

Higher Education Institution Self-Evaluation Report

1st September 2019 – 31st August 2020

Institution Name	<i>Dublin City University</i>
Overview of institutional progress (400 word max)	<p>The 2019/20 academic year has been one of unprecedented change in how the University delivers on our core activities, and in the implementation of our current strategy, Talent, Discovery and Transformation. Despite a significant refocusing of our core activities to ensuring continued and consistent delivery of education, research and engagement during the Covid emergency, DCU has made considerable progress in relation to its defined HEA Compact Targets, and broader strategic initiatives in support of identified national objectives. The mobilisation of staff to cope with the challenges of Covid-19 in the delivery of our education, research, engagement and operations during the 2019/20 is testament to the dedication of DCU staff to the mission and continued progress of the institution.</p> <p>DCU students have continued to achieve to their potential, and our analysis of student performance suggests no significant changes in student non-progression or formal withdrawal from their studies since March 2020. The University has made significant investments in the delivery of online teaching, learning resources, and student support services during the Covid emergency, including the creation of the Digital Learning Design Unit to support online learning and digital learning resource development. DCU also continues to contribute to the broader societal effort to manage the Covid crisis. In addition to the provision of DCU facilities for Covid Testing and contact tracing and the provision of the Helix as a national vaccination centre, DCU also created the University's Covid-19 Research and Innovation Hub, supporting 16 multi-disciplinary projects aimed at addressing the healthcare, social, technological and economic challenges of Covid-19.</p> <p>The process of curriculum renewal at DCU during 2018 and 2019 has informed the development of DCU Futures, a reconceptualisation of how the University delivers undergraduate learning. DCU Futures, which is funded under the Government's Human Capital Initiative provides a vehicle through which our strategic ambitions to embed digital literacies, disciplinary competencies and transferable skills among our undergraduate students will be realised. The impact of DCU Futures will enable our graduates to flourish in a post-Covid world. DCU Futures will also create capacity for an additional 1,000 students at DCU over the lifetime of the initiative.</p> <p>In July 2020, Prof Daire Keogh assumed the role of President of DCU, following the completion of the 10-year term of Prof Brian MacCraith. Since July 2020 Prof Keogh and his leadership team have undertaken a significant review of the existing DCU strategic plan and progress to date on current initiatives and priorities. The renewal of the current plan as a "transitional strategy" prioritising our <i>People</i>, <i>Focus</i> on activities aligned to our mission, and sustainable and measurable <i>Impact</i> for the University has been completed. This plan will drive University activity until 2022, when a new university strategic plan shall be developed.</p>
Please note: Each numbered heading below refers to the Key System Objectives, as provided in the <i>System Performance Framework 2018 – 2020</i> .	

1. 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;

DCU has made significant progress in relation to the implementation of its strategic objectives aligned to the national objective of delivering and supporting educational outcomes which deliver a rich student experience, and contribute to the development of a strong talent pipeline, which responds to the needs of enterprise, public service and community sectors.

Building on the cross-institutional curriculum renewal process, which has been active in DCU since 2018, the emergent themes and outcomes from this process informed the development of DCU Futures, in response to the government's Human Capital Initiative (Pillar 3 Innovation & Agility) funded by the National Training Fund. The €20m investment by the state in this initiative will see a transformation in approaches to teaching and learning at DCU, embedding challenge and experiential based learning as well as hybrid elements and industry input. This initiative shall include the development of 5 new programmes, or significant new learning tracks in a number of existing programmes, across four Faculties. Modules on digital literacy and a language and culture programme will be made available across multiple programmes. The development and implementation of a Transversal Skills Framework will be further progressed through the DCU Futures initiative, with instruments to measure progression in cross-disciplinary skills attainment and an approach to developing student capabilities relating to receiving and acting on feedback in relation to such skills development.

