



Mission-based Performance Compact

between

Trinity College Dublin

and

The Higher Education Authority

Date: February 2014

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Context

This Compact is an agreement between the Higher Education Authority and Trinity College Dublin 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 Trinity College Dublin 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 Trinity College Dublin. It sets out how Trinity College Dublin's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal Trinity College Dublin 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 Trinity College Dublin 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.

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1. Establishment of the Compact

The Higher Education Authority and Trinity College Dublin 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.

Trinity College Dublin 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 Trinity College Dublin agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify Trinity College Dublin of this in writing and will consult with Trinity College Dublin 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 Trinity College Dublin 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, Trinity College Dublin 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 Trinity College Dublin.

3 Mission and Strategy Statement

Trinity College Dublin'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 Trinity College Dublin acknowledge that Trinity College Dublin's mission and strategy may evolve.

Trinity College Dublin and the Higher Education Authority recognise that Trinity College Dublin 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.

Trinity College Dublin was founded in 1592 on the basis of a university charter bestowed by Queen Elizabeth I and the grant of a site by Dublin Corporation. Trinity has expanded over the centuries to become a leading modern university of 16,700 students and 3,000 staff. It is widely recognised for the high quality of its graduates, the international standing of its research and scholarship and the value it attaches to contributing to Irish society and the wider world. As described in the College's Strategic Plan 2009-14, Trinity aims to strengthen its reputation as a university of global consequence and it is recognised that this will be achieved by giving practical expression to our values, and in particular by demonstrating robust commitment to freedom of intellectual enquiry and expression and to the value of the individual. Through our research and teaching we engage students and society in the quest for knowledge seeking to achieve excellence in all we do and respond with creativity and imagination to the challenges and opportunities of a shared future.

Trinity College Dublin values and promotes

- the university as an interactive, multidisciplinary community with a passion for ideas and a love of learning,
- opportunities to achieve excellence in a challenging, yet nurturing environment,
- the inclusivity of our community, which offers equality of access and opportunity to all, seeking out and recognising talent wherever it exists,
- international recognition for our research and the building of academic strengths through teamwork and collegiality,
- the interdependence of teaching and research, and the diversity of our research and teaching methods,
- creativity and innovation, including the development of an entrepreneurial spirit among staff and students, to deliver the widest benefit to society,
- national and international collaborations forged by students, staff, alumni and friends,
- the engagement of staff and students in public discourse,
- our role as a creative hub for Ireland in the heart of Dublin city,
- our use of the most effective instruments to apply our values, including autonomy in the management of resources, matched by clear and transparent accountability to society, and academic freedom to pursue all avenues of enquiry and to disseminate the results of research and scholarship.

Trinity continues to hold a distinctive position among Irish universities, and has an already established record as a university with an international reputation for excellence in teaching, research and innovation. We are recognised internationally as

Ireland's leading university in all relevant rankings. Trinity has top 50 rankings in four subjects and top 100 rankings in a further 11 areas in the recently published QS Subject Rankings 2013¹. In the area of teaching and learning, Trinity's distinctiveness is shown through its research-led curriculum, through which it educates Ireland's brightest minds to be socially-engaged citizens, receptive to new ideas and applying knowledge to new contexts. Trinity's distinctiveness in research and innovation is also a key driver of its high international standing. Excellence in research and innovation is underwritten by the quality of its staff and its interdisciplinary environment. It is intended that the College's new Global Relations Strategy (GRS) will also enhance Trinity's distinctive international outlook, by recruiting high-calibre international students from around the world, establishing bilateral relationships with the highest-ranked universities, and engaging more effectively with the Trinity alumni diaspora. Our distinctiveness in our regional engagement is established through having, simultaneously, an all-Ireland focus in our educational and research activity, while also being embedded in the heart of Ireland's capital as the University of Dublin, serving the local community through access initiatives and the city through civic engagement. Our strategy is to maintain and enhance this position and use it for the benefit of our students and the country as a whole. We will do so by building on our strengths and by overcoming the obstacles presented by the current operational environment.

The high-level summary of the College's strategic objectives for 2009-14 identify that we will continue to promote education, research, and innovation as mutually reinforcing parts of an integrated community of scholars; increase student numbers in strategic areas, maximising engagement of senior academic staff in research-led teaching, broadening access for disadvantaged groups, achieving a 90% completion rate, and introducing a College-wide on-line teaching evaluation system; transform graduate education to facilitate more creative, innovative and entrepreneurial postgraduates; continue the consolidation and growth of Trinity's identified strengths in research and scholarship, and differentiate the major programmes of scale and their convergence towards the delivery of a sustainable society; implement an Open Innovation approach to intellectual property to stimulate knowledge transfer and enterprise development.

