



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



24/
25

Centre for Academic Practice Yearbook

www.tcd.ie/academicpractice

Welcome to the Centre for Academic Practice Yearbook 2024-25

Welcome to the 2024-25 Centre for Academic Practice Yearbook.

In this Yearbook we celebrate the wonderful achievements of staff from across Trinity who have demonstrated their commitment to lifelong learning through successful completion of our professional teaching and learning programmes.

We also recognise the remarkable achievement of staff and postgraduate students who have been honoured with a Teaching Award over the past year. Your exceptional dedication to enhancing student learning has set a remarkable standard for excellence in teaching at Trinity.

Finally, we showcase the range of professional development opportunities that the Centre for Academic Practice provides for Trinity staff and students who support teaching and learning. The stories and highlights captured in these pages are testament to the transformative power of learning. They showcase the diverse approaches that we have taken to enhance pedagogical practices at Trinity and to adapt to the dynamic needs of our teaching staff and students.

At the heart of our work lies a fundamental belief: that meaningful educational enhancement and change happens through genuine collaboration, dialogue, and partnership. Our Centre exists to support and enhance teaching excellence across Trinity and our approach is built on collaborative partnerships that respect the expertise, experience and diverse contexts of every educator that we work with.

We hope you enjoy reading our Yearbook and we look forward to working with you in 2024-25.

Dr Pauline Rooney

Head of the Centre for Academic Practice,

Trinity Teaching & Learning



Meet the Centre for Academic Practice Team



Dr Pauline Rooney
Head of the Centre for Academic Practice

Pauline is Head of the Centre for Academic Practice where she leads a team of professional academic developers, education support officers, student interns and teaching fellows. She works closely with College Officers and academic staff, providing leadership and expertise in further enhancing teaching and learning practices across the disciplines at Trinity. She also advises and contributes to College's wider objectives in respect of its education provision and strategic goals.

With over 25 years experience in education development, academic support, teaching and research, Pauline has particular expertise in digital learning, teaching and assessment and digital scholarship.



Nicola Byrne
Teaching & Learning Project Manager

Nicola works as a Teaching and Learning Projects Manager, collaborating with professional and academic staff, including College Academic Officers, to oversee Teaching and Learning Projects. Her role involves managing funding applications and reporting requirements, developing and implementing processes and procedures to ensure standards are met, and integrating project outcomes across the College.



Jade Concannon
Programme Administrator

Jade has been a dedicated member of the Centre for Academic Practice team since 2005. She oversees the Centre for Academic Practice website and communications and administers all academic professional development programmes. These include our seminars, webinars and workshops, the Special Purpose Certificate in Teaching, Learning and Assessment, the Teaching and Supporting Learning modules for Graduate Teaching Assistants, and the Research Supervisor's Development Programme, in collaboration with the Graduate Studies Office, UCD, and RCSI.

Additionally, Jade manages and runs the Inspiring Educator Awards & University Excellence in Teaching Awards each year.



Dr Claire McAvinia
Academic Developer

Claire is an Academic Developer with more than 25 years' experience in academic development and digital education having previously held roles at TU Dublin, Maynooth University, and University College London. Claire has taught and led accredited academic professional development programmes and supervised postgraduate research. She has contributed to institutional and national teaching and learning projects, and recently completed a secondment with the National Forum.

She received a Teaching Hero Award from the National Forum in 2021, and is a Fellow of the UK's Staff and Educational Development Association (SEDA) and Advance HE. Her research interests are in all aspects of academic professional development, open education, and post-digital learning spaces in higher education.



Dr Caitriona Ní Shé
Academic Developer

Caitriona has worked in higher education across a variety of roles since 2008. Her most recent role was as an Education Developer for Professional Development in the National Forum, where she managed and evaluated the rollout of the National Forum's suite of digitally badged professional development courses and supported the upgrading of the Open Courses platform. Prior to this, Caitriona designed, developed and implemented a short course for online educators as part of the #openteach project, led by DCU.

