Mission-based Performance Compact

between

Dublin City University

and

The Higher Education Authority

Date: February 2014

Context

This Compact is an agreement between the Higher Education Authority and Dublin City University and is the outcome of a process of strategic dialogue between the two bodies.

The purpose of strategic dialogue is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

This Compact demonstrates a shared sense of the balance that is required between institutional autonomy and public accountability and a recognition that a diverse range of strong, autonomous institutions is essential for the overall higher education system to respond effectively to evolving and unpredictable societal needs.

The Compact recognises that Dublin City University is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

The Compact recognises that there is a tension between providing a transparent framework of public accountability for performance in relation to funding, and risks of unintended behaviours related to measurements. It addresses this tension by requiring higher education institutions themselves to propose the qualitative and quantitative indicators against which their performance should be assessed by the Higher Education Authority.

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and Dublin City University. It sets out how Dublin City University's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal Dublin City University commitments, this Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and Dublin City University agree that this Compact will be published.

The principles of State funding support

The principles under which State funding for higher education is provided are:

- Institutional autonomy balanced with public accountability for high quality outcomes; and
- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

Contents

1. Establishment of the Compact

The Higher Education Authority and **Dublin City University** agree that:

■ This Compact consists of this document and the accompanying current and planned profiles

■ The term of this Compact is from 1 January 2014 to 31 December 2016 unless terminated earlier by agreement.

Dublin City University acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and Dublin City University agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify Dublin City University of this in writing and will consult with Dublin City University accordingly.

Some or all of the funding arrangements may be updated from time to time. Either party may propose changes to this Compact at any time.

2. Performance Funding Framework

Higher education Performance Funding will provide incentives for higher education institutions to improve overall performance in accordance with their own strategies and with their place in the overall system.

Performance Funding will be allocated based on performance against agreed targets and indicators of success proposed by the institution across a range of outcome domains. The targets and indicators of success must be agreed in strategic dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategic dialogue.

The Higher Education Authority and Dublin City University agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.

As a condition of Performance Funding, in accordance with this agreement, Dublin City University must:

- Agree performance targets as outlined in section 5 below
- Supply performance data to the Higher Education Authority for the relevant indicators
- Achieve the relevant targets agreed.

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to Dublin City University.

3 Mission and Strategy Statement

Dublin City University's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and Dublin City University acknowledge that Dublin City University's mission and strategy may evolve.

Dublin City University and the Higher Education Authority recognise that Dublin City University is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

However, the Higher Education Authority must ensure that together the missions and profiles of the different institutions will lead to overall coherence of the higher education system as a whole and to completeness, ensuring that national needs are being met and without unnecessary duplication.

Enter your mission and strategy statement here.

The DCU Strategic Plan 2012-2017, *Transforming Lives and Societies*" was launched by Minister Ruairi Quinn TD in September 2012. The process of implementing the plan has commenced and a first annual update on the progress has been submitted to, and approved by, the DCU Governing Authority in September 2013.

DCU vision

By 2017, DCU will be recognised internationally as a research-intensive, globally-engaged University of Enterprise that is distinguished both by the quality and impact of its graduates and its focus on the translation of knowledge into societal and economic benefit.

DCU mission

To transform lives and societies through education, research and innovation

- by developing creative, analytical, enterprising and socially responsible citizens,

- by creating and translating knowledge to address major global challenges

- by leading public debate and providing critical analysis on areas of societal importance

- by engaging with enterprise for the benefit of our students, our region and the wider economy.

DCU values

- We are committed to excellence in education, research and innovation

- We provide a student-centric, supportive learning environment

- We recognise that our achievements are built on the expertise and commitment of our staff

- We encourage social inclusion and diversity

- We are committed to making a positive impact on our local, national and global communities

- We are ethical, accountable and transparent in our operations.

Benchmarking

DCU has already embarked upon a process of data collection across similar universities in the UK (e.g. University of Bath, Lancaster University) that are like DCU in not having a medical school, with members of the European Consortium of Innovative Universities

(ECIU), and with similar universities in North and Central America, e.g. Arizona State University (ASU) and Tec de Monterrey.

Constituent strategies

DCU is developing 5 constituent strategies which represent a more detailed articulation of the high level objectives of "Transforming Lives and Societies". They are:

- Research and Innovation Strategy
- Teaching and Learning Strategy
- International Strategy
- Student Experience Strategy
- Engagement Strategy

3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that Dublin City University may adjust its mission and strategy from time to time. Dublin City University agrees that the following will be the subject of strategic dialogue with the Higher Education Authority and may result in a change to the Compact:

- Any significant change that it proposes to make to its mission during the term of the Compact
- Any significant change that it intends to make to its activities that could affect either the content or the practical application of its mission.

In a significant departure from previous models of strategic planning at Irish universities, the DCU strategic plan, *Transforming Lives and Societies 2012-2017* employs a rolling planning approach. A rolling approach to planning provides DCU with an opportunity to be flexible and responsive to the dynamic national and global environment.

The Strategic Plan is structured around four core principles [Transformation (TF), Engagement (EG), Translation (TL), and Enterprise (EN)] and two Foundations [Academic Excellence (AE) and Operational Excellence (OE)]. The Plan commits to 61 Specific Actions which are coded according to the section of the Plan, e.g. AE9. Each project is owned by a member of DCU's Senior Management Group, and led by a senior staff member with responsibility for the day to day management of the project.

The "review and renew" cycle is overseen by the university's Senior Management Group, and the university's Governing Authority receives in-depth reporting on an annual basis, and approves any changes or amendments made in the plan as a result of the process of review. Further detail on this "review and renew" cycle is included in Appendix 8 of this document.

4. Current and Planned Profile

Dublin City University
Profile 2010/11

STUDENT NUMBERS

Entrants	No.		Graduates	No.	%
New Entrants (Full-time Undergraduate)	1,898		Undergraduate Graduates	1,528	51%
			Postgraduate Graduates	1,448	49%