In 2012 the College completed a comprehensive mid-term review of the Strategic Plan which confirmed that, notwithstanding the challenges arising from financial instability and sectoral review, Trinity has continued to excel in education and research, and in providing students with a dynamic and challenging learning environment. The details of the extent to which Trinity has met the specific objectives laid out in the Strategic Plan 2009 –14 are documented in the Mid-term Review, as are the details of the strategic and pragmatic responses that the College has taken to safeguard its core mission of delivering high-quality , internationally-competitive education and research. This involves a programme of income generation, strategic investment and cost-reduction.

Since 2012, a number of new College-wide strategic initiatives have been adopted and are currently in different stages of implementation. New initiatives in Global Relations, Innovation and Entrepreneurship, Distance and Open Education, Commercialisation, Communications and Administrative Reform are currently underway. The College is also developing a coherent strategy to meet human capital needs which incorporates

¹ <http://www.topuniversities.com/node/2319/ranking-details/university-subject-rankings/2013>, accessed 1 February 2014

the planned development of a new Business School, an innovation and entrepreneurship strategy and developments in the areas of computer science, engineering and physical sciences. These initiatives are being consolidated and advanced in the context of the development of a new strategic plan for the College, which will run from 2015-19. The Strategic Plan 2015-19 will rearticulate the vision and mission of the College; identify the strategic objectives; decide on the size and scale of College activity, including where growth is envisaged, nature and composition of the student profile. A major piece of work is underway which will provide an analysis of the external national and international educational environment (e.g. changing demographics, meeting projected skills requirements, internationalisation etc.) and an analysis of how Trinity's existing strengths in research and student demand could best be aligned with future societal needs.

3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that Trinity College Dublin may adjust its mission and strategy from time to time. Trinity College Dublin 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.

Trinity College Dublin is currently in a new phase of Strategic Planning, to be completed and launched by September 2014.

The Strategic Plan 2015-19 will rearticulate the vision and mission of the College; identify the strategic objectives; decide on the size and scale of College activity, including where growth is envisaged, nature and composition of the student profile. A major piece of work is underway which will provide an analysis of the external national and international educational environment (e.g. changing demographics, meeting projected skills requirements, internationalisation etc.) and an analysis of how Trinity's existing strengths in research and student demand could best be aligned with future societal needs. As part of implementation of the Strategic Plan Trinity College will develop a performance evaluation framework for each of the pillars of the Plan, setting objectives, baselines and targets. Trinity is also considering how best to benchmark against appropriate international comparators and notes that this is a sectoral issue.

4. Current and Planned Profile

The following pages contain:

- Trinity College Dublin's current profile 2010/11 (as supplied by the HEA); and
- Trinity College Dublin's planned profile 2016/17 (completed).

For hard copy submissions, please bind the current and planned profile after this page.

For electronic submissions, please submit the current and planned profiles as PDF and Excel attachments respectively.

5. Development Plans and Objectives

5.1 Regional clusters

Strategy summary

Please provide a brief summary of Trinity College Dublin'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

Trinity College Dublin is recognised internationally as Ireland's leading university, distinctive in the degree of success it has already achieved and the potential to further strengthen its international reputation to the benefit of the region, to Ireland, and ultimately to the reputation of the Irish educational system.

Supporting this vision to be a university of global consequence, Trinity College Dublin is committed to the vision of a regional cluster which enhances the outcomes of education, learning, research, entrepreneurship and innovation for all the participants in the cluster including students, staff and the institutions concerned and to provide economic and social benefits.

Trinity College Dublin has always collaborated with educational institutions with a shared mission and ethos. We have, for example, shared degrees with the Dublin Institute of Technology, the Royal Irish Academy of Music and University College Dublin. Marino Institute of Education has a long-standing relationship as an Associated College and the Royal Irish Academy of Music has more recently entered into a similar relationship. Trinity has fully engaged in all three strands of the DRHEA: enhancement of learning, widening participation and graduate education. Participation has enhanced our capacity to deliver modules to postgraduate students. In the health sciences the Dublin Dental University Hospital [a School within Trinity's Faculty of Health Sciences] is a centre of excellence in patient care, education and research. Trinity Health (Ireland) allows for the incorporation of operational activities between the School of Medicine at Trinity College Dublin and its major teaching hospitals, in a manner designed to maximise the capacity for delivering high quality clinical care, providing excellence in medical education and training, delivering high quality biomedical research and contributing to the economic and social development in an integrated way.

The College Board has agreed that the governance of the regional clusters should be at a high level and not unduly intrude on legitimate university autonomy. Governance structures will be designed for the benefit of the cluster and its members and the arrangements will be sufficiently robust to deliver regular, sustainable progress towards the objectives of the cluster and its members and sufficiently flexible to respond to changing circumstances and opportunities.