DCU has also actively responded to funding calls for the development of programmes under the Springboard Initiative, Skillnet programmes, HCI Pillar 1 & 2, and the July Stimulus initiative, developing and delivering a range of programmes and stand-alone modules to meet the emerging skills needs demands of the workforce. These include a range of specialisms within the MSc in Computing, e.g. Artificial Learning, Blockchain, and Internet of Things.

Strategic Priority 1.1 To ensure that our graduates are equipped with the appropriate skills, across a range of dimensions, to flourish in the rapidly evolving workplace.

i. Institution Strategic Initiative		1.1.1 Curriculum reform 1.1.2 Skills and employability		
i. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Curriculum reform	No baseline	Curriculum review commenced in all Faculties.	We will complete programme reviews; selection and delivery of pilot optional modules on 2 of the following areas: 1) design, 2) ethics/ philosophy, 3) sustainability, 4) creativity.	Curriculum review and renewal has now been completed in all Faculties. The development and implementation of a Transversal Skills Framework will be further progressed through the DCU Futures initiative, with instruments to measure progression in cross-disciplinary skills attainment and an approach to developing student capabilities relating to

				<p>receiving and acting on feedback in relation to such skills development</p> <p>Climate Action Plan also developed, which includes a commitment to sustainability and transversal skills development- Skills for sustainability</p>
Employability	No baseline	<p>A decision was made to reschedule the strategic level review of the INTRA programmes (rationale outlined below). Development of optional year-long work-placement for Humanities and Social Sciences Programmes completed and delivered.</p>	<p>DCU will complete publication of an employability statement at disciplinary level on 70% of undergraduate programmes.</p> <p>80% of undergraduate students participating in programmes that include a credit-bearing work-placement</p>	<p>The development of employability statements is currently being progressed at Faculty level and these are due to be finalised by June 2021.</p> <p>The establishment of Faculty-level statements will be followed by the development of an aligned group of distinct discipline-level statements. DCU Employability Statements contribute to, and will be embedded within the DCU transversal skills framework, and aligned to the projected student impacts within the DCU Futures initiative.</p> <p>11,244 of 11,923 DCU campus based students on undergraduate programmes are registered on programmes that include an opportunity to undertake credit-bearing work-placement as part of their programme; 94% of UG students</p>
Digital Learning Portfolio	Students Engaging with DCU Reflect Digital Portfolios = 6,974 (redefined baseline based on active users)	Students Engaging with DCU Reflect Portfolios=7,983 (14% increase)	We will increase the number of students engaging with reflective portfolios increased by 40% from 2017 baseline.	Total Active DCU Loop Portfolio Users in 2019/20= 9826 (41% increase)

ii. Interim targets, commentary and data source (maximum of 300 words)	<p>DCU considers that positive progress has been made in relation to the established goals within the DCU-HEA Compact under this objective. DCU continues to be committed to the achievement of the established Compact goals, and notes that continued progress is expected in relation to the 2020/21 goals.</p> <p>DCU notes that the DCU Futures Initiative will provide a strong framework through which further progress will be made in relation to the completion of our targets on the establishment of Graduate Employability Statements for all disciplines. The development and roll-out of cross-disciplinary, skills-focused learning opportunities for students is core to the DCU Transversal Skills Framework as part of DCU Futures. The creation of cross-institutional challenge-based learning events through our participation in the ECIU European University initiative also contributes to the creation of vibrant learning experiences, contributing both to disciplinary knowledge, and skill development among our students.</p>			
ii. Institution Strategic Initiative	1.2.1 Extend places available for initial teacher education, and develop a range of programme offering responding to sectoral demand, and in line with national strategies in specific subject areas, including STEM subjects, Irish and Foreign Languages			
iii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of students participating in community hub programmes; Number of students entering BEd from target under-represented groups	No prior activity in this area	33 prospective students participating in PATH 1 community hub programmes; 4 students entering B.Ed. programme from target under-represented groups, participating with PATH 1 Hub in 2019/20	No specific interim target provided	
Number of places on PME (Primary and Post-Primary)	Places available on Professional Masters in Education (PME)=97	Increase in the number of places available agreed with the Department during 2018/19 will lead to 15% increase; available to students commencing PME in 2019/20 (112 entrants); future increases in places available will be determined in agreement with the Department of Education and Skills in specific subject areas.	We will increase places available on the Postgraduate Masters in Education for post-primary education by a % to be agreed with Task Force on Teacher Supply. We will increase places available on Professional Masters in Education for primary education by 30 places.	125 offers made during 2019/20 to programmes in priority subject areas for 2020/21 entry; Entering students in November 2020/21= 133, an annual growth of 19%, and 37% over the identified baseline