Enrolments

		Full-time	Part-time	Total			Full-time	Part-time	Total
Other Enrolments (IoTs only)	No.	0	0	0	Other Enrolments (IoTs only) %	0%	0%	0%
Foundation	No.	0	0	0	Foundation %	0%	0%	0%
FETAC Cert	No.	0	0	0	FETAC Cert %	0%	0%	0%
FETAC Advanced Cert	No.	0	0	0	FETAC Advanced Cert %	0%	0%	0%
of which are apprenticeships	No.	0	0	0	of which are apprenticeships %	0%	0%	0%
Undergraduate	No.	6,673	513	7,186	Undergraduate %	93%	7%	70%
Diploma/Cert	No.	38	4	42	Diploma/Cert %	90%	10%	1%
Ordinary Degree (L7)	No.	0	0	0	Ordinary Degree (L7) %	0%	0%	0%
Honours Degree (L8)	No.	6,470	85	6,555	Honours Degree (L8) %	99%	1%	91%
Occasional	No.	165	424	589	Occasional %	28%	72%	8%
Postgraduate	No.	1,538	1,475	3,013	Postgraduate %	51%	49%	30%
Postgrad Diploma/Cert	No.	103	264	367	Postgrad Diploma/Cert %	28%	72%	12%
Masters Taught (L9)	No.	803	924	1,727	Masters Taught (L9) %	46%	54%	57%
Masters Research (L9)	No.	63	34	97	Masters Research (L9) %	65%	35%	3%
PhD (L10)	No.	569	149	718	PhD (L10) %	79%	21%	24%
Occasional	No.	0	104	104	Occasional %	0%	100%	3%
Total Enrolments	No.	8,211	1,988	10,199	Total Enrolments %	81%	19%	100%
Distance Education	No.			755	Distance Education %			6.9%
E-Learning	No.			N/A	E-Learning %			N/A
In-Service Education	No.			N/A	In-Service Education %			N/A
Total Enrols incl. Flexible Learning	No.	8,211	1,988	10,954	Total Enrols incl. Flexible Learning %	75%	18%	100%
Research & Taught (L9/10)	FTE			1,989	Research & Taught (L9/10) % FTE L8 and All PG			22.6%
Research (L9/10)	FTE			724	Research (L9/10) % FTE L8 and All PG			8.2%
Research (L10)	FTE			644	Research (L10) % FTE L8 and All PG			7.3%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants	No.	%	Full and Part-time PhDs	No.	%
General Programmes	0	0%	General Programmes	0	0%
Education Science	102	5%	Education Science	48	7%
Humanities & Arts	299	16%	Humanities & Arts	65	9%
Social Science, Business & Law	616	32%	Social Science, Business & Law	116	16%
Science	446	23%	Science	294	41%
Engineering, Manufacturing & Construction	128	7%	Engineering, Manufacturing & Construction	133	19%
Agriculture & Veterinary	0	0%	Agriculture & Veterinary	0	0%
Health & Welfare	307	16%	Health & Welfare	62	9%
Services	0	0%	Services	0	0%
Combined	0	0%	Combined	0	0%
Total	1,898	100%	Total	718	100%

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%	(% of New Entrants)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	2,743	25%	Mature Entrants (Full-time Undergraduate)	228	12%
Participants in Labour Market Activation (Springboard) (% of National Participation)	292	7%	Estimate: Entrants with Disability (EAS)	0	0%
Regional Intake (% of Full-time Enrolments)			Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	356	19%
from the institution's county		48%			
from the institution's county and bordering counties		64%			

INTERNATIONALISATION

International Students (Full-time)	No.	%
(% of Full-time Enrolments)	803	10%
EU	329	41%
Non-EU	474	59%
Erasmus Students Outgoing (excl. work placements)	69	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year		%
Level 8		11%
Level 7		N/A
Level 6		N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	1.2	FP7 Income 2007-2010 per Academic Staff	€20,698
PRTLI Funding 2010 (in € 000)	4,461	IRCSET Funding 2010 per Academic Staff	€3,075
		IRCHSS Funding 2010 per Academic Staff	€508
(latest 5 year cumulative)		SFI Funding 2010 per Academic Staff	€25,176
No. of Web of Science Documents per Academic	2.5	TSR Funding 2010 per Academic Staff	€0
Relative Citation Impact (World Average = 1)	1.0		

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.	*(2010/2011 cumulative)*	No.	%
Patent applications - Ireland only	2	Licence agreements (institution - private industry)	47	
Patent applications - all other areas except Ireland	21	Spin-out companies created	9	
Patents granted - Ireland only	2	*(FDR 2010)*		
Patents granted - all other areas except Ireland	10	Level 8 Graduates in Employment		46%
		Level 9/10 Graduates in Employment		70%

STAFF

	No.	%
Core Staff	**875**	**100%**
Academic Staff	472	54%
Support staff	404	46%
Contract Research & Specialist Staff	**334**	**100%**
Academic Staff	264	79%
Support staff	70	21%
Total Staff	**1,209**	**100%**
Total Academic	735	61%
Total Support	474	39%
Non-Academic/Academic Staff Ratio (Core)	0.9	
Student/Academic Staff Ratio (FTE/Core)	19.5	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	49%
40-54	39%
55 and above	11%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	99%
Full-time Academic Staff with PhD qualification	77%
All Academic Staff with Masters or higher qualification	100%
All Academic Staff with PhD qualification	75%

FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**139,161**	**100%**
State Grants	34,289	25%
Fees	54,709	39%
Exchequer	27,309	20%
Non-Exchequer	27,400	20%
Research Grants & Contracts	45,851	33%
Other Income	4,312	3%
Total Expenditure	**139,068**	**100%**
Core - Pay	62,401	45%
Core - Non-Pay	30,816	22%
Research Grants & Contracts - Pay	29,800	21%
Research Grants & Contracts - Non-Pay	16,051	12%

Total Expenditure per Student (RGAM)[1]	€	15,090
Total Expenditure per Student (SRS)[2]	€	10,109
Exchequer/Non-Exchequer Fees Ratio		1.0
Pay/Non-Pay Expenditure Ratio (incl. Research)		2.0
Pay/Non-Pay Expenditure Ratio (excl. Research)		2.0

SPACE

	m²
Net Space per FTE Student	8.6
Gross Space per FTE Student	12.1

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers

5. Development Plans and Objectives

5.1 Regional clusters

Strategy summary

Please provide a brief summary of Dublin City University's strategy and chosen objectives in relation to its regional cluster.

This should set out:

■ Member institutions

■ Governance arrangements

■ Priority objectives for the cluster.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Regional clusters: strategy summary

DCU's Strategic Plan, *Transforming Lives and Societies*, places collaboration at the heart of institutional progress. The *National Strategy for Higher Education*, which encourages consolidation and collaboration, especially on a regional basis, has provided a new dynamic to DCU's approach to increasing the intensity and formality of engagement with strategic regional partners.

DCU[1] will collaborate with NUI Maynooth, Dundalk Institute of Technology (DkIT), and Athlone Institute of Technology (AIT) to form an effective regional cluster that will leverage three existing strategic partnerships.

The 3U Partnership*,* formally launched in June 2012, provides a framework for regional development between DCU, NUI Maynooth and the Royal College of Surgeons in Ireland (RCSI). The partnership involves a deep and comprehensive collaborative engagement between three university-level institutions across all domains of academic activity, including joint taught, research and internationalisation programmes. The partner institutions are committed not only to *collaboration* but also to *strategic co-development*, taking a coordinated approach to the future development of each institution, and in particular its discipline mix, sub-disciplinary specialisation, educational provision and research capacity.

The 3U Partnership is complemented by two separate strategic partnerships between DCU and DkIT[2], and between NUI Maynooth and AIT, respectively. While recognising the different missions of the universities and the institutes and the related differentiation in student profiles and programme provision, we have identified potential for collaborations in academic programmes, access transfer and progression, commercialisation and knowledge transfer, and internationalisation.

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[1] It should also be noted that two of DCU's 'linked colleges', St Patrick's College Drumcondra (SPD) and the Mater Dei Institute (MDI), together with Church of Ireland College of Education (CICE) have embarked upon a process that will result in their incorporation inside DCU (Ref Section 5.7: Institutional Consolidation).

[2] Details of DCU-DkIT Strategic Partnership are provided in Appendix 1.

DCU, DkIT, NUI Maynooth and AIT have built on these partnerships to develop an effective regional cluster. This cluster represents the largest, most diverse, and most complex cluster within the new higher education landscape, involving 11 separate and autonomous entities including universities, institutes of technology, colleges of education and other specialist institutions, from the public and private sectors[3].

