIG
10.	Bolger	Thomas	
11.	Borissova	Verina	
12.	Boughton	Phil	Volunteer Ireland
13.	Bowman	Sarah	TCD
14.	Boyd	Alex	UCD
15.	Breen	Rebecca	UL
16.	Brennan	Kathleen	TCD
17.	Buckley	John	SpunOut
18.	Burns	Kenneth	UCC
19.	Burt-O'Dea	Kaethe	Des Ireland
20.	Butler	Michelle	Childhood Development Initiative
21.	Butler	Maura	Law Society
22.	Byrne	Patricia	IADT

23.	Byrne	Anne Marie	SPD
24.	Caldwell	Daniel	GMIT
25.	Cameron-Coen	Simone	TCD
26.	Carley	Grainne	Suas
27.	Casey	Dympna	NUIG
28.	Cazaux	Nathalie	ITB
29.	Chantler	Abigail	HEA
30.	Clear	Micheal	Aisling Project Ballymun
31.	Coogan	Thomond	UCD
32.	Cooney	Ron	DIT
33.	Corrigan	Trudy	DCU
34.	Costello	Bobbi	AnSiol
35.	Costello	Sean	UL
36.	Creavin	Ann	DIT
37.	Crowther	Suzanne	
38.	Daly	Jacqueline	RCSI
39.	Darby	Fionnuala	ITB
40.	Davis	Mary	Le Cheile
41.	de Buitléir	Daithí	Raising & Giving Ireland
42.	Dempsey	Mary	NUIG
43.	Dennehy	Elaine	CIT
44.	Doherty	Lena	TCD
45.	Donaghy	Martin	SVDP

46.	Doona	Annie	IADT
47.	Duffy	Nicola	ITB
48.	Duggan	Susan	NCI
49.	Farrell	Carol Farrell	Science Foundation Ireland
50.	Feeney	Angela	IT Tallaght
51.	Finch	Margaret	IT Tralee
52.	Fitzgerald	Riona	DIT
53.	Flanagan	Bernadette	All Hallows
54.	Flanagan Kelly	Ann	GMIT
55.	Fleming	Bairbre	UCD
56.	Gallery	Richard	ITB
57.	Galvin	Conor	UCD
58.	Garvey	Ailbhe	DCU
59.	Gilroy	Judith	RCSI
60.	Gilsenan	Clare	GMIT
61.	Gilvary	Gerry	ITTallaght
62.	Ginty	Carina	GMIT
63.	Goggin	Deirdre	CIT
64.	Gorman	Catherine	DIT
65.	Hannon	Cliona	TCD
66.	Harte	Paddy	LYIT
67.	Hendrick	Mary	ITTallaght
68.	Heslin	Dermot	Suas
69.	Higgins	Ann	IT'Sligo
70.	Holmes	Trevor	UCC
71.	Homer	Janet	Comhlamh
72.	Hughes	Sharon	DIT

73.	Hunt	Nuala	NCAD
74.	Hyland	Niamh	ITTallaght
75.	Johnson	Helena	ITCarlow
76.	Keane	Laura	WIT
77.	Keaveney	Karen	UCD
78.	Keegan	Claire	Galway Fringe
79.	Kelliher	Aoife	CIT
80.	Kelly	Maria	RCSI
81.	Kelly	Fiona	LYIT
82.	Kenneally	Maria	ITB
83.	Kenny	Debbie	
84.	Keogh	John	ITTallaght
85.	Kerrigan	Bridget	DKIT
86.	Kiely	Marie	ITTallaght
87.	Kilgallon	Aine	Foundation Nepal
88.	King	Anna	NUIG
89.	King	Dervla	Comhlamh
90.	Lally	Lorraine	
91.	Lowery	Helen	Migrants Rights Centre
92.	Lambert	Cora	All Hallows
93.	Lavin	Geraldine	3rdi
94.	Lillis	Séamus	
95.	Liston	Zoe	UCD
96.	Loftus	Anne	Community Development Representative
97.	Lyes	Cliona	
98.	Lynch	Siobhan	DDLETB