New concurrent degree programmes at post-primary level	No baseline	Accreditation of new concurrent degree post-primary BEd in Gaeilge and Modern Languages Programme completed in 2018/19; 43 Students registered on this programme in 2019/20	We will 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	Programme successfully launched, with 41 students registered in 1 st Year of the programme on 1 st March, 2020.
	No baseline	Proposals regarding teacher education in specific subject areas are continuing. Specific proposals for Home Economics were made to the DES and HEA but were not supported, and have not been progressed.	We will complete the development and accreditation of a new concurrent BEd for post-primary in agreed areas and progress this programme to Teaching Council	DCU is currently in discussions with two collaborative partners for the delivery of concurrent post-primary programmes in B-tech and home economics
Review of module content	n/a as review had not commenced	Review of module content on concurrent Physical Education with Mathematics (PEM) and Physical Education with Biology programme (PEB) completed. Modifications to learning outcomes of modules implemented to prepare graduates to teach Leaving Certificate level P.E.	No specific interim target provided	Module content on the concurrent Physical Education with Mathematics (PEM) and (PEB) has been completed, with necessary amendments to modules on Leaving Certificate Physical Education also complete
iv. Interim targets, commentary and data source (maximum of 300 words)	DCU remains committed to the goals for 20/21 established in the HEA-DCU Compact Agreement. DCU notes that progress in relation to a number of these objectives remains dependent on external factors relating to agreed targets for teacher supply. To this end, DCU remains engaged with the Working Group on Teacher Supply and the Teaching Council at national level. It also engages with regional fora in the education sector for current and emerging supply needs given the demographic growth of the region.			

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;

DCU has made continued progress in relation to strategic objectives and initiatives aligned to increasing international engagement, and building on our strong reputation of external enterprise and community engagement during the 2019/20 academic year. The continued implementation of our [Internationalisation Strategy](#), and the activation of revised procedures and systems to support the review of international applications contributed to a significant increase in the number of Non-EU students studying at DCU, particularly at masters level. Demand among DCU students to avail of opportunities for periods of study abroad remains strong, however the Covid-19 crisis since March 2020 has impacted on the University's ability to meet this demand in the current environment. The University continues to actively monitor the evolving Covid landscape, and has engaged in significant scenario planning to facilitate student mobility, both inward and outward as fully as possible in the future.

During 2019/20, DCU has actively engaged in the European Consortium of Innovative Universities (ECIU) European University initiative. The ECIU University has an ambitious agenda to create a completely new educational model on a European scale. The three-year project will see DCU and fellow ECIU members pioneer challenge-based education on a European scale. This model allows students to learn by investigating solutions to real-world challenges. The ECIU University will also enhance the flexibility of education by granting learners "micro-credits" for individual courses.