Her current work is focused on curriculum design, encompassing aspects such as sustainability in the curriculum.



Mr Kevin O'Connor
Learning Technologist

Kevin works as a Learning Technologist in the Centre for Academic Practice where he supports staff with implementing technology and digital pedagogies in their teaching practice. His role involves researching current and emerging trends in digital education and supporting strategic initiatives to enable next-generation teaching and learning.

His research and teaching areas include virtual learning environment adoption in higher education, the flipped classroom, using technology to support reflective practices, virtual classrooms, online module and assessment design, social-constructivist approaches to professional development and technology self-efficacy.



Dr Ana Schalk
Academic Developer, Digital Learning

Ana has worked as a lecturer, researcher, academic developer and academic manager for more than 30 years. Most recently she has worked with TU Dublin's Learning, Teaching and Assessment Team where she led a number of strategic learning initiatives, and taught on the MSc Education and Postgraduate Certificate in University Learning and Teaching.

Prior to joining TU Dublin, she led a number of institutional, national and international digital education initiatives in Latin America, working with Ministries of Education, UNESCO and the Iberoamerican States Organisation (OEI).

Connect With Us!



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www.tcd.ie/academicpractice



<https://www.linkedin.com/company/centre-for-academic-practice/>



3-4 Foster Place, Dublin 2

Special Purpose Certificate in Teaching, Learning & Assessment



The Special Purpose Certificate in Teaching, Learning & Assessment is a level 9 professional qualification which focuses on four interrelated facets of Academic Practice: **teaching, learning, research and leadership.**

It is a flexible, research-informed, practice-based programme for Trinity staff involved in teaching and/or supporting learning. Participants complete three 5 ECTS modules, from the suite of Professional Development modules on offer, with participants supported to engage in modules which most closely align with their own interests and professional development needs.

In 2024-25 participants completed the following modules:

- Perspectives on Teaching & Learning in Higher Education
- Curriculum Design in Higher Education
- Assessment & Feedback in Higher Education.



Hear from our SpCert Graduates

Dr Aisling Heeran, School of Pharmacy & Pharmaceutical Sciences



How would you describe your overall experience of the SpCert?

I would describe it as a very positive experience. The course offered an excellent opportunity to explore evidence-based practices in teaching and learning. The mix of disciplines in the class added both a depth and breadth of perspective that really enhanced the learning experience.

I found the course very practical and the assessment strategy encouraged me to apply an evidence-based approach directly to my own modules – for example, by redesigning an assessment and feedback strategy. The course offered flexibility and choice, allowing me to focus on areas most relevant to my own teaching practices.

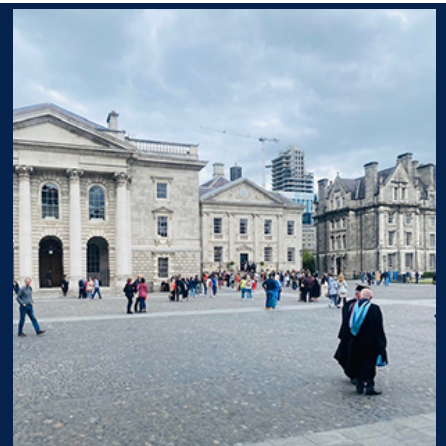
What impact did the SpCert have on your teaching?

The SpCert has had a transformative impact on my teaching practice. Throughout the programme, I was able to integrate novel teaching methods into my lectures which really increased student engagement, resulting in positive student feedback. It also gave me the confidence to address diverse learning styles by incorporating variety into the curricula. In my current role, where I teach large class sizes, the SpCert has equipped me with the knowledge and skills to adopt sustainable and innovative teaching approaches to overcome the challenges associated with large classes.



What advice would you give to others who are thinking of engaging in the SpCert?