This collaborative structure was endorsed by the Higher Education Authority[4] and by the Minister for Education and Skills[5] , who noted its benefits, and the fact that it is "an important building block towards the wider Dublin/Leinster regional cluster" also involving Dublin Institute of Technology (DIT), IT Tallaght (ITT) and IT Blanchardstown (ITB). The applicants recognise the potential of this wider cluster and have agreed with DIT a sequence of engagements to advance shared academic planning and coordination of access, transfer and progression, noting (as do the HEA and the Minister) that the primary focus for DIT, ITT and ITB in the short to medium term is a very significant restructuring and relocation.

The regional cluster participants have agreed the following high priority objectives:
- to establish and support a sustainable, shared, academic planning process to ensure coherent, coordinated and rational educational provision across the region
- to develop a regional approach to access, transfer and progression
- to foster a regional approach to enterprise and community engagement and to support regional development through knowledge transfer, placements and student entrepreneurship.

The cluster will focus on the first two objectives over the time frame of this compact.

Cluster governance
The cluster objectives will be pursued by all of the partner institutions working collectively and collaboratively. The governance structure for the cluster will consist of a Regional Cluster Board (RCB) comprising the Presidents of the two universities and the two institutes of technology. The RCB will provide oversight of the delivery of the Cluster Plan as approved by the respective Governing Authorities and agreed with the HEA. Each President will report on a regular basis to their respective Governing Authority on the delivery of the Cluster Plan.

Assumptions, external factors, dependencies
The introduction of regional clusters as a new component of the higher education landscape is a very recent development that is challenging in its complexity for both the institutions and for the HEA. The successful incorporation of this component into the landscape will require time, leadership, flexibility and resources. It will also require careful planning in order to enhance the quality of the student academic experience and institutional reputation.

The development of a regional cluster will be critically dependent on two factors that are outside the control of the institutions: resources and the responsiveness of students to new

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[3] Athlone Institute of Technology, Church of Ireland College of Education (through DCU), Dublin City University, Dundalk Institute of Technology, Froebel College of Education (through NUI Maynooth), Mater Dei Institute (through DCU), National University of Ireland Maynooth, National College of Ireland, Royal College of Surgeons in Ireland, St. Patrick's College Drumcondra (through DCU) and St. Patrick's College Maynooth (through NUI Maynooth),

[4] "Report to the Minister for Education and Skills on system reconfiguration, inter-institutional collaboration and system governance in Irish higher education" Higher Education Authority April 2013

[5] Letter from the Minister for Education and Skills to the Higher Education Authority 30 May 2013

models of programme provision. In order to accelerate delivery of the regional cluster objectives outlined below, and to advance specific additional collaborative objectives, the four lead partners submitted a proposal for funding to the HEA under the Strategic Innovation Development Fund (SIDF) in 2013. Funding was awarded for specific elements of our proposal and, accordingly, we will be accountable for delivery of those accelerated outcomes through the SIDF process.

Regional clusters:
Institution objectives and performance indicators

1.	Institution objective	Agree and implement processes to establish and support a sustainable and shared academic planning process to ensure coherent, coordinated and rational higher educational provision across the region. The shared academic planning process will involve: a) preparation of projections of demand for higher education in the region and consideration of options for a strategic approach to provision by the cluster institutions b) preparation of a scoping study that will map existing course provision, student numbers, catchment areas, and arrangements for access, transfer and progression. It will seek to identify areas of demand, potential for collaboration, and potential for more coherent and rational provision, c) a review of the student records and administrative systems and agreement of protocols for the development, approval, management and delivery of joint programmes, and also shared registration, alignment of marks and standards, and quality assurance procedures.
	Performance indicator	Implementation of an agreed Regional Cluster Plan for higher education provision. More specifically, we will monitor (a) the number of CAO entry routes by institution and (b) the number of, and enrolment on, joint academic programmes.
	Baseline	There is a complete absence of systematically compiled data and information at the regional cluster level.
	Interim target, end 2014	● Agree methodology for projections of regional demand. ● Complete scoping study data collation and analysis. ● Complete draft report on review of systems, protocols and procedures for joint academic programmes.

	Interim target, end 2015	• Outputs from scoping study and high level demand projections reviewed by Regional Cluster Board, and management and governance structures in each institution. A draft Regional Cluster Plan for regional academic programme provision will be completed and agreed among participating institutions, and discussed with the HEA. The draft plan will include high level targets for undergraduate and postgraduate provision, and an agreed approach to CAO entry routes in line with the national process. • Develop and collectively approve proposals in relation to systems, protocols and procedures for shared and joint academic programmes, and also agree performance indicators for collaborative provision.
	Final target, end 2016	• Commence implementation of the Regional Cluster Plan and commence implementation of rationalised entry routes. • Targets for the number of, and enrolment on, joint academic programmes as agreed in shared academic programme finalised in 2015. • Complete review of pilot phase of delivery of shared and joint programmes at undergraduate and postgraduate levels.

2.	Institution objective	Develop a regional approach to access, transfer and progression across the region.
	Performance indicator	The cluster institutions will (a) develop an integrated regional approach to access, transfer and progression (ATP), and (b) prepare regional inventory of all options and mechanisms for ATP from FE to HE at programme and institutional level. The quantitative performance indicator will be the number of students transferring into or between institutions.
	Baseline	There is a complete absence of systematically compiled data and information at the regional cluster level.
	Interim target, end 2014	Complete inventory of current options and mechanisms for ATP into or between cluster institutions and from FE to HE at programme and institutional level.
	Interim target, end 2015	Identification of new progression routes and agreement on pathways to be enabled in 2016; performance indicators agreed for transfer and progression.
	Final target, end 2016	Full implementation of new transfer and progression pathways under way.

5.2 Participation, equal access and lifelong learning

Strategy summary

Please provide a brief summary of Dublin City University's strategy and chosen objectives in relation to participation, equal access and lifelong learning.

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Participation, equal access and lifelong learning: strategy summary

The DCU 2012-2017 Strategic Plan, *Transforming Lives and Societies,* outlines DCU's continued commitment to widening participation. DCU has a long and well-established reputation for its DCU Access service, the longest running and most comprehensive access programme in Irish higher education.

In October, 2012, DCU became the first university in the world adopt the title and embrace the principles of an "Age Friendly University". An Taoiseach, Enda Kenny TD, launched the "Age Friendly University" suite of initiatives, which set a strategic direction for the University to respond to demographic changes through our research agenda, curriculum development and engagement with older adults.

Participation, equal access and lifelong learning:
Institution objectives and performance indicators

1.	Institution objective	Maintain our commitment to widening access to education through Ireland's most comprehensive Student Access Programme. **(TF8)**
	Performance indicator	% first year undergraduate entrants entering degree programmes through HEAR and DCU Access routes
	Baseline	6.8% in 2010/11 (130/1898)
	Interim target, end 2014	8% of DCU entering first year students
	Interim target, end 2015	9% of DCU entering first year students
	Final target, end 2016	9% of all entering first year students, including newly incorporated institutions

2.	Institution objective	Deepen our engagement with students of all ages … through … initiatives such as the Age-Friendly University…**(EG10)**
	Performance indicator	Development of a range of educational initiatives, both online and face-to-face, for older adults
	Baseline	No current systematic mapping has taken place
	Interim target, end 2014	• Completion of an Age-Friendly Strategy for DCU • Carry out baseline mapping of ageing research and associated taught modules across DCU and partner institutions
	Interim target, end 2015	• Identify and engage partner universities (national and international) seeking to adopt the ten principles of an Age-Friendly University • Development and launch of modules targeting older adults using appropriate pedagogies including flexible delivery and online provision
	Final target, end 2016	• 200 older adults registered for on-line or face-to-face DCU programmes

5.3 Excellent teaching and learning and quality of the student experience

Strategy summary

Please provide a brief summary of Dublin City University's strategy and chosen objectives in relation to excellent teaching and learning and quality of the student experience.

