



Strategy and Performance Dialogue 2018 – 2021

HEI Self Evaluation Report on Progress

1 September 2018 – 31 August 2021

Section A: Summary Information

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Section B: Overview of Institutional Strategic Development and Performance


<p>Critical Reflection</p> <p><i>Max. 5,600-character limit (750-800 words approx.)</i></p>	<p>Over the reporting period DCU has maintained a strong position across global ranking systems, ranked in the top 500 worldwide (490th) in the 2021 QS and up four places from 19/20 in the Times Higher 2021 rankings, (113th amongst Young Universities globally). We retained our ranking as first in Ireland for graduate employability (23rd in the world). Despite the pandemic, we delivered fully or substantially on all of the strategic priorities set out in the original agreement in 2018.</p> <p>DCU is an agile, dynamic, research-intensive university, characterised by strong leadership, openness to change and development, and deserving of our reputation as a leading university of innovation and enterprise (in the top 25 globally for co-publications with industry partners (https://www.umultirank.org/)). Much of this reporting period is characterised by the unprecedented challenges presented by the global Covid-19 pandemic, during which our community responded with characteristic flexibility, speed and innovation, underpinned by our collective leadership. The early days saw the establishment of a Covid-19 contact tracing centre, followed by the rapid 3-D printing of face masks for healthcare workers and the Helix being established as the first mass vaccination centre in the country. Overall, DCU costs exceeded the €9.26m HEA Covid-related funding. 1,100+ laptops were loaned to disadvantaged students and provided for staff, extensive health & safety measures, marquees, extra security and cleaning, are amongst the provisions made. More than weekly health and wellbeing support and development sessions were provided for students and staff.</p> <p>Our national leadership in online and technology enhanced learning (TEL), including our partnership with Future Learn (www.dcu.ie/futurelearn-partnership), enabled us to adopt sectorally unique responses to the pandemic: we created a virtual university, redesigning timetables, examinations, academic structures and software tools to facilitate external examiners QA and review processes. A new version of our VLE was implemented to ensure secure delivery of online exams and a new student exam support centre provided live, online exam support. To facilitate essential on-campus learning, we fully changed our timetabling approach to accommodate scheduling of synchronous online classes and clustering of campus activities in concentrated timeframes. Very significantly, we put in place a new unit to support quality of online delivery (the digital learning design unit), where learning designers and learning technologists worked with academics to enhance the quality of online learning.</p> <p>Despite the challenging day-to-day operations and the significantly changed senior management group (SMG) in 2020 (including in President and Deputy President), the strategic direction and future planning for the university were still given priority. A number of reflective reviews of the 2017-2021 strategy established that it could not proceed as originally planned. An in-depth refocussing, against the drivers of 'People First', 'Focus' and 'Impact', resulted in a 'Transitional Strategy', which allows for the nine strategic objectives of the current strategy to be consolidated into four core themes – Provide a</p>
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	<p>Transformative Student Experience; Advance our Research Reputation and Impact; Value and Develop our Staff and Community; and Focussed Institutional Development. This facilitated an increased emphasis on ensuring that limited resources are invested in fewer initiatives; that related initiatives are consolidated to achieve greater economies of scale, efficiency and effectiveness; and a greater impact is achieved for the investment made. In 19/20, we had begun the development of a University Operating Framework which prompted an organisation-wide review of all processes, procedures and ways of working, to ensure operational excellence and the highest quality student experience, from application to graduation.</p> <p>DCU was named the Sunday Times University of the Year 2020, being cited for our response to the pandemic and our support to our students. We were noted to have 20% of all HE students from socio-economic disadvantaged backgrounds in the country; having very high levels of graduate employment; and having the second-highest rate of year-on-year progression in Ireland. Our response to the pandemic was stated to “show the emotional literacy you would expect from an institution that has championed social mobility throughout its entire 40-year history”. DCU was also described as “thoughtful and responsive, the university tried to make the best of a difficult, evolving and immeasurably complex situation for its student population” (www.thetimes.co.uk).</p> <p>In 2020, the DCU Futures project was awarded €20m under the government HCI funding programme and we are actively progressing towards transforming student learning, reconceptualising teaching and embedding a range of high priority transversal skills into our curricula. We have advanced our research profile and impact and developed our staff and student communities, as well as our physical campus.</p> <p>Learnings from this period will not be wasted. Our experience, in particular of operating online for both students and staff, reinforces the value of the in-person learning, but our plans to provide more high-quality, digital learning and wellbeing resources have been accelerated and many of our initiatives are being mainstreamed. For staff, flexibility through hybrid working is being actively considered.</p>
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Section C: Key System Objectives (KSOs)

<p>KSO 1</p>	<p>Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability</p>
<p>KSO 1 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>The talent pipeline in DCU has grown both in breadth - with increasing numbers participating in related activities -, and in depth, regarding the type of learning opportunities through which the relevant skills are being acquired. DCU is recognised as having the largest institutional implementation of eportfolios nationally (National Survey of Eportfolio Practice, 2019), affording students the opportunity to engage in reflection on, and in, learning. Almost 95% of students are on programmes with credit-bearing work-placement and now DCU's highly successful Access to the Workplace Programme offers second-year Access students the opportunity to acquire professional, paid, work placements. Progress continues in ensuring the appropriate flow of teachers into the education sector and while increasing student numbers from under-represented groups into this area has proven complex and challenging, efforts in this regard are continuing.</p> <p>The HCI funded DCU Futures Programme, has enabled us to reimagine the undergraduate student experience. This prompted a radical review and revision of some of the targets set out in the 2018 agreement, allowing for more expansive opportunities for students to acquire 21st century skills, as well as additional capacity for over 1,000 students.</p> <p>Our national leadership in distance education (since 1982) and cross-institutional usage and expertise in TEL and online provision since 2004, facilitated a rapid and high quality transition to fully online programme delivery. DCU led the way in the sector in terms of the extent to which essential campus learning activities were run and run safely throughout the pandemic. Campus teaching activities such as laboratories and skills sessions were fully redesigned for 20/21 and physical spaces reconfigured and equipped for safety. Our students in areas such as engineering, teacher education, athletic therapy and nursing had significantly more face-to-face learning experiences than counterparts in other institutions.</p> <p>'DCU Studio' was created to guide high quality design in digital learning to enhance the student learning journey through Covid. Learnings from this mean that, post-pandemic, this resource ensures that we continue to have expertise in learning design and learning media production to underpin the quality of our TEL environment into the future.</p> <p>The MyDCU online, elapsed orientation programme, was developed, in a three month period, leveraging the award winning Discover DCU* pre-commencement resource, which had been available since 2019. Recognising the particular transition needs of a cohort commencing under such challenging circumstances, seven university departments, as well as student representatives, created an innovative, immersive orientation programme aimed at ensuring a welcoming and successful transition to DCU, with resources</p>