99.	Lyons	Ann	NUIG
100.	Lysaght	Zita	DCU
101.	Mac an Bhaird	Ciarán	NUIM
102.	Maguire	Breda	Foroige
103.	Maher	Fintan	Trocaire
104.	Malone	Joanne	Suas
105.	Margey	Michael	LYIT
106.	Marmelstein	Gill	DKIT
107.	Martin	Eileen	QUB
108.	McTernan	Finola	NCAD
109.	McArdle	Ailish	DKIT
110.	McCann	Sinead	DIT
111.	McCarthy	Margie	SFI
112.	McCausland	Irene	DKIT
113.	McCormac	Tim	DKIT
114.	McDermott	Louise	DCU
115.	McDonnell	Claire	DIT
116.	McEneaney	Megan	
117.	McGloin	Aideen	UCD
118.	McGovern	John	DIT
119.	McGrattan	Caitriona	
120.	McIlrath	Lorraine	NUIG
121.	McKenna	Emma	QUB
122.	McLean	Colin	LIT
123.	McNeely	Anne	Beaumont Hospital
124.	McQuillan	Helen	EmployAbility Clare
125.	Meakin	Gregori	UCD

126.	Meegan	Joe	AIT
127.	Minihane	Maeve	UCC
128.	Moore	Des	ITB
129.	Morgan	Maria	RCSI
130.	Morris	Kate	IUA
131.	Morrison	Joan	ITSligo
132.	Mulligan	Des	
133.	Mulrone	Claire	Ulster University
134.	Murphy	Alex	
135.	Murphy	Rebecca	UCC
136.	Murphy	Jennifer	UCD
137.	Murphy	Brian	AIT
138.	Murphy	Mary	Carlow College
139.	Murphy	Padraig	DCU
140.	Murphy	Vanessa	DIT
141.	Murphy	Timothy	UL
142.	Nea	Lawrence	NUIG
143.	Neville	Karen	UCC
144.	Neville	Joe	
145.	Ní Bhrádaigh	Emer	DCU
146.	Nolan	Fiona	Coolock Development
147.	Ó Donnchadha	Brian	NUIG
148.	O'Brien	Denis	Foroige
149.	O'Brien	Diarmuid	TCD
150.	O'Byrne	Gráinne	City of Galway VEC
151.	O'Connor	Pat	ITB
152.	O'Connor	Naoimh	UCD

153.	O'Connor	Muiris	HEA
154.	O'Donnell	Pat	TU4Dublin
155.	O'Donnell	Aislinn	
156.	O'Donovan	Diarmuid	NUIG
157.	O'Higgins	Siobhan	NUIG
158.	O'Reilly	Colm	DCU
159.	O'Reilly	Kathleen	UCD
160.	O'Reilly	Niamh	Aontas
161.	O'Sullivan	Tracy	DIT
162.	Ozarowska	Joanna	DCU
163.	Phelan	Margaret	ITTallaght
164.	PhM	Long	IERC
165.	Powell	Fred	UCC
166.	Prendergast	Patrick	TCD
167.	Purcell	Bernadette	ITTallaght
168.	Purcell	Justin	Bles
169.	Purser	Lewis	IUA
170.	Quinn	Sarah	TCD
171.	Robertson	Peter	IADT
172.	Rogan	Mary	TCD
173.	Rogers	Mark	UCD
174.	Rogers	Margaret	SVP
175.	Roller	Ian	DIT
176.	Rooney	Carmel	DIT
177.	Roper	Rebecca	IADT
178.	Ryan	Brid	NUIG
179.	Ryan	Niamh	DIT

180.	Scally	Mary	DIT
181.	Scanlon	Angela	Ulster University
182.	Simpson	Mark	UCD
183.	Smith	Sarah	TCD
184.	Sugrue	Sheila	DIT
185.	Sweeney	Fiona	UCD
186.	Tan	Eloise	Teaching & Learning
187.	Tully	Mairead	AnSiol
188.	Walsh	Donal	GRETB
189.	Walsh	Marie	LIT
190.	Walsh	Bernadette	UL
191.	Watters	Deirdre	NUIM
192.	Wylie	Gillian	TCD
193.	Wynne	Rhonda	UCD



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