Regional Cluster – Dublin Leinster Pillar I

Members: TCD, UCD, NCAD, MIE, IADT

Objective 1: To scale the TCD-UCD² Innovation Alliance Programme to strengthen the engagement between enterprise and the universities.

The institutions have a defined collaboration through the TCD-UCD Innovation Alliance which has three interdependent strands: (1) the mainstreaming of innovation and entrepreneurship into the student experience at undergraduate and postgraduate level; (2) inter-institutional cooperation in the areas of technology transfer, commercialisation of research and industry partnerships; and (3) contributing to the formulation of policy so that all elements of the Irish innovation ecosystem are aligned and supportive of enterprise development.

Meeting this objective is dependent on the success of a joint application for funding from the Strategic Innovation Fund.

Initial Teacher Education

Members: TCD, UCD, NCAD, MIE

Objective 1: To develop a full vision for the Institute covering the full continuum of teacher education

Objective 2: To establish governance and funding models

Objective 3: To develop a shared programme involving all partner institutions which reduces duplication and builds on institutional strengths

Creative Arts

Members: TCD, UCD, DIT, NCAD, IADT, RIAM

Objective 1: Using the expertise of The Lir – National Academy of Dramatic Art and the Royal Irish Academy of Music to deliver shared modules across courses.

Objective 2: To explore the potential for a joint postgraduate degree in Digital Arts with GradCAM of DIT.

² The partners in the Alliance extend beyond the Regional Cluster to include QUB.

Regional clusters: Institution objectives and performance indicators

1..	Institution objective	To implement recommendations of the Sahlberg Report
	Performance indicator	To set up a new collaborative institute for education
	Baseline	No shared teaching across provision offered by four partners
	Interim target, end 2014	Staff teach on modules across institutions
	Interim target, end 2015	Modules in all institutions available to all students
	Final target, end 2016	Delivery of joint PME programme which avoids duplication and builds on institutional strengths.
2.	Institution objective	To increase collaboration in the creative arts cluster
	Performance indicator	To establish shared teaching building on institutional strengths
	Baseline	Some sharing of modules between the Lir and RIAM
	Interim target, end 2014	To increase the sharing of modules between the Lir and RIAM To explore a proposal for a joint Masters degree in Digital Arts with GradCam of DIT
	Interim target, end 2015	To develop a proposal for a joint Masters degree in Digital Arts with GradCam of DIT
	Final target, end 2016	To admit the first cohort of students to a joint Masters degree in Digital Arts with GradCAM of DIT
3.	Institution objective	To progress a more coherent system of HE provision within the regional cluster, while enhancing the particular strengths of individual partners
	Performance indicator	An agreed framework for the regional cluster within which academic planning based on institutional strengths and student demand
	Baseline	
	Interim target, end 2014	To commence a mapping of existing postgraduate provision
	Interim target, end 2015	To complete the mapping of existing postgraduate provision To commence the mapping of existing undergraduate provision

	Final target, end 2016	To have completed the mapping and identified areas of priority and strength with a view to shared academic planning
4.	Institution objective	To progress a more coherent system of HE within the regional cluster, while enhancing the particular strengths of the partners
	Performance indicator	Regionally coordinated approach to transfer and progression pathways
	Baseline	
	Interim target, end 2014	To commence a mapping of existing practices
	Interim target, end 2015	To advance towards a framework of transfer and progression pathways
	Final target, end 2016	To be in a position to implement transfer and progression pathways at undergraduate level

5.2 Participation, equal access and lifelong learning

Strategy summary

Please provide a brief summary of Trinity College Dublin'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

Trinity is committed to the principle of equal access to education and will continue to facilitate increased participation, particularly from students from under-represented groups, through the provision of enhanced opportunities and supports and the development of new pedagogical tools, especially online. We are focused on developing and pioneering equitable and innovative pathways so as to ensure that we admit and support those who will best benefit from the kind of education that Trinity offers. This requires a multi-dimensional approach, involving piloting new access routes and improving existing ones, providing appropriate supports for students admitted through specific access routes (HEAR & DARE), leading-out on innovative interventions at second-level, particularly in maths and science education, and contributing to the achievement of the broader sectoral objectives in this area through research and advocacy.

On behalf of the sector, and in supporting the work of the IUA Task Group on Admissions, Trinity is developing a feasibility study on undergraduate admissions, which attempts to see whether, on a strictly controlled scale, we can develop better mechanisms to identify and admit students who are academically able for their chosen course of study, motivated and enthusiastic about learning.