	<p>tailored to undergrads, postgrads and international students. Highlights include over 1.3m hits and a 98% student satisfaction rating expressed in 5000+ individual pieces of feedback</p> <p>*(https://www.dcu.ie/news/news/2020/05/recipients-announced-for-dcu-presidents-awards-for-engagement-and-innovation).</p> <p>We had very strong engagement by academic staff in the AdvanceHE Teaching fellowship programme. Following a successful pilot programme in 2019, with 18 graduates, 43 have now successfully completed and increasing numbers are signing up each year. In order to ensure continuing high quality provision, a community of Fellows has been established to advance quality academic practice and student learning across the university. We have reviewed our plan to introduce a PG Certificate in Teaching & Learning. There is strong evidence that Fellowships in teaching and learning, undertaken against professional frameworks (such as NAIRTL or Advance HE), have a wider reach across all cohorts of academic staff, whereas formal teaching and learning qualifications are of value primarily to new/early career academics (Turner et. Al, 2015). Therefore, we have decided to focus on maximising Fellowship attainment rather than progressing with a PG Certificate.</p>			
<p>Strategic Priority 1.1</p> <p>To ensure that our graduates are equipped with the appropriate skills, across a range of dimensions, to flourish in the rapidly evolving workplace.</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>% Undergraduate students participating in programmes that include a credit-bearing work-placement</p>	<p>No baseline</p>	<p>90%</p>	<p>94.7% (11,558/12,202 students)</p> <p>Source: Institutional Research Office (IRO)</p>
	<p>Publication of employability statements</p>	<p>No baseline</p>	<p>Publication of an employability statement at disciplinary level on 100% of undergraduate programmes</p>	<p>HCI Funding of DCU Futures prompted a refocusing which will incorporate transversal as well as disciplinary skills. A framework for Employability Statements agreed Nov. '21</p> <p>Source: VP Academic Affairs (VPAA)</p>


	% Students Engaging with DCU Reflect Digital Portfolios	2017 baseline = 7,566	Increase the number of students engaging with reflective portfolios increased by 40% from 2017 baseline.	70% increase over the baseline (11,951) Used in > 200 modules Source: Teaching Enhancement Unit (TEU)
SP 1.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>As the number 1 university in Ireland for employability, Employability Statements are still a priority for us and we intend to publish them across the university, as planned in the 2018-2021 agreement. However, the DCU Futures programme afforded us the opportunity to redesign our approach to Employability Statements, because it facilitates our students to acquire a much wider breadth of both transversal and disciplinary skills. Therefore we have designed, and had approved, a Framework for Employability Statements against which all such statements will be expressed and then published. This will also ensure that all such statements across the university have cohesion and consistency.</p> <p>Much of our success in this area is underpinned by the HCI project, which allows our students to acquire transversal skills which will be impactful in any future workplace. Prioritised skills are:</p> <ul style="list-style-type: none"> • Ways of Thinking • Ways of Working • Tools for Working • Tools for Thriving <p>In addition, the Transversal Skills Framework includes skills associated with sustainability (sustainability literacy), equipping our students with knowledge, skills and values to empower them to take action in the sustainability area.</p>			<p>Colour rating for this Strategic Priority: Amber</p> 

Strategic Priority 1.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
To increase the number of students entering undergraduate and postgraduate teacher education programmes, in line with national strategies for growth in teacher-supply.	# of students participating in community hub programmes;	No prior activity in this area	No target given	137 students engaged 31 students were interested in Primary school teaching 15 students considered Access entry 5 met the course requirements; 1 deferred Source: Community Hub Office
	# of students entering BEd from target under-represented groups	No prior activity in this area	Target: 24	BEd. & PME 2018 - 2021 Actual: 20 4 ISL students admitted (for the first time in Ireland) into the new ISL pathway, in 19/20 Source: IRO
	# of places on PME (Primary and Post-Primary)	Places available on Professional Masters in Education (PME)=97	Increase places available on postgraduate Masters in Education for post-primary education by a % to be agreed with Task Force on Teacher Supply	Intake increased by 29% 2018-2021; Targeted recruitment for graduates in STIPS subjects (between 13% & 70% increase) Source: IRO


	Revised BEd for post-primary	n/a	Progress accreditation by the Teaching Council of a revised BEd for post-primary for introduction in 2021/2022	New BEd Technology, Engineering & Graphics accredited by DCU (20/21) in collaboration with TUS- with Teaching Council for approval; Discussions with TUD on course for visually impaired students Source: IOE
	New concurrent degree programmes at post-primary level and # of entrants	No baseline	Launch a new concurrent degree programme on Education with Languages, subject to Teaching Council accreditation, and additional resourcing, offering initially a maximum of 80 places	BEd. LAN now 73 students in total Two additional programmes on offer While target is 80 likely that 50 p.a. will suffice (other HEIs have developed programmes based on DCU model) Source: IOE
<p>SP 1.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>This area is more complicated than entrance to most other programmes, due to the nature of teacher education, with the numbers of students and nature of programmes having to be agreed with the Department of Education, with the goal of aligning with projected demographic changes. In addition, this strategic priority is further complicated by the goal of increasing participation from under-represented groups, which is complex and challenging. While the DCU Community Hub programme has proven very successful in terms of attracting expressions of interest (137 in 20/21), turning this into student numbers was complicated by factors such as the significantly increased leaving certificate points due to accredited grades and the impact of Covid on this cohort of students in particular. (See https://www.independent.ie/irish-news/education/number-of-students-with-625-points-in-leaving-cert-more-than-doubles-40828173.html for breakdown of significant points increases).</p>			<p>Colour rating for this Strategic Priority: Amber</p> 