This should set out:

1   Vision underpinning the portfolio of undergraduate programmes

2   Approaches being taken to improve overall performance

3   How planned provision is aligned to institutional mission

Further supporting evidence, with regard to the means of verification, should be provided in appendices as necessary.

Please note any external factors or assumptions that might affect progress towards stated objectives.

Excellent teaching and learning and quality of the student experience: strategy summary

DCU's portfolio of undergraduate programmes reflects its focus on interdisciplinary degrees and the application of knowledge to the needs of enterprise and the wider society. This vision is underpinned by an enquiry-led pedagogy that reflects DCU's guiding principles of translation and transformation. Our connectedness with enterprise and society is reflected in the integration into student learning of applied research, industrial placements and the expertise of practitioners.

A DCU Teaching and Learning Strategy and a Student Experience Strategy, aligned with the overall DCU Strategic Plan will be launched in Q4 2013. These constituent strategies are designed to deliver an educational experience that is transformative for our students, to leverage the beneficial impact of digital technologies on pedagogy, programme delivery and operations, and student engagement within an interdisciplinary, research-integrated learning experience.

We have adopted a comprehensive approach to the continuous improvement of quality and performance in teaching and learning and the student experience. This encompasses:

- a systematic review of all our programmes through Annual Programme Review (APR) and Periodic Programme Review (PPR) processes

- the continued academic professional development of staff through clinics, workshops and accredited training in digital pedagogy

- targeted initiatives that address non-progression of students

- the expansion of initiatives that support the development of 21st century graduate attributes.

In the area of STEM education, we will maintain our position as the national leader in the field, and will continue to undertake research to inform and enhance the teaching and learning of STEM subjects across all educational levels (primary to postgraduate).

Excellent teaching and learning and quality of the student experience:
Institution objectives and performance indicators

1.	Institution objective	Embrace policies that support quality improvement and quality promotion in all our operations.(**OE8**), particularly in relation to its impact on the enhancement the quality of the curriculum through the Annual Programme Review (APR) and Periodic Programme Review (PPR) processes
	Performance indicator	Reports of APR and PPR processes
	Baseline	All programmes undertaking APR; 8% of programmes have completed PPR
	Interim target, end 2014	All programmes undertaking APR; 20% of programmes will have completed PPR
	Interim target, end 2015	All programmes undertaking APR; 50% of programmes will have completed PPR
	Final target, end 2016	All programmes undertaking APR; 80% of programmes will have completed PPR

2.	Institution objective	Support our academic faculty in their professional development, including both teaching and research, through the provision of ongoing support for learning innovation and the development of teaching skills as well as providing a broad range of research support services.(**AE8**)
	Performance indicator	Proportion of staff undertaking academic professional development (measured by accredited programmes and training through on-going workshops and clinics)
	Baseline	Baseline to be established in terms of (a) proportion of academic staff who have undertaken accredited programmes in pedagogy and (b) number of training days per staff member per year
	Interim target, end 2014	20% over baseline
	Interim target, end 2015	40% over baseline
	Final target, end 2016	60% over baseline

3.	Institution objective	Support the learning and personal development of our students by mainstreaming and further developing our Graduate Attributes initiative (Generation 21) and introducing personal archives (e-Portfolios) for every student to record and reflect on the aptitudes developed by them. (**TF1**)

	Performance indicator	Student engagement with developing graduate attributes facilitated through e-portfolios among 1st year undergraduate students
	Baseline	No systematic use of e-portfolios in 2012/13
	Interim target, end 2014	25% of first year entrants using e-portfolios
	Interim target, end 2015	50% of first year entrants using e-portfolios
	Final target, end 2016	75% of first year entrants using e-portfolios

4.	Institution objective	Develop a '21st Century Digital Campus' which, coupled with the outputs of our Institute for Digital Learning, will support pioneering, technology-enhanced learning and revolutionise the learning experience both for campus-based education and distance education.(**TF5**)
	Performance indicator	Strategic milestone delivered,% staff development in digital learning pedagogy, % of programmes with an online or blended element.[6]
	Baseline	~100 staff have completed development programme in digital learning pedagogy 8% of programmes with an online or blended element
	Interim target, end 2014	- Complete rebranding of Oscail (National Distance Education platform located at DCU) as eDCU, and Digital Learning Institute fully operational ~150 academic staff completed training in digital learning pedagogy
	Interim target, end 2015	40% of DCU programmes are blended
	Final target, end 2016	60% of DCU programmes are blended

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[6] The definition of "Blended" used by DCU is that of the Sloan Consortium

5.4 High quality, internationally competitive research and innovation

Strategy summary

Please provide a brief summary of Dublin City University's strategy and chosen objectives in relation to high quality, internationally competitive research and innovation.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in an appendix as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

High quality, internationally competitive research and innovation: strategy summary

DCU's Strategic Vision is to be recognised internationally as a globally-engaged, research-intensive university of enterprise that is distinguished by its focus on translation of knowledge to societal and economic benefits. DCU's action plan for delivering on this commitment is articulated in our Research and Innovation Strategy which will be launched in Q4 2013.

DCU aims to align its research activities to address selected 'grand challenges' of national and international importance. To do so, and based on its areas of academic excellence, DCU has organised its research and innovation activities into a matrix structure comprising four 'research and enterprise hubs' that closely match key areas identified by the national Research Prioritization exercise (health technologies, and the healthy and ageing society; information technology and the digital society; sustainable economies and societies; and democratic and secure societies) and three cross-cutting support platforms (the societal impact platform; the business innovation platform; and the science and technology enhancement platform). [See Appendix 4].

Individual academics are expected to be research-active, as shown by having outputs of an international standard and their involvement in supervision of research students. Publications are expected to be in the top quartile of journals for the relevant discipline, and all PhD students will be on structured programmes.

Innovation (or the successful translation of research outputs) is important for DCU. It is encouraged through interaction with Enterprise Ireland's and SFI's commercialisation funds, through application of specific internal development funds, and through the annual President's Awards for Innovation.

Benchmarking is against a panel of UK universities (e.g. Lancaster University, University of Bath, University of Strathclyde) that are like DCU in not having a medical school, as well as against our major US partner, Arizona State University.

High quality, internationally competitive research and innovation:
Institution objectives and performance indicators

1.	Institution objective	Align our research agenda priorities with societal and technological challenges, as articulated in National Research Priorities, Horizon 2020 and UN Millennium Development Goals. (**TL2**)
	Performance indicator	Funding applications submitted via the four Research and Enterprise Hubs (aligned with Research Priorities)
	Baseline	Zero in 2013
	Interim target, end 2014	Matrix structure with Hubs and Platforms fully operational
	Interim target, end 2015	At least one major (>€1m) research application from each of the four Hubs
	Final target, end 2016	At least three major (>€1m) research applications from each of the four Hubs over the period of the Compact.