Strategic Priority 2.1 To advance the University's International Engagement across four key pillars: Mobility, Partnership, Student Recruitment and Student Experience.

i.	Institution Strategic Initiative	2.2.1 Internationalisation Plan 2.2.2 Global experience 2.2.3 Global Village 2.2.4 Strategic Partnerships office			
ii.	Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
	To advance the University's International Engagement across four key pillars: Mobility, Partnership, Student Recruitment and Student Experience.	No baseline	New Student Centre, the "U" is complete, including new Global Hub.	In conjunction with International Students and student-led Clubs and Societies, we will introduce an International Day, including events to promote the importance of respecting global diversity	Delivery of an International Day had been planned, however was postponed as a result of campus closures to contain the spread of Covid-19.
		No baseline	Establishment of Strategic Partnership Office complete; significant progress has been made, including success in relation to the European Universities Initiative under	No specific target set	Through the Strategic Partnerships Office (SPO), DCU has a leadership role on the Challenge-Based Research work-package of the ECIU University project which has a focus on addressing sustainability challenges related to SDG11 topic areas.

		the ECIU University partnership		<p>DCU is participating in a successful ECIU application to a H2020 SwafS call focused on developing a Research and Innovation Strategy for the newly created European Universities which commenced in February 2021. The SPO was also central to the establishment of two on-going research projects, with DCU/ASU funded partners, in an NSF-SFI Centre-to-Centre award in Advanced Manufacturing and an SFI Discovery Award in STEM education.</p> <p>The SPO has also been involved in coordinating the DCU participation in GCSO projects with the international partners and in reviewing applications.</p>
	No faculty level targets established	Faculty Level Targets for International Recruitment agreed and active monitoring of progress is in place.	We will increase by 20% the number of non-EU full-award students at DCU (based on 2016/17 baseline)	2016/17 Non EU registrations to HEA SRS return = 367; 2019/20= 667; 81% increase
	No baseline	Active collaborations active as part of our membership of the GCSO	No specific target set	
	No baseline	Competition for Erasmus+ development officer almost complete; appointment will be made in the coming weeks	We will increase by 25% the number of international study abroad and short programme students (based on 2016/17 baseline)	2016/17 study abroad and short-study= 634; 2019/20= 642; % increase= 1.3%
	No baseline	N/A	We will develop a DCU Language Plan, to support the delivery of language education within the formal and co-curriculum.	A draft DCU Language Plan has been developed, currently subject to SMG approval.
iii. Interim targets, commentary and data	In implementing its internationalisation strategy, DCU had a very successful international recruitment cycle for 2019/20 entry, resulting in significant increases in Non-EU student numbers to postgraduate taught programmes in 2019/20. In light of the Covid-19 pandemic,			

source (maximum of 300 words)

DCU is actively evaluating and reviewing its strategic targets and recruitment planning for the next 5 years, which will take into account the impact of Covid 19 on inward international student mobility. DCU will continue to implement recruitment planning that positions Ireland and DCU as an attractive location of inward student mobility, both for full-time award-based students, and study abroad and exchange programmes. It is likely that existing targets for inward study abroad and short programme registrations will have to be revised downwards within this Cycle of the Compact Agreement. Further the proportion of DCU undergraduate students participating in outward international study is also likely to be impacted as a result of current travel restrictions.

The implementation of the DCU Language Plan, and language-development offerings currently being finalised as part of the DCU Futures initiative, funded under HCI Pillar 3, will create significant opportunities for our students to improve their capabilities in foreign languages, both within specific programmes and as part of transversal skill development.

Strategic Priority 2.2 To implement an Enterprise Engagement Plan that will lead to a step-change in the scale and depth of our interactions with enterprise partners.

i. Institution Strategic Initiative	2.2.1 Research Centres 2.2.2 DCU Innovation Campus 2.2.3 Specific events/activities			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
To implement an Enterprise Engagement Plan that will lead to a step-change in the scale and depth of our interactions with enterprise partners	No baseline	Following widespread consultation both inside and outside the University, a new operational and governance structure for DCU's innovation agenda has been established. This brings together DCU Alpha (Innovation Campus), DCU Invent (Incubation & Commercialisation) and DCU Ryan Academy for Entrepreneurs for the first time with a view to maximising impact. In addition, a coordinator for Student Enterprise and Innovation activities has been appointed.	We will launch an annual internet of things (IoT) ideas competition with funding and supports, including access to funded desk space at DCU Alpha or DCU Invent, to drive DCU research-enterprise collaboration	<p>As part of a renewed Enterprise Engagement Plan, DCU INVENT has worked towards expanding the DCU Spin-In initiative to enhance the pipeline of potential investor ready spin-outs. This initiative which is now branded DCU Fusion has been extended further this year and the pipeline of potential spin-out companies, which currently stands at 5 in the ICT /digital sector is growing. Two companies have already been spun-out. 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. It expands the pool of researchers willing to engage.</p> <p>To enhance DCU's visibility in the start-up community, DCU INVENT established a weekly Invent presence at the We Work offices in Dublin</p>