	<p>We are confident that the mainstreaming of our PATH III activities, coupled with our efforts through the Community Hub programme, will increase the progression into teacher education, and other programmes, of students from under-represented groups. In addition, DCU's 'Stronger Connections with FET' strategy includes a proposal for the development of an FET route into the BEd for primary teaching.</p>	
<p>KSO 2: Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community</p>		
<p>KSO 2 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>DCU is highly engaged at local, regional, national and international levels. Through our approach of 'focus' and 'impact', we have consolidated the oversight and strategic coordination of our engagement under a senior role - Executive Director of Engagement, to ensure visibility of all engagement for business intelligence and strategic planning. This approach will reduce fragmentation, identify synergies and new opportunities, and ensure strategic alignment of all engagement activity. The Student Recruitment Department is also located within this function and has been redesigned so as to consolidate undergraduate, postgraduate, national and international recruitment. This function will also leverage the potential of business analytics and marketing technology approaches to inform recruitment and other business decisions.</p> <p>Contrary to national figures where international enrolments decreased by 11.6% in 20/21, (www.hea.ie), in 20/21, DCU showed a 73.5% increase against a target of +30% on the 2016/17 baseline. Our international student numbers held up during the Covid period, with a very high quality welcome and orientation environment, under MyDCU for international students. For those who came in person, in addition to our very extensive support programme, Covid-specific advice and support, (testing requirements, isolation periods etc.) were provided, with relevant handbooks for both incoming and outgoing students, updated appropriately. Online events were designed to maximise student interaction and when allowed, a number of socially distanced in-person social events were held. Sports and cultural immersion events were held when permitted, with the DCU Student's Union hosting a range of DCU and inter-arsity activities. Again, many of the resources and approaches designed in response to Covid have significant value in their own right and will be continued and further developed for future cohorts of international students.</p> <p>In 20/21, only a small number of our students availed of the option to study abroad, given the uncertainty and challenges associated with international travel. However, our efforts to provide additional opportunities continued unabated. DCU was one of the 11 founding members of the European Consortium of Innovative Universities (ECIU) www.eciu.org, whose focus is to ensure a culture of innovation in all of the member institutions, and to be a catalyst for innovation in wider society. With the ECIU we are progressing towards providing a wide range of challenge-based learning opportunities – at nano, micro and full module levels. This will expand</p>	


	<p>the size and nature of study abroad options for DCU students, as well as those of our partners. DCU is leading on the Micro Credentials aspect of this project which will yield novel, accredited learning opportunities and outcomes for all who participate.</p> <p>Our wider engagement agenda progressed strongly with a focus on deepening our international strategic alliances, with Arizona State University (ASU), the University of Essex (UoE) and the University of Ulster (UU). Initiatives include transformative research in the area of photovoltaic technology and a cross-curricular, culturally responsive computational thinking framework for primary school girls. In addition to these focused strategic alliances, we established seven strategic partnerships (Davra, Pilot, NW, Novaerus, Exergyn, Dolmen, Luna), primarily in the areas of Sustainability and AI. Despite the disruption, which prevented us from running hackathons, we did run two student challenges: Fidelity Investments (AI enabled detection of duress based on audio); and BDO (AI enhanced SWOT Analysis).</p> <p>Our engagement with industry has expanded with the DCU Enterprise Engagement Plan enabling more focussed engagement with the >70 DCU Alpha companies, (achieving +75% on the target). Mutual benefits included joint research project applications, commercial usage of services, student mentoring and placements. Despite limitations, we were able to initiate some new activity: The Icure/Lean Launch programme initiative with QUB (although efforts to secure additional state funding have been unsuccessful).</p>			
<p>Strategic Priority 2.1</p> <p>To advance the University's International Engagement across four key pillars: Mobility, Partnership, Student Recruitment and Student Experience.</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p># of Erasmus+ projects</p>	<p>7</p>	<p>Active in two additional Erasmus+ projects (based on 2016/17 baseline)</p>	<p>+1 in 2017 60 additional Erasmus + projects 2018-2021 +16 18/19 +15 19/20 +20 20/21 Source: OVPRI</p>
	<p>% undergraduate students participating on programmes</p>	<p>No baseline</p>	<p>10%</p>	<p>1,241 students representing 10% of undergraduates</p>

	that include a period of outbound international study			Source: IRO
	# of non-EU full-award students	2016/17 Non EU registrations to HEA SRS return = 367; 2019/20= 667	+ 30%	637 students, representing a 73.5% increase on baseline Source: IRO
	# of international study abroad and short programme students	2016/17 study abroad and short-study= 634	+ 40%	2017/18= 560 2018/19= 617 2019/20= 642 2020/21= 212 (COVID related) Source: IRO
SP 2.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>A strong focus on Erasmus+ projects, given our low numbers on 2016/17 (7 projects), has yielded very significant results, with 51 projects having commenced between 2018 and 2021.</p> <p>Despite the ambitious target of 40% of DCU students availing of study abroad options, pre-pandemic the number remained at around 10%. Indications for the 21/22 year are that numbers have increased substantially. The number of Irish students who avail of study abroad opportunities is half that of those who come to Ireland from other EU countries (https://www.breakingnews.ie/ireland/new-e28bn-erasmus-programme-launched-with-irish-students-urged-to-take-part-1145604.htm). The reasons for this are complex and include financial challenges, and language difficulties (whereas the opportunity to study in an English-speaking country makes Ireland a more attractive proposition for inward bound students). The 40% target set in 2017 will be revisited in the context of experience during the reporting period, but also in light of the 2021 very significant announcement of €28bn investment in Erasmus+ by the European Parliament.</p>			<p>Colour rating for this Strategic Priority: Amber</p> 