Trinity recognises its responsibility to contribute to social and economic development by providing access to knowledge-based skills and professional development in support of life-long learning. Trinity aims to meet this responsibility primarily through the development of its extensive range of postgraduate taught courses in all disciplines. We are committed to extending our provision at the postgraduate taught course level as a response to the need for continuous professional development and as we build on advances in technology and professional practice. This provision of flexible learning options will be extended primarily through our new online strategy, a significant aspect of which involves the creation of new, high quality, online courses to reach new markets.

A new Online Strategy, with a supporting investment plan, has been developed and approved by the College Board. Its objective is to produce a step-change in the manner in which we deploy technology to support the College's education mission and its societal engagement. This strategic investment is particularly focused on improving access and increasing participation through the enhancement of our flexible and life-long learning opportunities. It will achieve this in a three-fold manner: (i) through the enhanced application of technology

within existing on-campus programmes, providing increased opportunities for blended learning, and thereby increasing flexibility (ii) through the development of new programmes delivered primarily online to enable more flexible modes of course delivery and reach new markets and (iii) through the development of a limited number of MOOCs, delivered with partners [Future Learn](#) as a public good. The College has created a new senior academic officer position, the Associate Dean of Online Education, who provides academic leadership to this technology-enhanced and online education initiative.

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

1.	Institution objective	To ensure that the student body entering HE reflects the diversity of Ireland's population
	Performance indicator	To increase the proportion of entrants from non-traditional routes
	Baseline	17% in 2010/2011
	Interim target, end 2014	19%
	Interim target, end 2015	20%
	Final target, end 2016	22%
2.	Institution objective	To ensure that the student body completing HE reflects the diversity of Ireland's population
	Performance indicator	To increase participation and access through the provision of flexible, high-quality learning for credit and not-for-credit courses and modules
	Baseline	Although a limited number of courses offer blended learning there is currently no comparable provision.
	Interim target, end 2014	2 postgraduate professional/continuing development courses (for credit) available online (80 students) 1 not for credit module run in partnership with Future Learn
	Interim target, end 2015	Additional 2 postgraduate professional/continuing development courses (for credit) available online (220 students) 3 not for credit modules run in partnership with Future Learn
	Final target, end 2016	A minimum of 6 postgraduate professional / continuing development courses (for credit) available online (400 students) 5 not for credit modules run in partnership with Future Learn
3..	Institution objective	To contribute to the Implementation Transition Reform agenda
	Performance indicator	To have completed and assessed the Admissions Feasibility Study

Baseline	Additional admissions criteria (apart from LC or equivalent points) only in place for a limited number of courses (e.g. Music, Drama)
Interim target, end 2014	First cohort (25) admitted
Interim target, end 2015	Second cohort (50) admitted
Final target, end 2016	To have completed and reported on the Admissions Feasibility Study

5.3 Excellent teaching and learning and quality of the student experience

Strategy summary

Please provide a brief summary of Trinity College Dublin'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

Trinity's strategy is anchored in a commitment to promoting education, research and innovation as mutually reinforcing. Its strengths derive from its ability to harness the excellence and diversity of a multi-disciplinary university that fully engages staff and students in the pursuit of knowledge and understanding. Trinity's location in the heart of Ireland's capital city, with its vibrant cultural and technological hub, adds an important dimension to the College's profile and will become an ever-more important resource as we further develop a culture of innovation and entrepreneurship throughout the university.

In promoting excellent teaching and learning Trinity is committed to a research-led curriculum through which students are provided with an educational experience that is underwritten by excellence in research and innovation. This research-led curriculum is challenging, dynamic and innovative. Interdisciplinary collaboration is central to Trinity's educational strategy. International and national research collaborations frame the educational context in which students engage with the curriculum, as do a broader suite of professional and societal engagements, including those drawn from clinical, cultural, political, scientific and technological contexts. There is a high demand from well-qualified students for our four-year undergraduate degrees and our taught and research postgraduate offerings. The portfolio of programmes (undergraduate and graduate) is maintained on the basis that: disciplines have attained international excellence in research and teaching; there is a demand for the programmes offered; and our educational offering will contribute to social, economic and cultural development goals, including economic development and job creation. We envisage extending our provision at the postgraduate level, particularly by capitalising on the opportunities afforded by the online revolution in higher education.