2.	Institution objective	Deliver on ambitious goals for all academic units in order to reinforce our reputation as a research-intensive university. (**AE10**)
	Performance indicator	% of research-active staff (with research outputs of international quality and supervising research students); % of research outputs in top quartile of outlets for the discipline
	Baseline	• 50% of staff research-active • 45% of outputs in top quartile in 2012
	Interim target, end 2014	• 55% of staff research-active • 50% of outputs in top quartile
	Interim target, end 2015	• 60% of staff research-active • 55% of outputs in top quartile
	Final target, end 2016	• 65% of staff research-active • 60% of outputs in top quartile

3.	Institution objective	Enrich the educational offerings for our postgraduate research students by expanding the provision of Structured PhD… programmes.(**TF5**)
	Performance indicator	% of PhD students undertaking taught modules during their PhD programme
	Baseline	• Baseline will based on % of 2013 graduates who have completed modules as part of their PhD programme

Interim target, end 2014	• Baseline + 5% increase
Interim target, end 2015	• Baseline + 10% increase
Final target, end 2016	• Baseline + 20% increase

5.5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

Strategy summary

Please provide a brief summary of Dublin City University's strategy and chosen objectives in relation to enhanced engagement with enterprise and the community and embedded knowledge exchange.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced engagement with enterprise and the community and embedded knowledge exchange: strategy summary

Engagement with enterprise (commercial, social and cultural) is a central part of DCU's strategy. An Enterprise Advisory Board provides regular strategic input to DCU's President and senior management with particular reference to graduate attributes, education and research programmes, a model which is mirrored in a number of faculties and schools. DCU is also deeply embedded in its local community as shown by its Access Programme, its Civic Engagement outreach platform 'DCU in the Community', and the DCU Community Knowledge Exchange programme. In Q4 2013, DCU launched its first Engagement Strategy, aligned to the aims and objectives of "*Transforming Lives and Societies*".

Knowledge exchange, in general, is of critical importance to DCU and is being enhanced through the formation of the Research and Enterprise Hubs described in section 5.4, along with the growing activities of the technology transfer office, Invent DCU. The latter is providing knowledge and IPR support to Dundalk Institute of Technology (DkIT), and, along with DkIT and Queen's University of Belfast, is involved in the 'Vital' InterReg programme to assist SMEs with innovation developments over the next three years.

DCU is also linking with enterprises in the fast-growing Cleantech area through the development of its Innovation Campus in Glasnevin.

Benchmarks for 'classical' knowledge exchange are patent applications, executed licences, and company formation (all against national averages for universities).

Enhanced engagement with enterprise and the community and embedded knowledge exchange:
Institution objectives and performance indicators

1.	Institution objective	Develop our new Innovation Campus which will drive a step change in innovation, knowledge exchange, engagement with enterprise, and regional economic impact. (**TL4**)
	Performance indicator	Number of companies located on the Innovation Campus; number of employees on the Innovation Campus
	Baseline	One company in 2013; 50 staff
	Interim target, end 2014	4 companies; 75 staff
	Interim target, end 2015	8 companies; 150 staff
	Final target, end 2016	10 companies; 200 staff

2.	Institution objective	Secure our position as Ireland's leading innovative university by doubling our knowledge transfer activities with enterprise and wider society via contract research, collaborative research, consultancy, and licensing activities. (**TL5**)
	Performance indicator	Aggregate measure of knowledge transfer activities
	Baseline	Leading Irish university for executed licences for last 4 years
	Interim target, end 2014	Establish robust aggregate measure for knowledge transfer activities; Roll-out of enterprise consultancy scheme
	Interim target, end 2015	50% increase from 2012 baseline (using aggregate measure)
	Final target, end 2016	75% increase from 2012 baseline (using aggregate measure)

3.	Institution objective	Develop DCU Community Knowledge Exchange to be the leading Irish example of direct link between HEI research and community-based, active engagement
	Performance indicator	Number of community-based research projects; social valuation metrics of public value
	Baseline	2 community-based research projects completed since launch December 2012; 2 DCU Schools participating, two community partners
	Interim target, end 2014	4 projects completed; ~ 4 DCU Schools participating, 4 community partners
	Interim target, end 2015	7 projects completed; ~7 DCU Schools participating, 7 community partners

| Final target, end 2016 | 12 projects completed; ~12 DCU Schools or research centres participating, including Innovation Campus; 12 community partners |

5.6 Enhanced internationalisation

Strategy summary

Please provide a brief summary of Dublin City University's strategy and chosen objectives in relation to enhanced internationalisation.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced internationalisation: strategy summary

The DCU Strategic Plan is committed to an international orientation across the university's programmes and processes. Our curricula (and our research programmes) reflect the globalised world and the global challenges for which we must prepare our students By the end of 2013, a DCU International Constituent Strategy will be launched which outlines how DCU will continue to embrace and develop the principles for internationalisation in our curricula, research and wider global engagement.

The development of initiatives under the proposed DCU Institute for Digital Learning and eDCU will support the delivery of distance education for our students nationally and internationally.

DCU has articulated plans to increase the global mobility of our student body, reflected in improved international study and work-based placement opportunities for our domestic students, and increasing the diversity of our international staff and student body on campus. Our strategic plan includes proposals to double the number of Non-EU students attending the DCU campus. The 3U Partnership will have significant regional impact on the successful transition of international students into the Irish higher education sector through the 3U Pathways core foundation and induction programmes.

The translational impact of our research focus will address global challenges, and have global impact. Furthermore, our competence in addressing societal and technological challenges will place us favourably internationally in aligning ourselves with research priorities as articulated in Horizon 2020 and the UN Millennium Development Goals.

DCU is committed to global engagement and we will continue to enhance this core element of our activity, especially through the formation of sustainable alliances with global partners. Building on strong existing partnerships, the years ahead will see the university develop a dynamic, global network of partner universities in Europe, North America, India, China, the Middle East and Sub-Saharan Africa.

Engagement with India will remain a key strategic priority for DCU. To this end, DCU has recently launched the Ireland India Institute at DCU as the national centre for knowledge exchange on issues concerning contemporary India.

Enhanced internationalisation:
Institution objectives and performance indicators

1.	Institution objective	Building on high levels of EU student enrolment, we aim to double the number of non-EU students over the next five years. (EG7)
	Performance indicator	Total number of full time non EU domiciled students registered at DCU
	Baseline	~500 students in 2011/12
	Interim target, end 2014	600
	Interim target, end 2015	700
	Final target, end 2016	800

2.	Institution objective	Establish a small, dynamic, global network of partner universities in regions prioritised in DCU's Internationalisation Strategy. This network will include partners in Europe, India, China, North America, the Middle East and Sub-Saharan Africa
	Performance indicator	Active Partnership = [MOU; ≥1 Collaborative Research Project; Mutual Access to online modules; active student & staff exchange; student online collaboration programme]
	Baseline	Zero active partnerships in 2012 (as defined above)
	Interim target, end 2014	1 active partnership
	Interim target, end 2015	2 active partnerships
	Final target, end 2016	3 active partnerships