Strategic Priority 2.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
To implement an Enterprise Engagement Plan that will lead to a step-change in the scale and depth of our interactions with enterprise partners.	# of strategic research partnerships	No baseline	Establish a small number of deep strategic alliances with partners aligned with new research priorities	ASU - € 980K in live Biodesign awards currently UoE - Research mapping in place; Joint application under EPSRC/SFI UU - VP level planning underway Source: VP Research & Innovation (VPRI)
	# of engagements with DCU Alpha companies	40 tech (predominantly ICT) companies (mainly SMEs).	+ 20%	70 companies representing a 75% increase on baseline Source: VPRI
	# of Hackathon events	n/a	Subject to funding, host at least two match-maker or partner-specific Hackathon events	Additional match-maker event held online - 155 attendees. One per year held successfully 2 Student Challenges run : Fidelity Investments and BDO Source: VPRI

<p>SP 2.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Our enterprise engagement has thrived, despite all of the challenges presented. The appointment of a DCU academic as half-time Head of Enterprise Engagement in DCU Alpha, with a remit to develop engagement with DCU Alpha companies, is one of the reasons this area has been so successful. A renewed Enterprise Engagement Plan has enabled DCU Invent to work towards expanding the DCU Spin-In (now DCU Fusion) initiative to enhance the pipeline of potential investor ready spin-outs. Currently two companies have spun out, with five potential spin-outs in the ICT/digital sector and this is growing. The Fusion model splits the leadership of any new venture into two roles, with the entrepreneur as CEO and the researcher as CTO. It provides access to new innovative ideas and brings in new entrepreneurial skills to complement DCU’s deep research expertise, expanding the pool of researchers willing to engage. DCU Invent’s weekly presence in the We Work offices in Dublin allows us to reach more corporate innovation groups and digital innovators.</p>	<p>Colour rating for this Strategic Priority: Green</p> 
<p>KSO 3: Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.</p>		
<p>KSO 3 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>DCU has demonstrated continuous improvements across many indicators that have traditionally been seen as denoting ‘research excellence’. For example, 2017-2021 strategic activity to increase our research performance resulted in a 33% increase in research active staff numbers. This is reflected in very significant increases in our citation indices: we achieved an increase in high quality (Scopus-indexed) research outputs of 24%, including an increase of those in the top quartile of 64% and in the top decile of 66%. With respect to driving improvement in the income component of our research performance, we have instituted an eight-strong Research Development Team, dedicated to providing strategic support for research funding activity throughout the institution.</p> <p>Underpinning this research performance has been a strong commitment to excellence in our research culture. We invested heavily in research leadership (notably in Rising Talent Fellowships for early career research ‘stars’ and International Research Professors to attract research talent at a senior level). Our international partnerships continue to flourish, with sustained investment in our partnerships with Arizona State University (ASU), the University of Essex (UoE), the University of Ulster (UU) and our ECIU University partners. In addition, we are currently undertaking a full review of our research structures, we have published a Responsible Research Metrics Statement and initiated an Open Research Taskforce. We commissioned and implemented all recommendations from a review of our Research Ethics policies and procedures and successfully closed out a full review of our Research Integrity policies and processes, and are currently engaged with re-applying for our HR Excellence in Research Award.</p>	

	<p>Our commitment to research with ‘real world’ consequences is reflected in the university’s new Centre for Engaged Research and in the institution of a Research Impact prize, which is a high-profile recognition of those whose research has effected real change in the economy or wider society.</p> <p>DCU’s commitment to research engagement with industry partners is particularly marked and is demonstrated by the fact that in the European Commission U-Multirank 20/21 (https://www.umultirank.org/), DCU scored 9 A's across a variety of indicators including co-publications amongst academics, co-publications with industry, patents awarded, post-doc positions and international academic staff. Activities in the innovation space through DCU Alpha, were quite restricted due to COVID-19 but in some cases, for example, the Match Maker Networking event was moved online and attracted 155 attendees in 2021 (capacity in person was limited to 40). DCU’s Talent Garden now has >70 companies of varying sizes in its ecosystem and DCU Invent saw 78 (of the targeted 81) licenses/options/assignments to DCU IP delivered, 33 companies were supported in the incubator and the target of 9 spin-outs set by EI/Knowledge transfer Ireland was met.</p> <p>As planned, we undertook to conduct reviews of our innovation activities by international experts and these informed changes to our plans in some areas. For example, the branded international Easy Access IP scheme no longer operates, so DCU had the intention of launching an enhanced Licence Express/Easy Access scheme in Q2 2020, (this has been impacted by COVID-19 related issues). We also replaced the concept of a single Digital Innovator with multiple, experienced Innovators which were funded by EI awards. Five Digital Innovators were employed on short term contracts in 18/19, primarily based in the SFI Digital Technologies Research Centres. This allowed for a multi-pronged approach resulting in greater activity across a range of priority research areas.</p>			
<p>Strategic Priority 3.1</p> <p>To advance the research excellence and impact of the University.</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p># of Emerging Research Leaders recruited</p>	<p>n/a</p>	<p>Dependent on available funding, launch a non-exchequer funded new Assistant Professor talent recruitment initiative, ‘Emerging Research Leaders’.</p>	<p>Programme has been paused due to funding constraints. Programme Professional Skills for Research leaders has had 20 graduates per year since 2019</p> <p>Source: VPRI</p>
	<p>Roll out of Research Career Framework</p>	<p>n/a</p>	<p>Implement the Research Career Framework and enhance career</p>	<p>292 participants in activities under ths framework in 2021</p>