Trinity College Dublin is committed to ensuring a high quality teaching and learning

experience for all its learners and to actively engaging in the national quality and qualifications agenda. Following the institutional (IRIU) review in 2012, Trinity College Dublin has introduced new governance arrangements that better facilitate the implementation of quality assurance and improvement measures for teaching and learning. The Quality Committee, an academic committee of the University Council, has been empowered to oversee quality assurance activities, and executive committees of the three Faculties and 24 Schools have responsibility for quality assurance and improvement at local levels. Mandatory evaluation of all taught undergraduate modules and taught postgraduate programmes has been introduced. A pilot evaluation of undergraduate programmes is in train with a view to rolling out a full schedule of programme reviews in 2015/16. An essential quality assurance enabler is the provision of on-going professional development for academic staff at all stages of their career, and Trinity College Dublin is committed to developing and delivering, in collaboration with the National Forum for the Enhancement of Teaching and Learning and with our regional cluster partners, certified for credit professional development courses. Trinity College Dublin is committed to supporting and enabling the work of ISSE (Irish Survey of Student Engagement), the National Forum for the Enhancement of Teaching and Learning, and the Quality and Qualifications Ireland.

Trinity's institutional mission is to become a university of global consequence. International collaborations in research, innovation and education are a critical factor in achieving this mission. To this end Trinity has embarked on an ambitious global relations strategy which will significantly enhance the educational experience of all students.

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

1.	Institution objective	To promote excellence in teaching and learning to underpin a high quality student experience
	Performance indicator	Enhanced quality assurance by regular external review of programmes
	Baseline	Currently conducted for all courses as part of annual examiners' reports/School Reviews/professional accreditation
	Interim target, end 2014	Agreed mechanism for undergraduate programme evaluations Evaluation of the Science un-denominated undergraduate programme (1,300 students, 16 courses) Active engagement with ISSE for evaluation of 1 st and 4 th years of undergraduate programmes and all taught postgraduate programmes.
	Interim target, end 2015	To have completed undergraduate programme reviews of the Science and the BESS undergraduate programmes (approx. 2,100 students) Schedule for programme reviews agreed
Final target, end 2016	Implementation of programme reviews on a rolling basis with a minimum of 4 annually	
2.	Institution objective	To promote excellence in teaching and learning to underpin a high-quality student experience
	Performance indicator	To embed opportunities for student evaluation at module and programme level
	Baseline	Annual evaluation of approximately one-third of undergraduate modules Annual evaluation of taught postgraduate courses
	Interim target, end 2014	To have mandatory evaluation of all undergraduate modules To actively encourage and support participation in the ISSE for 1 st and 4th year undergraduate students and all postgraduate taught students.
	Interim target, end 2015	To continue mandatory evaluation of all undergraduate modules To continue mandatory student evaluation of taught postgraduate courses To introduce mandatory student evaluation by postgraduate research students To review ISSE outcomes and agree implementation strategy at local and College levels

Final target, end 2016	To review mandatory evaluation of modules and implement any proposed improvements. To continue mandatory student evaluation of taught postgraduate courses To continue mandatory student evaluation by postgraduate research students
3. Institution objective	To increase opportunities for developing innovation in the curriculum
Performance indicator	Opportunities for undergraduate students to take modules in innovation and entrepreneurship as part of the Broad Curriculum (BC) offerings
Baseline	Currently there is no provision in the undergraduate curriculum for all students to take electives in innovation and entrepreneurship. [850 students take BC modules annually.]
Interim target, end 2014	To have a bank of undergraduate modules in innovation and entrepreneurship available to students as part of the BC programme.
Interim target, end 2015	A minimum of 30 students taking BC modules in innovation and entrepreneurship.
Final target, end 2016	Innovation as an integrated feature of the undergraduate curriculum.
4. Institution objective	To promote excellence in teaching and learning to underpin a high quality student experience
Performance indicator	To increase use of effective learning technologies
Baseline	42% of modules with activity in the Virtual Learning Environment (VLE)
Interim target, end 2014	50% of modules with activity in VLE
Interim target, end 2015	55% of modules with activity in VLE
Final target, end 2016	60% of modules with activity in VLE
5. Institution objective	To promote excellence in teaching and learning to underpin a high quality student experience
Performance indicator	To increase the provision of professional development in academic practice in collaboration with the National Forum for the Enhancement of Learning and Teaching in Higher Education and Regional Cluster partners

Baseline	10 academic staff taking part in M Ed in Higher Education in 2010/11
Interim target, end 2014	Have developed a programme of professional development for academic staff that is flexible, enables credit accumulation and promotes progression.
Interim target, end 2015	Programme approved by the University Council and promoted at School/Faculty level.
Final target, end 2016	Introduction of teaching modules for all new academic staff.

5.4 High quality, internationally competitive research and innovation

Strategy summary

Please provide a brief summary of Trinity College Dublin'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

Generating knowledge – 'research' – and transferring this knowledge is the core activity of Trinity College Dublin (TCD).

TCD is Ireland's leading research university and is the only Irish university that outstrips the 'Ireland – totals' score in every one of the high level OECD Fields of Science, as measured in terms of Thomson Reuters' Impact Relative to Subject Area (ie impact normalised by subject). In addition, Trinity outstrips the international benchmark for Impact Relative to Subject Area by a wide margin in each of the high level OECD fields: Engineering and Technology, Medical and Health Sciences, Natural Sciences, Agricultural Sciences and Social Sciences.