Definitely go for it! It's a great opportunity to learn not only from the module coordinators, but also your peers, creating a rich and supportive learning environment. The knowledge and skills acquired throughout the course are invaluable for enhancing teaching practices, engaging students and developing sustainable teaching practices. I would especially recommend the course to people beginning their teaching journey, as it equips you with a solid grounding in pedagogy in higher education that helps translate theory to practice.



A portrait of Chris Gordon, a man with short brown hair, smiling. He is wearing a dark blue blazer over a white shirt and a dark blue vest. The background is a warm, blurred gradient of orange and red. A light blue rectangular bar is positioned at the top left of the page, partially overlapping the portrait.

Chris Gordon, Trinity Business School

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How would you describe your overall experience of the SpCert?

I am very positive about my experience with the SpCert. At the outset, I had real doubts about the fundamental changes happening in education and how they might be addressed.

The programme gave me space to reflect, engage with colleagues across disciplines, and consider practical ways to respond to those changes.

What impact did the SpCert have on your teaching?

The SpCert has helped me adapt my teaching to the new realities of inclusive education, online delivery, and the growing influence of GenAI. Being equipped with the knowledge and confidence to make changes in a more inclusive environment has been particularly meaningful in the classroom.

There are now many more factors to balance than when I first started teaching, and it has been valuable to learn alongside colleagues about how these challenges, and opportunities, can be approached.

What advice would you give to others who are thinking of engaging in the SpCert?

Teaching has changed dramatically over the past decade. Five years ago, the shift to online teaching transformed how we engage with students. Two years ago, the rise of GenAI began to reshape how we think about assessment and academic integrity. And for more than ten years, the move towards holistic and inclusive practice has been reshaping curriculum and assessment design.

The SpCert provides the opportunity to explore these issues in a supportive environment, to test ideas, and to learn from colleagues. It is both engaging and empowering, and I would strongly encourage others to take part.

”

“

Dr Paul Donovan, Trinity Business School

Every step on this programme offered valuable learning that directly enhanced my teaching. I've grown as an educator, and the positive student evaluations in my two modules reflect this progress. The experience was enriching, practical, and transformative. I highly recommend it to any teacher committed to excellence!

Dr Meg Ryan, Trinity Centre for Global Health

I found this certificate to be a wonderful experience. It enhanced my teaching practice and allowed me to develop a wide range of assessment methods, including creative and reflexive methods, so that I can prioritise engaging in research-led teaching. I was able to learn so much about pedagogical theory and it was lovely to do so in such a relaxed and welcoming environment.

Dr Ciara Molloy, School of Medicine

The Special Purpose Certificate provided an invaluable opportunity to increase my understanding of effective, evidence-based teaching strategies. Through class discussions and critical reflection activities, I gained practical skills in designing inclusive and engaging learning experiences that I now actively apply in my teaching practice.

Dr Seyedkeyvan Hosseini, School of Engineering

The modules were inclusive and the collaborative sessions enabled us to discover our previously unknown potentials in teaching and learning. The course has empowered me greatly, and I am particularly grateful to the mentors whose guidance was exemplary throughout.

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SP Cert Graduates 2025

Sincere congratulations to our graduates who celebrated their achievement at a graduation ceremony on 11th July 2025.