			planning and development for early career stage researchers.	bringing the total since 2018/2019 to 958 Source: HR Learning & Development (L&D)
	No. and quality of grant submissions	n/a	Appointment of faculty-aligned Research Development Officers (RDOs) to co-ordinate and drive increases in the number and quality of grant submissions	Research Development Officers fully embedded in all 5 Faculties. Making significant impact on number of grant applications Source: VPRI
	# of Scopus cited publications by DCU authors	1012	+ 15% (based on 2016 baseline)	48% increase Source: VPRI
	# of Scopus cited publications by DCU authors in top quartile journals	365 (Top Quartile) 149 (Top Decile)	+ 10% (based on 2016 baseline)	64% increase in top quartile 66% increase in top decile Source: VPRI
SP 3.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	During the reporting period we have demonstrated continuous improvements in our research development and impact. A 33% increase in funds distributed across all disciplinary teams (since 2018), can be attributed to the embedding of Research Development Officers in the Research Support Structures, which resulted in a significant increase in the number of grant applications submitted, across all five faculties. This approach was informed by a review of impact and disciplinary distribution of pilot research impact initiatives.			Colour rating for this Strategic Priority: Green 

Strategic Priority 3.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
To advance the Innovation profile and impact of the University.	# of new spin-out opportunities in Life Sciences	n/a	Subject to funding, join the Stanford BioInnovate Programme to stimulate spin-out opportunities in Life Sciences	3 Life Sciences Spin-Outs (not linked to BioInnovate) * Source: VPRI
	# of research-based spin-outs in the Eastern Corridor	n/a	Develop a cross-border pilot, subject to funding, for a Set-Squared accelerator /mentoring programme to generate a pipeline of research-based spin-outs in the Eastern Corridor	SEt-Squared (now ICure) has been piloted successfully. Further development requires targeted funding. Source: Invent
	# of Insights in Innovation seminars and attendance	n/a	Launch “Insights in Innovation” seminar series, promoting student innovation, Hackathons and student competitions	31 in total by end 2021. In person attendance full - 40 people; Online (in 2021) between 50 & 100. Source: Invent
	# of U-Start (DCU Student Accelerator) projects	n/a	Enhance the support for a pipeline of U-Start (DCU Student Accelerator) projects with events targeted at students organised by the Faculties, DCU Invent and DCU Ryan Academy.	Severely impacted by COVID, plans in place to restart this programme but 2 Student Challenges run Source: VPRI


	# of new Adjunct Professors	n/a	Appoint Adjunct Professors who are key external thought leaders in creativity and innovation	One Bio-Innovator in residence appointed; Digital Innovators appointed in all faculties. Source: Invent
SP 3.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>In general, we achieved most of our goals in this area, making some changes, such as those relating to Digital Innovators, which had a very positive outcome. The area which has not progressed as we planned is that of Student Accelerator/Entrepreneurship as this was very significantly impacted due to the Covid restrictions. This has been the subject of extensive review and advanced plans are in development to restart this programme.</p> <p>The extended Bio-Innovate Programme which was proposed by EI did not run and the criteria for membership and other issues such as IP rights were unresolved (not just for DCU) and are still pending. DCU had confirmed its willingness to join the current programme, as currently structured, but this was not progressed due to funding issues and later Covid 19. We are awaiting EI to issue a new Needs Led Innovation Call to include several sectors as well as Medtech.</p>			<p>Colour rating for this Strategic Priority: Amber</p> 
KSO 4: Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population				
KSO 4 Summary Statement <i>Max. 4,200-character limit (550-600 words approx.)</i>	<p>The Times Higher Education Rankings 2021, ranked DCU in 23rd place for Widening Participation. DCU continues to deliver a sectorally-leading programme of initiatives to address a range of areas under our Widening Participation Strategy (https://shapingthefuture.dcu.ie/2021/05/18/dcu-leader-in-widening-participation). As well as the largest, most comprehensive suite of supports for students through the DCU Access programme, we continue to deliver initiatives across a range of disadvantaged groups including for students with disabilities, Autism Friendly initiatives, University of Sanctuary students, Mature and further education (FE) entry students. The DCU Access programme has one in five of all HEAR students entering university in Ireland. According to the HEA, in 18/19, DCU had the largest Access cohort (8%) amongst the Dublin-based universities and the joint highest amongst all Irish universities (www.hea.ie). DCU provides an €800 scholarship to every Access student, and in 2020 and 2021, 90 Access students received subsidised on-campus accommodation, funded by DCU. Additional supports such as meal and travel vouchers are made available as well as a range of academic and study skills resources. During the pandemic, first-year Access students were prioritised and fast tracked for the Student Assistance Fund, online orientation was provided and in-person re-orientation was conducted when the students were allowed back on campus. Continuous liaison and highly supportive communication were</p>			

	<p>conducted throughout the pandemic, recognising that these students’ needs and the challenges they faced, were very substantial. DCU Access students consistently achieve a 1st year progression rate above 92%, which is in line with, or above, the progression rate across all first year DCU students. 19/20 saw a 93.85% Access student retention rate and 96.3% in 20/21, compared to 89% and 95% respectively across the general 1st year DCU cohort (DCU Institutional Research Office). The DCU Access to the Workplace programme placed 100 students in 19/20 and 140 in 20/21, despite the challenges of the pandemic.</p> <p>In 19/20 and 20/21, DCU had 905 and 942 students respectively registered with our Disability Service. All supports available in normal times were continued throughout the pandemic, with specialised Orientation, Needs Assessment, Occupational Therapists, Assistive Technology and Exam Boot Camps, all provided online. Reflecting on the success of this approach has led us to mainstream a hybrid service to students where they can register and access supports both in person and online.</p> <p>Our efforts to strengthen the pathways into DCU from the FE sector continued and in March 2021, DCU Education Committee approved a proposal to strengthen DCU’s connection with FE institutions locally, and with the FE system more generally. The proposal, a first for Ireland, focussed on two particular areas: the recent FET strategy which identified a number of areas for action in the relationship between FE and HE; and how DCU can best respond to the increasing demand for HE nationally, and the particularly high demand projected for Fingal, and for the north east region more generally. A cross-university working group was established comprising representatives from all Faculties, the Registry, Student Experience & Engagement and from the FE sector itself. The DCU Transitional Strategy also puts a particular focus on Recognition of Prior Learning (RPL) as a way for mature learners to avail of UG opportunities. The working group will also conduct a review of related initiatives as a way of garnering learnings from activities to date so as to signpost high impact future activity.</p> <p>Throughout the reporting period, and in particular during the pandemic, we have reflected on high impact measures which should be mainstreamed, including the learning content design resources and the wide range of online student experience enhancements.</p>			
<p>Strategic Priority 4.1</p> <p>To develop and implement a comprehensive Widening Participation Strategy.</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>New entry routes with FE partners</p>	<p>No baseline</p>	<p>Development of new entry routes with FE partners</p>	<p>Working group in place, with membership from the FET sector; Additional focus on RPL;</p> <p>Priorities:</p> <p>More Progression pathways</p>