TCD has a well-developed research strategy with clear priorities for supporting the development of research:

- 1 Attract and develop world-class principal investigators
- 2 Diversify research funding sources
- 3 Strengthen Trinity Research Institutes and Centres
- 4 Further promote research quality
- 5 Foster multi-disciplinary research consortia
- 6 Develop a new model for intellectual property management
- 7 Provide new research infrastructure

Specifically TCD is committed to supporting both the development of individual researchers who are delivering research of measured international excellence and the establishment of activities of scale, depth and ambition which will be based around research programmes which are interdisciplinary and multi-annual programmes which will deliver research of consequence and obtain recognition as a world reference point.

In relation to individual PIs TCD is focused on ensuring that all academics are research-active and that the teaching they deliver is informed by research. TCD is focused on research excellence and its subsequent impact as the primary measures of success. As sub-elements of its research strategy, TCD will implement two plans to achieve these goals. The first plan is on significantly increasing the number of TCD academics which obtain significant PI funding both through Exchequer but also non-Exchequer sources. A target to have 35 ERC grant awards in Horizon 2020 is in place. Furthermore, to ensure increased economic impact TCD is implementing an industry engagement strategy to double industry funding in the next five

years. This strategy will connect our best researchers with industry – ensuring effective transfer of knowledge.

TCD is also committed to developing its junior research faculty.

In relation to activities of scale TCD has established 20 research themes, each led by a research champion who is a recognised international figure in the area of research. Each theme addresses issues of global societal and economic importance and results in these areas will serve to enhance TCD's and Ireland's reputation for delivering research of consequence as well as offering opportunities for economic development. Each research theme maps onto at least one of the areas identified by the national research prioritisation exercise as well as themes within Horizon 2020. The next phase of the research theme strategy is to develop proposals of scale which will generate new funded centres both nationally (SFI) and throughout Europe. Furthermore, these research themes will develop new postgraduate content that will in time enable each of the research themes to provide support for structured PhDs relevant to their research domain.

The level of international collaboration and funding are strong proxy measures for excellence and quality. TCD is focused on international engagement and ensuring our PIs are collaborating with world leading PIs and institutions, and successfully attracting international researchers of excellent quality to Ireland. TCD is implementing a strategy to put in place locally-based research programme officers to target a total of €150M from Horizon 2020. This would represent an increase by 90% of the funding obtained through FP7. US funding opportunities have also been identified as an opportunity to expand Trinity's collaboration with North America, resulting in new funding streams.

Furthermore TCD will continue to drive a policy of open access to publications. TCD is the first university in Ireland to adopt an Open Access publications mandate, and to commit to the principle of Open Access within our research and innovation.

TCD has a strong strategic vision for the next period. This is focused both on increasing the quality of our research output and its societal and economic impact. It seeks to establish activities of scale to make an international impact and the diversification of our funding to win more non-Exchequer supported research. All of these strategies underpin our goal of attracting and developing the best faculty to enable both our teaching and research mandates.

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

1.	Institution objective	To diversify research funding sources
	Performance indicator	% of non-Exchequer research income
	Baseline	2010/2011 30% non -Exchequer income
	Interim target, end 2014	35% non-Exchequer income
	Interim target, end 2015	37% non-Exchequer income
	Final target, end 2016	39% non-Exchequer income
2.	Institution objective	To increase research activity
	Performance indicator	Proportion of research-productive staff
	Baseline	2010/2011 70%
	Interim target, end 2014	72%
	Interim target, end 2015	76%
	Final target, end 2016	80%
3.	Institution objective	To maintain research impact relative to the world
	Performance indicator	Research impact (number of citations per paper) compared with the research impact of worlds papers as indexed by Thomson Reuters Web of Science / InCites databases
	Baseline	2010/2011 1.65
	Interim target, end 2014	1.65
	Interim target, end 2015	1.65
	Final target, end 2016	1.65
4.	Institution objective	To disseminate the results of TCD's research widely
	Performance indicator	Percentage of TCD research papers available on Open Access
	Baseline	2010/2011 28%
	Interim target, end 2014	40%
	Interim target, end 2015	50%
	Final target, end 2016	60%

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

Strategy summary

Please provide a brief summary of Trinity College Dublin'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

Trinity College Dublin (TCD) is committed to connecting the College's cultural resources, physical infrastructure and intellectual capability (i) with the local community to make Dublin an internationally renowned university city – an urban centre for learning, culture and innovation, (ii) with the country to ensure the vision for Ireland as an international island of innovation is reflected in its leading university and its capital city; and (iii) globally to ensure that the research outputs from Trinity are both internationally leading and innovative and hence can be utilised to create new export focussed businesses which create jobs and wealth for Ireland and its people.

in a country that has a high international reputation for innovation. TCD is also committed to ensuring that its research outputs have the potential to create new export-focused businesses that can create jobs and wealth for Ireland and its people.