Dr Mohammad **Anas Mahdi** – School of Languages, Literature & Cultural Studies

Dr Alina **Cosma** – School of Social Sciences & Philosophy

Dr Emmet **Costello** – ADAPT

Ms Paula **De Castro** – Trinity Business School

Dr Paul **Donovan** – Trinity Business School

Mr Chris **Gordon** – Trinity Business School

Dr Aisling **Heeran** – School of Medicine

Dr Seyedkeyvan **Hosseini** – School of Engineering

Dr Natalia **Lishchenko** – School of Engineering

Dr Marie **Lynch** – School of Medicine

Ms Gillian **McHugh** – School of Medicine

Prof Niamh **McMahon** – School of Pharmacy & Pharmaceutical Sciences

Dr Ciara **Molloy** – School of Medicine

Ms Aisling **Mooney** – School of Creative Arts

Dr Richard **Morrin** – School of Mathematics

Dr Neill **O'Dwyer** – School of Creative Arts

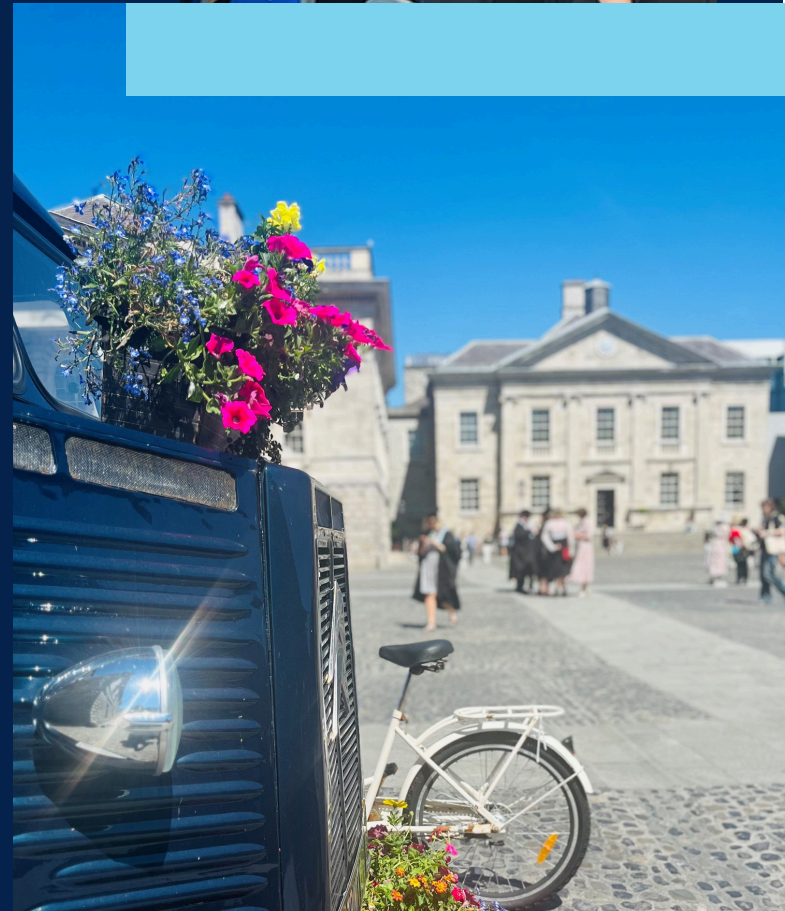
Dr Meg **Ryan** – School of Psychology

Dr Isilay **Talay** – Trinity Business School

Dr Maria T **Van Harten** – School of Dental Science

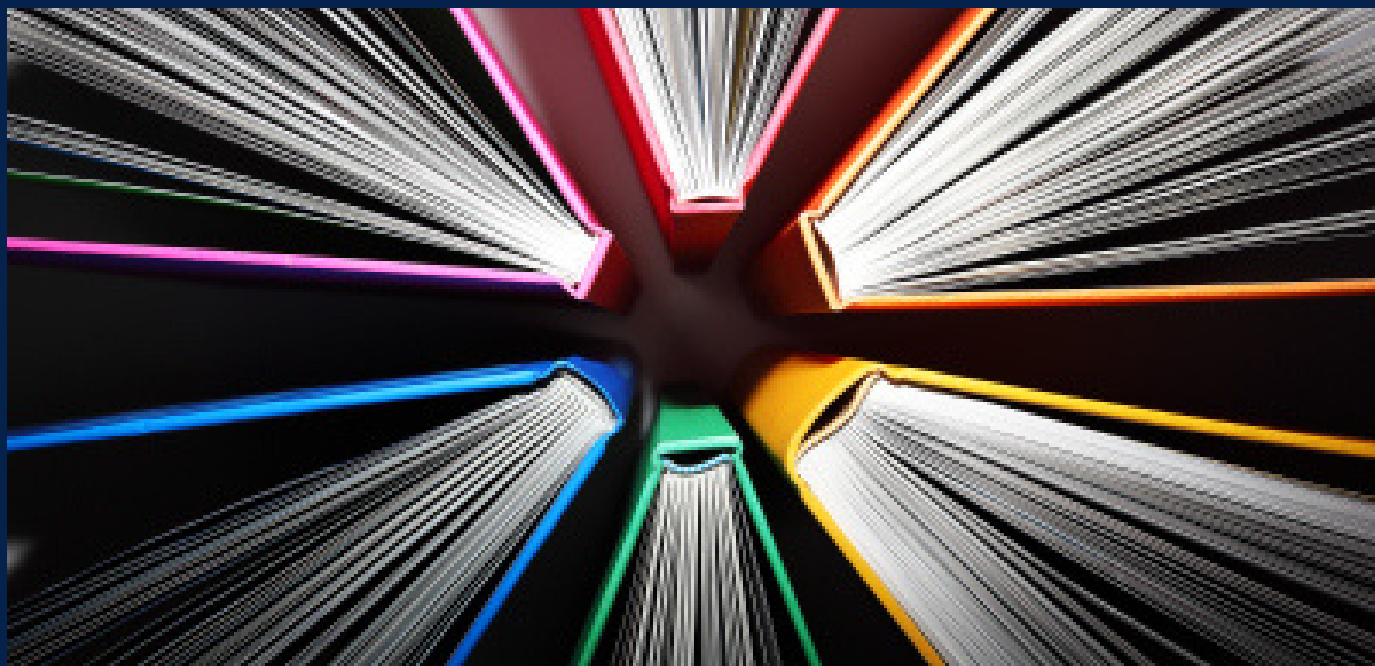
Ms Svetlana **Vladovich** – Academic Registry

Dr Feng **Xue** – School of Medicine





Perspectives on Teaching & Learning in Higher Education



This module provides an opportunity to reflect on and clarify personal conceptions of teaching and learning in higher education, while developing confidence and capability in teaching practice. Participants are encouraged to evaluate their teaching roles, articulate their own teaching philosophy, and apply educational theories and principles to their disciplinary context.

The module also introduces practical strategies for teaching in online and hybrid environments, alongside the fundamentals of curriculum design and assessment. Through formative peer feedback and collaborative engagement, participants join a supportive community of practice.