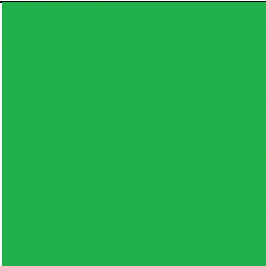
				Advance Programme Entry Widening participation BEd. Primary Teaching Source: VPAA
	# of FETAC entrants	150 in 2016/17	+ 30% (based on 2016/17 baseline)	194 in 2021 representing 30% increase Source: IRO
	% non-traditional entrants (DCU Access, Mature, Disability)	2016/17 baseline= 19%	23% of undergraduate entrants	20% in 2021 Source: IRO
	Achievement of PATH III milestones in development of outreach programme, with a particular focus on the Further Education sector.	No baseline	Achieve milestones, and initiate mainstreaming plan to ensure long-term sustainability of PATH III initiatives	All milestones achieved on time. Mainstreaming structures - Regional Steering Group & HEI Oversight Group - in place locally & regionally. Source: DCU Widening Participation Dept.
SP 4.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>The WP strategy was developed and implemented in 18/19 and a Widening Participation Officer was appointed in the same year. At the end of the reporting period we have achieved 20% representation from under-represented groups, against a target of 21%. Recruitment in this area was impacted by Covid and we are confident that as our strategy continues to be implemented and our activities return to normal, we will be able to achieve the stated target.</p> <p>In addition, the establishment of a working group to address increased pathways from the FE sector represents an important strategy to improve wider participation from this area. The Terms of Reference for this group include:</p>			Colour rating for this Strategic Priority: Amber

	<ul style="list-style-type: none"> • Coordinate and support actions under this strategic priority • Agree guidelines for progression pathways and advance programme entry proposals • Review proposals • Report on impact of actions taken (student recruitment and student profile) • Liaise with DCU recruitment and communications on relevant outward-facing proposals <p>Formalising this approach and in particular moving forward with sector-representatives involved, will enable us to significantly improve the flow through from the FE sector.</p>	
<p>KSO 5: Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence</p>		
<p>KSO 5 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>DCU has a long history of leadership in online and distance education, offering distance education since 1982 and being the first Irish HEI to adopt an organisation wide Virtual Learning Environment, in 2004. Since then we have developed very high levels of expertise and engagement with digital learning approaches and established the National Institute for Digital Learning (NIDL) in 2013, headed by Ireland’s first chair in Digital Learning. Under NIDL, DCU Connected, the Teaching Enhancement Unit and the Ideas Lab, provide leadership, strategic direction and cohesion in teaching and learning excellence for DCU’s academic community. This history and expertise positioned us to respond rapidly, to provide a high quality online learning environment and maintain very high levels of academic provision for students.</p> <p>Surveys of student experience during the pandemic have found isolation and mental health and well-being challenges to be very significant (Curley, K, 2021; Yang, 2021). The MyDCU resource placed significant emphasis on student health and wellbeing as well as getting to know DCU, their programme of study, the local community and how to succeed academically.</p> <p>Our focus on enhancing the quality of the student learning experience continued and was even more critical during the pandemic. In October 2019, DCU became a member of Advance HE and we have increasing numbers of academic staff signing up to achieve Advance HE Fellowship status each year (58% increase between 19/20 and 20/21). A community of Advance HE Fellows has now been established to work in concert to improve teaching excellence across the university. We also successfully implemented our Academic Development & Promotion Framework, with all relevant activity mapped to the NAIRTL and Advance HE Professional Development Frameworks. https://www.advance-he.ac.uk/</p> <p>https://www.teachingandlearning.ie/2014/05/23/national-academy-for-the-integration-of-research-teaching-and-learning-nairtl/</p>	

	<p>To ensure student feedback on teaching is solicited and incorporated into improvements, surveys have been instigated at the end of each module. In addition, a new Performance Review and Development (PRD) Framework was introduced in 20/21 (https://www.dcu.ie/hr/performance-review-development-prd), to address individual staff performance and student feedback is incorporated into this. During the period we continued to embed Staff Student Forums, which are held 4 times annually across all Faculties, to improve staff-student dialogue on teaching quality.</p> <p>Since 2018 we have run 18 training sessions on Autism awareness with 220 staff completing this. To date we have seen year on year increases in participation levels (33% increase between 19/20 and 2021).</p> <p>In 2019, four students who communicate through Irish Sign Language (ISL) registered with DCU to become Ireland’s first deaf primary school teachers, using ISL. This is the first ISL pathway to primary school education in the history of the country.</p> <p>During the reporting period we launched three new fully online Master’s programmes bringing our total to six, with forty-two additional programmes which are significantly blended. We have achieved a 98% increase in the number of PG students enrolled in online programmes in business and technology, with an emphasis on the areas of Fintech, Artificial Intelligence and Blockchain.</p> <p>We are continuing to transform the DCU student experience, with the HCI funded DCU Futures programme reconceptualising student learning and graduate outcomes. In 2019, we commenced the implementation of our new Student Records System (SIS), which will transform the environment within which DCU students undertake their university journey. The system design has a strong focus on providing an excellent experience to students, through a fundamental redesign of the services with which they engage and the ways in which they interact with us. https://www.dcu.ie/ovpaa/transforming-dcu.</p>			
<p>Strategic Priority 5.1</p> <p>To establish a Professional Development Framework for Teaching and Learning and to enhance significantly the learning experience of our students.</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p># of staff participating as DCU Teaching Fellows</p>	<p>No baseline</p>	<p>Identify at least 10 staff members to participate as DCU Teaching Fellows.</p>	<p>43 staff successfully completed in 2021.</p> <p>Source: Teaching Enhancement Unit (TEU)</p>
	<p>Roll-out of the Teaching Effectiveness Scheme</p>	<p>n/a</p>	<p>Complete the full roll-out of the Teaching Effectiveness Scheme</p>	<p>DCU Academic Development & Promotion Framework in place - all activity mapped to this, the</p>