3.	Institution objective	Increase the global mobility of our student body, reflected in improved international study and work-based placement opportunities for our domestic students
	Performance indicator	Increasing the number Irish undergraduate DCU students participating in Study abroad or international work placements as part of their programme
	Baseline	~700 undergraduate students currently participating in international study abroad or international work placements as part of their programme
	Interim target, end 2014	• Initiate active promotion of outward study abroad opportunities.
	Interim target, end 2015	• 10% increase (from baseline) in the number of DCU undergraduate students engaging in study abroad or international INTRA placements as part of their programme

	Final target, end 2016	• 15% increase (from baseline) in the number of DCU undergraduate students engaging in study abroad or international INTRA placements as part of their programme, in line with 2016/17 targets

4.	Institution objective	Establish a significant cohort of (off-campus) international students taking DCU programmes online
	Performance indicator	Number of international students taking DCU online programmes from a location outside Ireland
	Baseline	<50 in 2012
	Interim target, end 2014	• 60 registered students
	Interim target, end 2015	• 100 registered students
	Final target, end 2016	• 200 registered students

5.7 Institutional consolidation

Strategy summary

Please provide a brief summary of Dublin City University's strategy and chosen objectives in relation to institutional consolidation.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Institutional consolidation: strategy summary

A. DCU-SPD-MDI-CICE

Dublin City University and its linked Colleges, St Patrick's College Drumcondra (SPD), Mater Dei Institute of Education (MDI) as well as the Church of Ireland College of Education (CICE) are actively engaged in a formal process which will result in full incorporation of the 3 smaller institutions inside the university. The resultant 'new DCU' will see the establishment of an Institute of Education and an expanded faculty of Humanities and Social Sciences.

The Institute of Education will educate excellent teachers for a pluralist society. This research-intensive Institute will integrate Initial Teacher Education and Continuous Professional Development for teachers across the full education continuum (from Early Childhood to Third Level). It will also carry out pioneering research in priority areas for 21st Century Education, such as Special Needs and Inclusive Education, Digital Learning, STEM Education, and Ethical and Values-based Education.

The establishment of this Institute of Education by the consolidation of the distinctive traditions of four higher education institutions represents a paradigm shift in the landscape of Irish teacher education and will result in a new entity of international significance by virtue of its scale, vision and impact.

The enhanced Faculty of Humanities and Social Sciences within the 'new DCU' will strengthen and develop the role of Humanities and Social Sciences at DCU and will enable the provision of distinctive interdisciplinary programmes building on the synergistic strengths of the incorporated colleges. Such programmes will be reflective of a dynamic and challenging 21st Century globalised society.

A process has begun to ensure the satisfactory incorporation of the 'Colleges' within the University, with appropriate governance and other structures to accommodate the complexities associated with such a development. This process is being informed by best international practice.

The outcome of the negotiations will be subject to the approval of the respective Governing Authorities and other relevant stakeholders.

B. DCU-DKIT

DCU is committed to developing a significant partnership with DkIT. The rationale for this is based primarily on the following:

- Successful existing collaborative activities
- Clear opportunities for further collaboration on Academic Programmes, Research and Innovation, and Regional Development
- A common presence in, and focus on, Ireland's Eastern Corridor
- A common view of the importance of cross-border collaboration

A Memorandum of Understanding between the institutions was signed in July 2012 and provides a framework for deep engagement and collaboration in the following areas:

- Teaching and Learning, including defined access, progression and articulation between the institutions and development of a Graduate School focusing on postgraduate research provision
- The further development of existing research collaborations, including the establishment of joint research centres and joint cross-border, national and international research funding proposals
- Further development of existing activities in regional innovation and engagement with enterprise

Institutional consolidation:
Institution objectives and performance indicators

1.	Institution objective	The creation of a 'new DCU', incorporating St Patrick's College Drumcondra, Mater Dei Institute of Education and the Church of Ireland College of Education into a single university entity.
	Performance indicator	St Patrick's College Drumcondra, Mater Dei Institute of Education and the Church of Ireland College of Education are fully incorporated into DCU, with this 'new DCU' operating as a single university entity.
	Baseline	2013 - St Patrick's College Drumcondra, Mater Dei Institute of Education and the Church of Ireland College of Education operating as independent, autonomous organisations.
	Interim target, end 2014	The institutions will offer new DCU degree programmes with students registering with DCU.
	Interim target, end 2015	Students of all institutions will register with DCU.
	Final target, end 2016	DCU operating as a single University entity incorporating St Patrick's College Drumcondra, Mater Dei Institute of Education and the Church of Ireland College of Education.

1.	Institution objective	Develop a multi-faceted Alliance with DkIT
	Performance indicator	Specific, deep collaborative initiatives developed
	Baseline	MOU signed; collaborations in entrepreneurship and innovation
	Interim target, end 2014	Establish a model for a DCU-DkIT Graduate School; Identify options for joint Master's Degree Programmes
	Interim target, end 2015	Implement model for a DCU-DkIT Graduate School; Establish common student entrepreneurship platform
	Final target, end 2016	Offer 2 new (joint) Master's Programmes

6. Annual Compliance Statement

As the strategic dialogue process develops, the HEA will take into account ongoing compliance with important foundational requirements such as:

- Statutory quality assurance processes
- Providing an annual statement required under their Code of Governance and with all other requirements of that Code
- Providing details of satisfactory financial outturn, budget and financial plan
- Employment control framework
- Data returns to the HEA.

Where significant or urgent compliance issues arise (such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, they will be discussed as part of the strategic dialogue).

7. Performance Funding

Having regard to the performance of Dublin City University in the strategic dialogue process leading to this compact, performance funding of

€ 219,000

has been allocated to the university.

8. Agreement

To be completed following the conclusion of the strategic dialogue process.

Having regard to the agreed minute of the strategic dialogue meeting attached, the HEA and Dublin City University agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to the university.

Signed:

_____

Chief Executive, Higher Education Authority

Date:

Signed:

_____

Chief Officer, Dublin City University

Date:

Appendices

We (**Dublin City University**) include the following appendices with our performance compact.

List the appendices here:

X	Appendix 1: Regional clusters
X	Appendix 2: Participation, equal access and lifelong learning
X	Appendix 3: Excellent teaching and learning and quality of the student experience
X	Appendix 4: High quality, internationally competitive research and innovation
☐	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange
☐	Appendix 6: Enhanced internationalisation
X	Appendix 7: Institutional consolidation

Other Appendices

Appendix 8: DCU Strategic Planning Structure and Rolling Planning

Appendix 9:

Appendix 10:
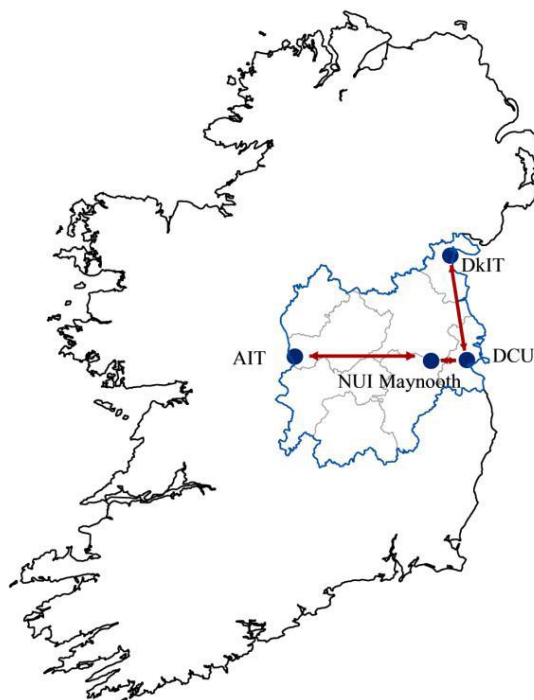
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Appendix 1: Regional clusters