Module graduates in 24-25

Dr Fearghal **Behan**, School of Medicine
Dr Paul **Donovan**, Trinity Business School
Dr Onur **Ertugrul**, School of Chemistry
Ms Eveline **Holmes**, IT Services
Prof Steph **Holt**, School of Social Work & Social Policy
Dr Aqeel **Haider Kazmi**, School of Computer Science
Statistics
Dr Natalia **Lishchenko**, School of Engineering
Ms Niamh **McMahon**, School of Pharmacy &
Pharmaceutical Sciences
Dr Anusha **Mohan**, Trinity Inst. of Neurosciences
(TCIN)

Ms Maura **Moran**, School of Medicine
Dr Elné **Noppe**, School of Medicine
Ms Sheila **O'Flaherty**, School of Social Work &
Social Policy
Ms Niamh **O'Mahony**, IT Services
Dr Isilay **Talay**, Trinity Business School
Dr Aisling **Uí Mhaonaigh**, School of Medicine
Ms Svetlana **Vladovich**, Academic Registry
Dr Josephine **Wu**, School of Engineering
Dr Feng **Xue**, School of Medicine
Dr Friedrich **Wetterling**, School of
Engineering

Assessment & Feedback in Higher Education



This module examines the principles, purposes, and challenges of assessment and feedback in higher education, and their impact on student learning. Through critical engagement with the literature, participants reflect on their current practices and identify opportunities to enhance or redesign them for greater effectiveness, inclusivity, and integrity.

The module also supports the development of meaningful feedback strategies and explores how virtual learning environments (VLEs) and tools such as rubrics can strengthen practice. It promotes a programmatic and inclusive approach to assessment, offering participants flexibility and choice in applying their learning.