				NAIRTL National professional development Framework & the AdvanceHE framework. Source: TEU
	New accredited post-graduate programme in Higher Education	No baseline – launch delayed due to Covid-19	Launch an accredited post-graduate programme in Higher Education in 2019/20 and achieve a 15% annual increase in participation on accredited programme (from launch baseline).	The Advance HE Fellowship programme replaces this objective and is more inclusive as PG Certs mainly attract new staff. 58% increase 19/20 - 20/21. Source: TEU
<p>SP 5.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>A number of initiatives have underpinned our success in exceeding our targets in this area. Professional development opportunities are aligned with strategic priorities and, notably, training and development activities are provided to support implementation of key strategic decisions, so that staff can see, explicitly, how they are supported in engaging with change. For example, a strategic decision was made to move responsibility for online learners from DCU Connected into the faculties, home of our research base and academic expertise. This set in train the DCU Connected development programme to provide guidance to DCU academics in the design of high quality digital learning resources and ongoing support through their teaching. All of these areas are underpinned by DCU's Agile Design Methodology (www.dcu.ie/TEU).</p> <p>As well as strategic alignment, we have a well-established process, through our HR department, in consultation, compiling feedback and demonstrating how staff feedback has informed professional development provision. (www.dcu.ie/hr).</p>			<p>Colour rating for this Strategic Priority: Green</p> 


Strategic Priority 5.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
To renew and advance our Digital Teaching and Learning Strategy and to significantly increase our online provision	# of new online postgraduate awards	No baseline	Launch further online postgraduate awards directed at national and international markets	3 new fully online Master's programmes: Artificial Intelligence; Internet of Things; Blockchain; Currently: 6 fully online Master's 42 significantly blended programmes Source: IRO
	# of online postgraduate students	2016/17 PG online students registered programmes in business and technology (188 registered students);	+ 60% over the baseline 2016/17 numbers.	374 registered students: 98% increase over 2016/17 numbers Source: IRO
	% of on campus undergraduate students with online module option	No baseline	Roll out online curriculum elements in the undergraduate curriculum, exposing all our on-campus students to online learning experiences	In 19/20 100% DCU students had primarily online teaching. Designing-in online delivery and options is actively ongoing under DCU Futures.
SP 5.2 Commentary	Our successful growth in this area is underpinned by some major initiatives: 1. The Digital Learning Design Unit (DLDU) was created in response to the nmove to online learning necessitated by Covid. The DLDU provided learning design support to modules and programmes, grounded in the following approaches:			Colour rating for this Strategic Priority: Green

<p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>a. DCU Hybrid Learning Policy</p> <p>b. ABC Learning Design</p> <p>c. Universal Design for Learning</p> <p>(see www.dcu.ie/TEU)</p> <p>2. The DCU Studio replaced the DLDU in 2021, as a step in mainstreaming successful practice. DCU Studio provides practical learning design services to teaching staff to develop rich and engaging online learning environments for our students. Team members in the DCU studio are affiliated with DCU's National Institute for Digital Learning, to ensure cohesive, research-informed and strategically aligned developments.</p> <p>By April 2021, 257 modules had been addressed with 442 staff collaborating in this area.</p>	
<p>KSO 6: Demonstrates consistent improvement in governance, leadership and operational excellence.</p>		
<p>KSO 6 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>DCU's ethos of 'People First' was exemplified in how our distinctive collective leadership responded to the challenges of Covid. In addition to creating a virtual campus, we ensured that the physical campus was safe and fit for purpose for those who had to be on campus. As well as all of the health & safety measures and high quality on-campus and online learning environments, comprehensive communications updates from senior management ensured that the whole community was continuously kept up to date.</p> <p>Our priority of professional development continued, with DCU staff engagement exceptionally high. We maintained our Athena Swan Bronze status and one school achieved a bronze award. Our leadership excellence development saw a range of coaching and mentoring activities conducted, with a coaching panel to match staff members with executive coaches established. 171 mentoring relationships and 21 coaching pairings have been established since 2018. Our novel Reverse Mentoring programme (https://www.dcu.ie/hr/learning-and-development-reverse-mentoring), is proving to be very successful and growing in popularity. Under this approach, DCU students mentor staff, providing staff the opportunity to better understand the student perspective, and in particular, the potential of TEL. While staff mentoring has become more common in HE, reverse mentoring is a very recent phenomenon and in DCU the pilot had a 30% uptake across the senior management team, with representation from 80% of the faculties. To ensure that it becomes mainstreamed it has been made available to all academics and is aligned with the DCU Academic Development and Promotional Framework (https://www.dcu.ie/hr).</p>	