At the heart of the innovation agenda is ensuring the two primary components of the Trinity College experience – teaching and research – are connected with the needs of enterprise and the community. TCD through engagement with the enterprise community is ensuring that all of our students are provided the opportunity to develop the key attributes – creativity, sense of initiative, leadership, team spirit, multi-disciplinary learning – that are required to ensure they have the qualities as future employees which will differentiate Irish industry and enable economic growth. The Innovation Academy – in partnership with UCD and QUB – will provide innovation training for postgraduates, ensuring our students are better prepared for employment; and the entrepreneurial programme on our Trinity Technology and Enterprise Campus (TTEC) will support postgraduates, academic faculty and entrepreneurs in translating ideas to businesses. TTEC will also house new companies, enable new spin-outs and support the training of our brightest students and researchers. In the next two years a new strategy will be developed and implemented which will enable TCD to provide greater support to new businesses and to help translate ideas to industry.

Trinity has many interactions with industry, and currently it has formal or informal relationships with 400 companies. A new strategy which will be implemented in 2014 will create a step change in how TCD engages with industry and will ensure TCD is 'open for business' in all aspects of our operation. A recent Forfás study showed that Irish-based companies which are investing in research are seeing growth in exports and job numbers and those not investing are seeing a decline. This strategy will lower the barrier for industry-academic engagement and ensure there is a positive experience and measurable impact for companies in engaging in collaborative research programmes, resulting in Irish businesses

becoming more research active, underpinning job creation and increasing exports. It will also increase international visibility for Irish research stimulating new foreign direct investment.

Trinity will be the catalyst for Ireland in increasing the number of research active companies and in increasing the scale and the depth of research within Irish Industry.

Trinity is also focused and proactive in ensuring the successful transfer of knowledge to industry and has been very successful in connecting, transferring and translating its world-leading research to industry. From 2007 to 2012 the success rate in spinning out campus companies increased significantly with 273 inventions, 61 licences to industry and 32 campus companies formed. In the last period reported by Enterprise Ireland (2007 – 2010 TCD was responsible for 21% of all spin-outs from Irish universities. In 2014 TCD will launch a new industry-friendly IP policy that will greatly lower the barrier for engagement and commercialisation.

In addition to knowledge transfer through technology Trinity is committed to connecting its graduates and researchers with industry through placements, internships, collaborative programmes etc. – to ensure that knowledge is transferred through people and jobs. In 2014 – 2016 TCD will build a new industry partnership programme, ensuring feedback on our course content and graduates.

TCD is also committed to ensuring a deep civic engagement of our staff through ongoing innovative initiatives such as the Science Gallery and the Trinity Access Programme. The connectivity of TCD to our local Dublin community, to Irish industry and to the leading academic and industrial organisations globally is at the heart of transferring our knowledge to make measurable societal and economic impacts.

To encompass all of the above Trinity will establish an Innovation and Entrepreneurship hub that will enable an integrated approach to innovation and entrepreneurship. The innovation hub will capture the aspiration of TCD to put innovation, alongside teaching and research at the heart of the university.

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

1.	Institution objective	To increase engagement with industry
	Performance indicator	Number of contracts with industry
	Baseline	2010/2011 97
	Interim target, end 2014	120
	Interim target, end 2015	130
	Final target, end 2016	140
	<hr/>	
2.	Institution objective	To promote entrepreneurship in College
	Performance indicator	Number of start-up companies enabled by TCD
	Baseline	2010/2011 40
	Interim target, end 2014	48
	Interim target, end 2015	55
	Final target, end 2016	58
	<hr/>	
3.	Institution objective	To promote economic impact of research
	Performance indicator	Number of patent applications
	Baseline	2010/2011 31
	Interim target, end 2014	22
	Interim target, end 2015	22
	Final target, end 2016	24
	<hr/>	

5.6 Enhanced internationalisation

Strategy summary

Please provide a brief summary of Trinity College Dublin'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 core aim of the Global Relations Strategy for Trinity College Dublin is to ensure that internationalisation is embedded in the strategic vision, and that the institution, its staff and students are well-equipped for the challenges and opportunities presented by the increasing internationalisation of education and research.