Module graduates in 24-25

Dr Fearghal **Behan**, School of Medicine
Dr Rajiv **Borah**, School of Engineering
Dr Aisling **Curley**, Trinity Business School
Ms Paula **De Castro**, Trinity Business School
Ms Eadaoin **Flynn**, School of Linguistic, Speech & Communication Sciences
Dr Edurne **Garcia Iriarte**, School of Social Work & Social Policy
Mr Chris **Gordon**, Trinity Business School
Dr Eveline **Holmes**, Digital Learning Development Team
Dr Aqeel **Haider Kazmi**, School of Computer Science & Statistics
Dr Marie **Lynch**, School of Medicine

Dr Roisin **McMackin**, School of Medicine
Dr Anusha **Mohan**, Trinity Inst. of Neurosciences (TCIN)
Dr Irina **Munina**, School of Engineering
Dr Elné **Noppe**, School of Medicine
Ms Sheila **O'Flaherty**, School of Social Work & Social Policy
Dr Abhilash Chandra **Singh**, School of Engineering
Dr Isilay **Talay**, Trinity Business School
Ms Sinead **Thompson**, School of Nursing & Midwifery
Ms Svetlana **Vladovich**, Academic Registry
Dr Feng **Xue**, School of Medicine

Curriculum Design in Higher Education



This module introduces the principles of curriculum design in higher education and examines how curriculum theory is put into practice at both programme and module level. Module participants will explore and critique different models and frameworks of curriculum design, developing insight into how to shape curricula to enhance student learning.

The module is structured on an experiential basis and participants are supported to identify effective principles of curriculum design at the session, module, and programme levels. Specifically participants will use one or more curriculum models/frameworks to design/develop a module suitable for use in their own current or future teaching.

Module graduates in 24-25

Dr Fearghal **Behan**, School of Medicine
Dr Rajiv **Borah**, School of Engineering
Dr Bronagh **Catibusic**, School of Linguistic, Speech & Communication Sciences
Dr Yvonne **Codd**, School of Medicine
Ms Clodagh **Deegan**, The Lir Academy
Ms Aoife **Feeney**, School of Nursing & Midwifery
Ms Zara **Fay**, School of Nursing & Midwifery
Dr Emma **Frawley**, School of Medicine
Dr Ilyar **Heydari Barardehi**, School of Social Sciences & Philosophy
Prof Step **Holt**, School of Social Work & Social Policy
Dr Aqeel **Kazmi**, School of Computer Science & Statistics
Dr Alison Keogh, School of Medicine

- Mr Martin John **McAndrew**, Postgraduate Advisory Service
- Dr Jason **McCaffrey**, School of Creative Arts
- Mr Brian **Minehane**, Trinity Business School
- Dr Anusha **Mohan**, School of Medicine
- Ms Maura **Moran**, School of Medicine
- Dr Irina **Munina**, School of Engineering
- Dr Elne **Noppe**, School of Medicine
- Ms Niamh **O'Mahony**, IT Services
- Dr Jijo **Thomas**, School of Engineering
- Ms Sinead **Tobin**, School of Social Work & Social Policy
- Dr Brooke **Tornifoglio**, School of Engineering

Teaching & Supporting Learning for Graduate Teaching Assistants



We offer two flexible options designed specifically for postgraduate research students (PGRs) involved in teaching: a for-credit module and a self-study module. Both are grounded in the scholarship of teaching and learning, supporting you to develop your teaching practice through evidence-based approaches, critical reflection, and peer dialogue.

For-Credit Module - 5 ECTS

The fully online, for-credit module (VP1017: Teaching and Supporting Learning for Graduate Teaching Assistants) carries 5 ECTS and is open to PhD students actively involved in teaching, learning, and assessment at Trinity. It can also contribute to the requirements of the structured PhD.