	<p>Benefits for faculty are illustrated by this testimonial from one of our Deans, who participated in the programme (https://www.youtube.com/supported_browsers?next_url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D9qBxXRle-vU).</p> <p>In 2021 we extended the President’s Awards for Excellence to include excellence in responding to Covid challenges – known as Covid Heroes. DCU is the first Irish university to engage in a charity partnership (Barrettstown House) and staff and students have raised €’000s to date. We continue to publish an annual report under the DCU Women in Leadership Initiative. The proportion of women at Full Professor grade has increased from 21% to 33% since 2015 (3% increase since 2018). Events and initiatives since 2018 included 6 speakers in the Mary McAleese Lecture series; Launch of ‘Women on Walls’ initiative in conjunction with Accenture; Showcasing of DCU women who played a key role in research and media communication during the pandemic.</p> <p>In 2021, we ranked 13th globally under the UI GreenMetric measure and we are the leading Irish university for both waste and water management ((https://greenmetric.ui.ac.id/)). We exceeded the requirement for all public bodies to achieve energy efficiencies reduction by 33%, (SEAI January 21st 2021) and our Estates Department won the ‘Sustainable Water Achievement Award’ in the Green Awards 2021. Our water consumption across all campuses dropped from 250,000m3 in 2016 to 200,000m3 in 2019. Our Climate Action Plan was launched by Minister Simon Harris in 2021 – our science-based goal is to reduce by 51% our carbon emissions by 2030. We are the first university globally to report to the Carbon Disclosure Project. In June 2021, we were awarded €1m under the HEA Pilot Energy Efficiency and Decarbonisation Pathfinder Programme (EEDPP) (total cost >€2.8m). We have also installed air source heat pump technology a newly renovated library building (with a pilot ground source heat pump solution in place).</p> <p>In 20/21, an organisation design review across the professional services areas was conducted, to ensure optimum structural alignment with the goals of the Operating Framework. This resulted in a number of changes to departments, locations, roles and reporting lines.</p>			
<p>Strategic Priority 6.1</p> <p>To value and develop our staff community and to create a positive working</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>No. participating in Coaching and Mentoring Programme</p>	<p>No baseline</p>	<p>Road-map for expansion of our Coaching and Mentoring Programme</p>	<p>In place and being implemented across all staff cohorts</p> <p>Source: HR L&D</p>

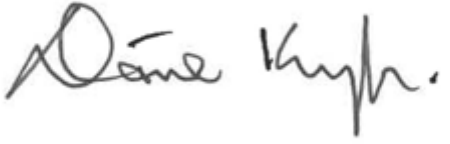
culture that embraces diversity and inclusion.	% staff accessing Leadership and Management Programme	No baseline	Extended access to our Leadership and Management Programme.	88 participants since 2018 78% satisfaction rating 36 completed Aurora Female Leadership Development Prog Re-designing the ULM Programme to further enhance Source: HR L&D
	“Healthy Workplace” accreditation	n/a	Submit application for DCU to achieve “Healthy Workplace” accreditation	Accreditation no longer available - replaced by The National Healthy Campus Framework. https://www.gov.ie/en/press-release/23489-minister-donnely-and-minster-harris-launch-healthy-campus-framework/
	# of cross-campus staff-focused events	No baseline	Host 6 cross-campus staff-focused events (avg. 2 per academic year)	27 all campus events held 2019-2021 including: Outdoor welcome back - Sept. 2021 Outdoor Christmas event December 2021, International Women's Day events, Covid Lecture Series etc. Source: HR L&D
	% of core academic and non-academic staff engaged in	No baseline	30% over lifetime of the Compact	69% academic staff 71% professional staff

	professional development opportunities			133 staff at listening lunches with President and HR Director Source: HR L&D
	No. and level of Athena Swan Awards	Institutional Level Bronze Award	Achieve renewal of Institutional Level Bronze Award Application for Departmental Bronze/Silver Award by 1 academic Faculty	Bronze Award renewed in 2020 School of Communications achieved Bronze 5 Applications in progress Source: HR L&D
SP 6.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>DCU is particularly proud of the extent of staff engagement in their own professional development and we attribute the achievement of our strategic objectives to the very strong collaborative, future thinking and agile culture across the university. In addition to the level of engagement, we had an 88% satisfaction rating for staff accessing the Leadership & Management Programme. A 2018-2020 comprehensive consultation and engagement programme facilitated by the HR department included a Staff Engagement & Diversity Inclusion Survey (now to be run every 2 years), a series of workshops and an on-line 'Fuse' event. These provided rich information for an action plan to enhance our staff culture and community. As a result of the consultation process, the Our DCU Framework (2019) and implementation plan (2020) supports the development of a cohesive staff community and culture under five pillars: Culture, Community, Dialogue, Connection and Wellbeing. Feedback to date shows that this programme is valued and making a difference to the culture at DCU.</p> <p>The Vista self-development programme (HEA funded in collaboration with DKIT and NUIG), under the gender-equality programme is progressing and the Management Human Capital Plan (HCP) Dashboard is being piloted and will be mainstreamed in 2022.</p>			<p>Colour rating for this Strategic Priority: Green</p> 

Strategic Priority 6.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Enhance the operational effectiveness of the University through initiatives to drive non-exchequer revenue, environmental sustainability and operational excellence in our processes	€ amount non-exchequer revenue from commercially generated sources	€140,010k	+ 10% from 2017 baseline	+ 14.5% on baseline in 18/19. Source: DCU Finance Office
	Plastic free campus	n/a	Deliver on commitments to a plastic-free campus	Removal of single use items heavily impacted by Covid but will resume with re-useable items again soon. All plastic utensils replaced with wooden ones in all catering locations. Source: Chief Operations Officer
SP 6.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>DCU is very grateful for the €9.26m provided by the HEA for Covid-related measures and our comprehensive response initiatives could not have been realised without this funding.</p> <p>While non-exchequer income had increased by 14.9% in 18/19, ahead of the 10% baseline set in 16/17, this was negatively impacted through the pandemic period. Our subsidiary companies lost significant income during this time, which was not covered by HEA funding. Once we return to normal operations we are confident that we will be back on track towards pre-pandemic levels.</p> <p>We are particularly proud of our achievements and ambitious plans in the area of climate and sustainability and our focus on providing leadership in carbon reduction will inform much of our future strategic intent.</p>			Colour rating for this Strategic Priority: Amber 

Section D: Signature

Note: This section should be signed by the President or on behalf of the President.

Name of signatory	Prof Daire Keogh
Title	President
Signature	
Date	21 April 2022