Principal elements of the strategy are described below:

1. INTERNATIONALISING THE STUDENT COHORT

In 2010/11, 6% of students at Trinity were of non-EU origin, somewhat lower than many of our international peers. Recognising the need for a premier university operating globally to reflect this in the make-up of the student cohort, the objective is to almost double the number of non-EU students by 2016. The quality of the Trinity educational experience will benefit from attracting the best students from around the world and having a more culturally diverse student body.

The external economic environment is obviously one factor which will impact on progress towards meeting these ambitious targets.

2. INTERNATIONAL VISIBILITY AND PROFILE

Greater global visibility for Trinity is an essential part of our internationalisation strategy and aside from enhancing the institution's reputation and that of Ireland's educational system can only enhance our performance in the evaluations that feed into the global university rankings. We are focused on nurturing high profile educational and research collaborations with the best universities around the world as demonstrated by increased engagement with international partners, with particular emphasis on Asia in the coming years. We will also be capitalising on the profile generated by initiatives such as the development of new international nodes of the Science Gallery and other profile-raising opportunities. We will evaluate carefully emerging opportunities for us to broaden our transnational offerings beyond the current partnerships.

3. RESEARCH

Trinity researchers enjoy deep collaborations with academics working in leading international universities and we will continue to develop new collaborations and grow them as strategic institutional partnerships. Over the past five years Trinity researchers collaborated through co-authorship with international researchers in 4,500 institutions from 115 countries. We are developing research relationships in regions of strategic importance (Asia, North and South America). We are also collaborating with other Irish HEIs to develop collaborations in India, China, Brazil and Japan supported by SFI. Where opportunities arise (e.g. Brazil, India and

Russia), we are working with national agencies to secure matching funding. An important focus is the identification of partners for EU Horizon 2020 funding.

4. MOBILITY

Linked to all three priorities above, increased staff and student mobility internationally is key to developing a truly international institutional outlook. Specific objectives to achieve this include additional exchange opportunities for students, reducing academic barriers to mobility and other factors which might deter a student from taking up an opportunity to study elsewhere, and more active promotion of mobility as an intrinsic part of a Trinity education. Financial considerations in the current climate are having an increasing impact on the willingness of students to take up study abroad opportunities.

Enhanced internationalisation: Institution objectives and performance indicators

1	Institution objective	To ensure that Trinity College Dublin is globally competitive and internationally-oriented
	Performance indicator	To increase the number of inward non-EU students (both full-time and visiting)
	Baseline	953 in 2010/2011
	Interim target, end 2014	1,456
	Interim target, end 2015	1,695
	Final target, end 2016	1,874
	2.	Institution objective
	Performance indicator	To increase outward student and staff mobility opportunities
	Baseline	In 2010/11 260 students participated in outward exchanges
	Interim target, end 2014	286
	Interim target, end 2015	299
	Final target, end 2016	312
3.	Institution objective	To ensure Trinity College Dublin's reputation in international research collaborations
	Performance indicator	To maintain the measure of international research collaborations by co-authorship of TCD research papers as indexed by Thomson Reuters Web of Science/InCites databases.
	Baseline	53.5% in 2010
	Interim target, end 2014	53.5%
	Interim target, end 2015	53.5%
	Final target, end 2016	53.5%

5.7 Institutional consolidation

Strategy summary

Please provide a brief summary of Trinity College Dublin'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

As part of Trinity's commitment to the 'Landscape' process we wish to begin the process of integrating and further developing academic activities between the University and Marino Institute of Education. We will work through the co-trusteeship to promote both the integration of existing activities and the creation of high-quality new academic activities. The ultimate objective from Trinity's perspective is to give further academic substance to the relationship and to develop beyond the validation of degrees to cooperation in the delivery of teaching and research in education.

**Institutional consolidation:
Institution objectives and performance indicators**

1.	Institution objective
	Performance indicator
	Baseline
	Interim target, end 2014
	Interim target, end 2015
	Final target, end 2016
2.	Institution objective
	Performance indicator
	Baseline
	Interim target, end 2014
	Interim target, end 2015
	Final target, end 2016
3.	Institution objective
	Performance indicator
	Baseline
	Interim target, end 2014
	Interim target, end 2015
	Final target, end 2016

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

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 Trinity College Dublin in the strategic dialogue process leading to this compact, performance funding of

€ 495,000

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 Trinity College Dublin 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, Trinity College Dublin

Date:

Appendices

We, Trinity College Dublin, include the following appendices with our performance compact.

List the appendices here:

<input type="checkbox"/>	Appendix 1: Strategic Plan, 2009-2014
<input type="checkbox"/>	Appendix 2: Strategic Plan, 2009-2014, Mid-Term Review
<input type="checkbox"/>	Appendix 3: A Strategy for Innovation and Entrepreneurship
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Other Appendices

Appendix 8:

Appendix 9:

Appendix 10:

Add more rows as necessary