Grounded in the scholarship of teaching & learning (SoTL), participants are supported to engage in a community of practice where they will develop familiarity with, and insight into, evidence-based approaches to pedagogical practice. The module introduces participants to core concepts of teaching, learning and assessment in higher education and supports participants to critically reflect on their professional roles and articulate their own philosophy of teaching, informed by pedagogical research.



Self-Study Module (No Credits)

As of the end of 2024-25, there were over 70 postgraduate students at doctoral level who are engaged in teaching, enrolled on our online self-study version of our Teaching and Supporting Learning module for Graduate Teaching Assistants.

We have adapted the materials from the accredited version of the module to form a self-study resource available online in Blackboard at any time. The materials include support for session planning and design, mini video-lectures, readings, links to relevant external sites, and downloadable resources for future use.



Hear from our Students



What will you take away from this module?

"I have taken a lot from this module. Particularly the learning theories and methods of building a framework for a lesson. I also learned a lot from discussing how students learn and the type of activities that can be employed to improve the student learning experience."

"The importance of lesson planning and being unafraid to change course if necessary to keep students engaged".

"I will take away many things; teaching and learning theories, session planning, flipped classrooms, thinking about what the student does, construction alignment, CATs and assessment FOR/AS/OF learning"

"Thanks again to Claire and Ana for their thoughtful design of this module".



Hear more from our students

LISA O'KEEFE, SCHOOL OF EDUCATION



How would you describe your overall experience in the module?

My overall experience was very positive. The course was well structured and skilfully facilitated. The pace was just right, and the workload was very manageable. Our peer group was highly dedicated, which kept us all engaged and motivated.

What impact did this module have on your practice as a Graduate Teaching Assistant?

I gained a wealth of practical tools that I could immediately apply to improve my teaching.

The module gave me the confidence I needed to deliver my first Research Methods class. I would be very interested in taking another module with the Centre, as I found this course extremely beneficial.

What advice would you give to future TAs taking part in this module?

Make sure you set aside enough time to fully engage with the tasks and your peer group.

I would also encourage future participants to explore creative ways of presenting their Teaching Philosophy Statement in the final assessment.

Finally, actively testing out the techniques and strategies introduced during the module is invaluable, as it really helps to embed the learning.





How would you describe your overall experience in the module?

My experience of the module was very positive. I enjoyed the weekly meetings with the other postgraduate students, and I found time spent comparing methods and experiences from across the disciplines very helpful.

Reflecting and evaluating my teaching was also very beneficial. Throughout the module, I developed my knowledge to achieve my goal of creating an environment of teaching and learning where the content becomes a whole class experience that aids the students in developing their critical thinking and knowledge in an interactive and not a passive way.

What impact did this module have on your practice as a Graduate Teaching Assistant?

The role of theories of learning is critical. The theories offer many and varied ways of teaching and learning. They reminded me that understanding how students learn is essential, as well as how they receive and interact in class. Reading the theories in the module encouraged me to try different methods to achieve student success and reminded me that the learning in the classroom must be student-centred. The attention to inclusive teaching in this module has broadened my teaching sphere. I realise now that how I communicate, whether through blackboard, email, conversation or during the session, must be clear and accessible to everyone in the class. This means paying attention to LMS reports and meeting the individual needs of the students. To achieve this, I must provide a professional attitude that provides clarity and flexibility in speaking and writing while always remaining approachable. Office hours are something that I will consider as part of my planning, along with a response time for emails, so that students are not unduly stressed.

What advice would you give to future TAs taking part in this module?

Students need to develop their knowledge and critical understanding, as each learns uniquely. If the classroom does not allow for variety in learning methods, the class becomes rigid, and learning is limited. This module is an invaluable tool for addressing these methods. Through weekly interactions with other GTAs, it is vital to take this module to ensure student success and a successful GTA experience.