1.1 DCU-DkIT Strategic Partnership Explanatory Note

A memorandum of understanding between the institutions was signed in July 2012 and provides a framework for deep engagement and collaboration in the following areas:

- Teaching and Learning, including defined access, progression and articulation between the institutions and development of a Graduate School focusing on postgraduate research provision
- The further development of existing research collaborations, including the establishment of joint research centres and joint cross-border, national and international research funding proposals
- Further development of existing activities in regional innovation and engagement with enterprise

1.2 Map of the Regional Cluster of Higher Education Institutions

Appendix 2: Participation, equal access and lifelong learning

2.1   Age Friendly University Principles

DCU has identified 10 Principles for an Age Friendly University:

- To encourage the participation of older adults in all the core activities of the university, including educational and research programmes.

- To promote personal and career development in the second half of life and to support those who wish to pursue "second careers".

- To recognise the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master's or PhD qualifications).

- To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.

- To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.

- To ensure that the university's research agenda is informed by the needs of an ageing society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.

- To increase the understanding of students of the longevity dividend and the increasing complexity and richness that ageing brings to our society.

- To enhance access for older adults to the university's range of health and wellness programmes and its arts and cultural activities.

- To engage actively with the university's own retired community.

- To ensure regular dialogue with organisations representing the interests of the ageing population.

Appendix 3: Excellent teaching and learning and quality of the student experience

3.1   DCU Teaching and Learning Constituent Strategy- High Level Overview
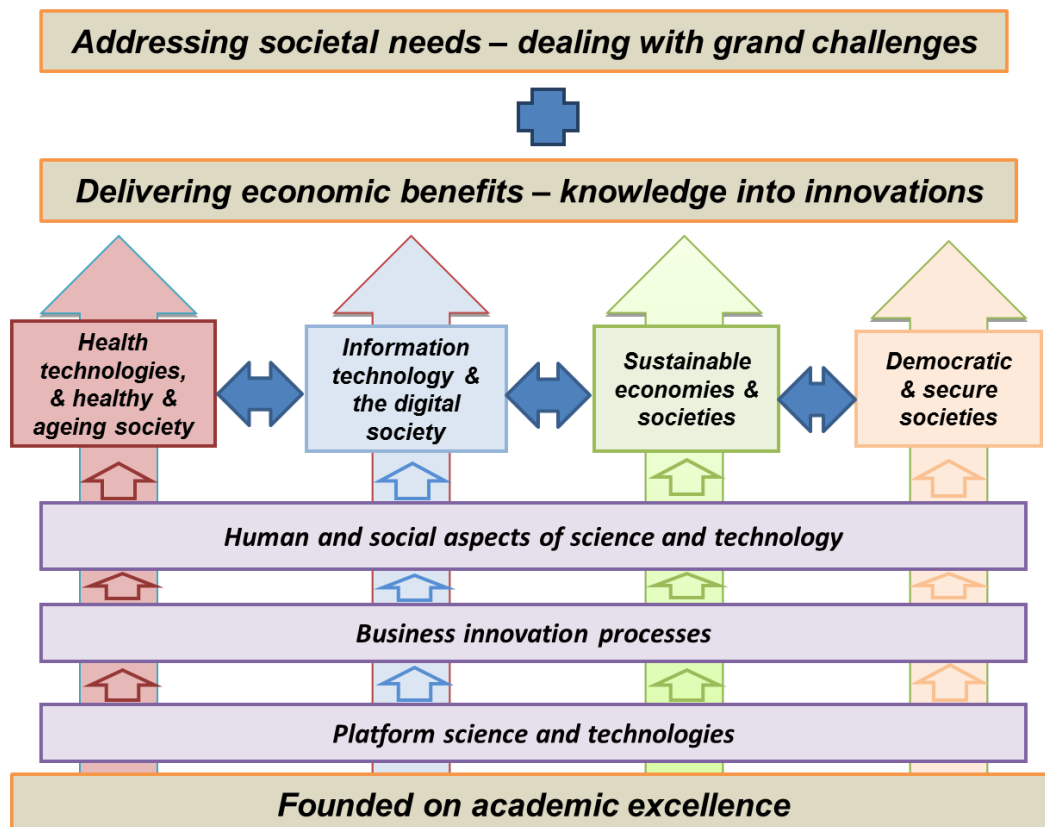
Our Teaching and Learning strategy is built around ten broad objectives that together will transform the educational experience of our students over the five years of the plan. These objectives are designed to enhance the education of our students, to address the impact of digital technologies on how we operate, and how future students will engage with DCU within an interdisciplinary, research-integrated learning experience.

These 10 objectives are:

1. A university-wide teaching enhancement framework

2. Integrating research opportunities in our undergraduate degree programmes

3. Pioneering developments in STEM education

4. Generation 21: Supporting the learning and personal development of our students

5. Enhancing the employability of our graduates

6. Developing more flexible pathways through our degree programmes

7. The 21 Century Digital Campus

8. Expanding the provision of structured, enterprise-academic and international programmes for postgraduate students

9. Developing entrepreneurial skills in our students

10. Developing innovative, inter-disciplinary teaching and research initiatives that are attuned to social, economic and cultural trends

Appendix 4: High quality, internationally competitive research and innovation

4.1 DCU Research and Innovation Strategy- Translational Matrix structure to enable alignment of DCU's research with external priority areas.

Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange

Appendix 6: Enhanced internationalisation

Appendix 7: Institutional consolidation

7.1   DCU-SPD-MDI-CICE Consolidation Process Information

Dublin City University, St Patrick's College Drumcondra (SPD), Mater Dei Institute of Education (MDI) and the Church of Ireland College of Education (CICE) are actively engaged in a formal process aimed at establishing

1. a new Institute of Education and

2. an expanded faculty of Humanities and Social Sciences.

While respecting the identity of the individual institutions, this process will lead to the incorporation of SPD, MDI and CICE inside DCU and the creation of a single, secular university entity. The outcome of the negotiations will be subject to the approval of the respective Governing Authorities and other relevant stakeholders.

Currently Dublin City University has four faculties. The proposed incorporation will create a fifth faculty (of education), the 'Institute of Education', and an expanded faculty of Humanities and Social Sciences.

Arrangements are under way to ensure the satisfactory consolidation of the Colleges/Institute within the University, with appropriate governance and other structures to accommodate the complexities associated with such a development. This process is being informed by best international practice.

The Institute of Education

This new research-intensive Institute will focus on:

- Strengthening research-driven teacher education through developing a strategic programme of research in teacher education and in education more broadly, supporting synergies across all sectors and levels of education and targeting priority areas in Irish education.

- Developing cross-sectoral collaboration and integration across programmes in initial teacher education, thereby promoting shared learning for student teachers along the full education continuum (early childhood, primary, second-level and further education) and reducing unnecessary overlap.

- Bringing together an extensive suite of programmes in continuing professional development for primary and second-level teachers and facilitating the development of cross-sectoral professional development in areas of national priority such as STEM, Literacy, Assessment, Digital Learning and Special and Inclusive Education.