Postgraduate Teaching Awards



Joint Overall Winners:

Katie Essene Deevy, School of Nursing and Midwifery, Faculty of Health Sciences

&

Sophie McGurk, School of Histories and Humanities (Classics), Faculty of Arts, Humanities and Social Sciences

Pictured above L to R:

Frances Leogue (Office of DGS), Hollie Moore, Rafael Silva, Katie Essene Deevy, Dylan Kirby, Sophie McGurk, Imogen Eve, Marina Schenkeil, Marco Radaelli, Professor Martine Smith (Dean of Graduate Studies)

To recognise the substantial contribution that Trinity's postgraduate research students make to undergraduate and postgraduate teaching and learning, the Graduate Studies Office administers the annual Trinity Teaching Award for Postgraduate Students.

Schools may nominate up to 3 postgraduate students for consideration by the selection panel, which is chaired by the Dean of Graduate Studies and includes cross-Faculty representation, the Centre for Academic Practice and student representation.

Following a selection process, the Dean of Graduate Studies announced the winners in June 2025 which was followed by a ceremony to congratulate the winners and nominees.

Teaching Awards 2025



The **Teaching Awards** recognise and celebrate those who have made an outstanding contribution to teaching excellence. The Teaching Awards seek to:

- provide recognition for outstanding teaching;
- encourage teaching staff to reflect critically on their teaching and learning practice;
- encourage teaching staff to consider scholarly approaches to course design, delivery and assessment;
- reaffirm that curriculum development, teaching, learning, assessment and evaluation are important activities in College requiring high level expertise;
- share best practice in teaching, learning and assessment across College.

Inspiring Educator Awards

The Inspiring Educator Awards honour those who have made a significant contribution to teaching excellence – those who inspire and motivate students to learn, and who encourage and support their colleagues in enhancing their own teaching practice. These prestigious awards recognise those who have made an exceptional contribution to teaching and learning at Trinity, often with a lasting impact on students, colleagues, and the institution.



- Prof Raj Chari, School of Social Sciences & Philosophy
- Dr Juan Diego Rodriguez-Blanco, School of Natural Sciences
- Dr Sarah Hamill, School of Law
- Prof David Hoey, School of Engineering
- Dr Supriya Kapoor, Trinity Business School
- Dr Clare Kelly, School of Psychology
- Prof Christopher Morash, School of English
- Dr Noel Ó Murchadha, School of Education
- Dr Seamus O'Shaughnessy, School of Engineering
- Prof Joseph Roche, School of Education
- Dr Astrid Sasse, School of Pharmacy & Pharmaceutical Sciences
- Dr Martin Sokol, School of Natural Sciences

University Excellence in Teaching Awards

These prestigious awards recognise those who have made an exceptional contribution to teaching and learning at Trinity, often with a lasting impact on students, colleagues, and the institution.

The winners for 2025 were as follows:

Prof David Hoey, School of Engineering

Dr Noel Ó Murchadha, School of Education

Dr Astrid Sasse, School of Pharmacy & Pharmaceutical Sciences



From left to right: Dr Noel Ó Murchadha, Dr Astrid Sasse & Prof David Hoey

Thank you to this year's **Review Panel** for sharing their valued expertise and time with us as part of this process.

- Chair: Senior Lecturer: Prof Vincent Wade
- Dean of Graduate Studies: Prof Martine Smith
- Head of the Centre for Academic Practice (TTL): Dr Pauline Rooney
- Three members of the academic staff, one from each Faculty
- Student Representatives (Undergrad and Postgrad)
- External Examiner



“

Prof David Hoey

“He has profoundly shaped our academic experience”.

Dr Noel Ó Murchadha

“The knowledge can fade in a year or two, but this kind of feeling will last for a lifetime”.

Dr Astrid Sasse

“Her teaching is truly outstanding, balancing intellectual brilliance with kindness”.

”



From left to right: Dr Noel Ó Murchadha, Dr Astrid Sasse, Prof David Hoey & The Provost Dr Linda Doyle.



The Centre for Academic Practice

"Our mission is to inspire and strengthen a culture of enhancement in teaching, learning and assessment underpinned by research, innovation, inclusivity, sustainability and collaboration."