- Augmenting and developing post-graduate provision in education, including at doctoral level, in ways that maximize resources, ensure quality and enhance capacity in the system.

- Strengthening existing provision in terms of flexible and blended models of teaching and learning across the continuum of teacher education.

- Consolidating expertise in areas such as educational disadvantage, special and inclusive education, intercultural education and other equality-related areas, thereby promoting access and inclusion, widening participation and ensuring equal status and outcomes for diverse groups.

- Enhancing existing institutional and national capacity to engage in in-depth programme evaluation and policy analysis resulting in the production of coherent, integrated educational policy proposals.

The establishment of this Institute of Education by the consolidation of the distinctive traditions of four higher education institutions represents a paradigm shift in the landscape of Irish teacher education and creates a new entity with significant global impact. It will ensure the provision of research-led programmes of teacher education, the development of teachers skilled in the constructive application of research in their work, the continuing development of the evidence base for teachers' professional practice and the generation of key solutions to current problems such as those being experienced by pupils and older learners at the crucial transition points between primary and secondary education and between secondary and third-level / further education.

Policy-orientated research in the arena of higher education and lifelong learning is of increasing strategic significance at national and international levels. The new Institute will also incorporate DCU's Higher Education Research Centre (HERC), enabling DCU to pursue policy-orientated R&D in post-compulsory education and training and lifelong learning.

An Enhanced Capacity and Consolidation in Humanities and Social Sciences

The new relationship between Dublin City University and its linked colleges (St Patrick's College, Drumcondra and Mater Dei Institute) together with Church of Ireland College of Education, with the commitment to create a single university entity, will strengthen and develop the role of Humanities and Social Sciences at DCU, and will make a significant and unique contribution to society more widely.

Meeting Societal Needs
This strengthened Faculty will:

- Create a novel learning environment which enables our graduates to flourish in the challenging society of the 21st Century.

- Ensure that our graduates have a range of transferable skills and graduate attributes with deep disciplinary and inter-disciplinary knowledge and that they are engaged critical thinkers and flexible life-long learners who can make a positive contribution to society.

- Play an active role in the social and cultural life of our wider community, region and country.

- Deliver research and taught programmes which reflect and support Ireland's need for globally engaged and internationally focused graduates with language skills and well-developed levels of international and intercultural awareness.

- Enhance and strengthen our international partnerships and play the leading role in advancing the study of contemporary India through the Ireland India Institute

Teaching

This strengthened Faculty will:

- Deliver and develop unique, complementary, integrated degree offerings in Humanities and Social Sciences, allowing students to benefit from the expertise across the amalgamated institutions.

- Build on our collective expertise in distance and on-line education and in supporting non-traditional students to offer flexible, blended, part-time degree programmes at BA, MA and PhD level in a wider range of Humanities and Social Studies disciplines, opening up the opportunity to study at DCU to those for whom full-time, on-campus study is not a realistic option.

- Provide disciplinary and interdisciplinary expertise in Humanities and Social Sciences for DCU's wider suite of programmes including Education programmes associated with the new Institute of Education.

Research

This strengthened Faculty will:

- Engage in and build on our disciplinary expertise and experience in inter-disciplinary work to address key societal challenges and to further the study of contemporary society.

- Leverage the unique research profile of the newly integrated Faculty to provide a centre of excellence for knowledge exchange with government and civil society, through translational and transformational research.

Current status and project timeline

Following the agreement of the four institutions to enter into this process, a Joint Steering Group comprising the leaders of the four institutions was established to oversee the project. An independent chairperson (former Secretary General Mr Gerard Kearney) was then appointed to oversee the process and a number of working groups were established in key areas.
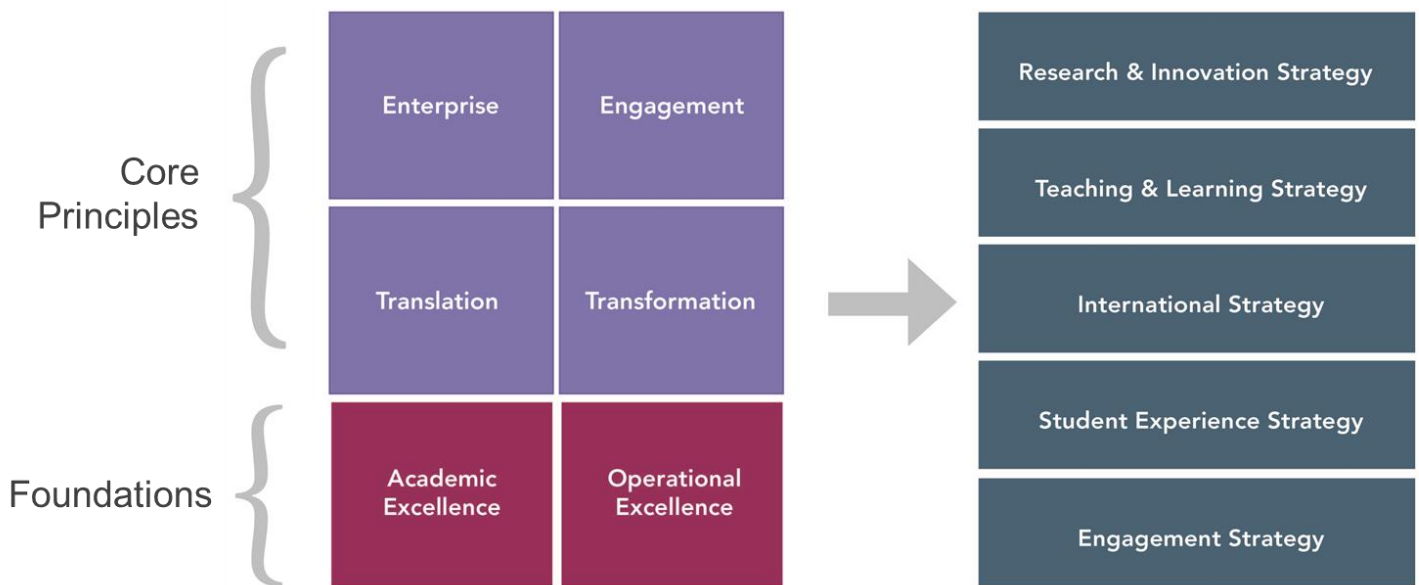
Following a competitive tender process, PricewaterhouseCoopers were engaged to work with the four institutions to develop a detailed plan for the incorporation project. The objective is to have a detailed plan available by the end of 2013.

This is a major, highly complex project with significant interdependencies and a wide range of key issues to be addressed in order to ensure a successful incorporation.

It is expected that the incorporation process will have been completed before the beginning of the 2016/17 academic year. Therefore the institutional profiles of all participating institutions reflect this in their submitted performance compacts.

Appendix 8: DCU Strategic Planning Structure and Rolling Planning

8.1 **"*Transforming Lives and Societies*" Strategic Principles and Foundations**

8.2 **"*Transforming Lives and Societies*" Rolling Planning Process**

The new Rolling Planning System will involve the following process:

- A five year plan has been developed. The plan is operationally aligned with the academic year of October – September.
- The annual 'review and renew' process will be based on internal and external analyses, annual reports from each Specific Aim, annual Progress Review meetings and formal consultation internally and externally.