				<p>to reach more corporate innovation groups and digital innovators. It was also the intention to establish a similar physical presence in Talent Garden, but both of these initiatives have been curtailed due to COVID restrictions.</p> <p>An annual internet of things (IoT) competition has not yet been introduced due to a funding shortfall.</p> <p>An annual Industry Match Maker networking event, which is held in conjunction with DkIT was hosted on-line this year due to COVID restrictions and the event had a total of 155 attendees.</p> <p>The pilot Icure/Lean Launch Programme initiative on entrepreneurship training was started with QUB with additional limited funding from Knowledge Transfer Ireland. Four DCU research based projects have been through it. Efforts to secure national funding for a similar programme with state agencies have not been successful, partly due to the pandemic. The New Frontiers programme now allows post-docs to participate through competitive applications. The work with the Ryan Academy has not progressed due to Covid.</p>
	No baseline	Talent Garden was officially opened in September 2018. The facility comprises 350 spaces for digital innovators and is now fully operational. A steering group to coordinate DCU-Talent Garden activities and to enhance synergies has been established.	Subject to funding, we will host at least two match-maker or partner-specific Hackathon events	Currently there are approximately 70 companies of varying sizes operating as part of the Talent Garden ecosystem on the DCU Alpha campus, mostly in the digital innovation space with multiple interactions between DCU and the alpha companies. In the past year several students from the Faculty of Engineering and Computing undertook their industrial placement "INTRA" programme with companies within Talent Garden and DCU staff have contributed to events relating to digital innovation and artificial intelligence, including seminars, workshops, and hackathon

				events. Current COVID restrictions are significantly impacting on the level of activity of the client companies.
	No baseline	Successful appointment of Enterprise Engagement Manager complete. This individual will focus on engagement with the ~100 companies on the DCU Alpha campus in the first instance.	Increase by 10% the number of DCU engagements with DCU Alpha companies by 2021.	A Head of Enterprise Engagement, at professorial level, has been appointed on a 50% contract basis to develop engagements with Alpha Campus client companies. A systemic engagement process with 43 of these companies has been initiated and 16 substantive interactions have been established while another 15 interactions are at development phase.
	No baseline	N/A	We will establish Biodesign Europe on the DCU Glasnevin campus, in partnership with Arizona State University.	Biodesign Europe has been formally launched with the appointment of a Scientific Director and research focus areas have been identified. Matching seed project funding has been allocated by DCU and ASU in initiate research collaborations. Significant national funding awards, from SFI, EI and IRC, now supporting the further development of Biodesign Europe. Research links with Northern Ireland's two universities are being actively exploited in several of the research focus areas.
iii. Interim targets, commentary and data source (maximum of 300 words)	<p>DCU considers that it has made substantial progress in relation to the achievement of the targets under this strategic priority. While progress in relation to research commercialisation activity in this space is dependent on funding to support these activities, DCU will continue to adapt to new opportunities, in collaboration with partners. Our current collaboration within both Dundalk Institute of Technology in business match-maker events, and Queen's University Belfast, through the Lean Launch Programme and Biodesign Europe reflect our ongoing commitment to co-ordinated regional development within Ireland's eastern economic corridor.</p> <p>DCU-DKIT Research and Business Matchmaker Event: https://dcu-dkitbusinessmatchmaker2020.b2match.io/</p> <p>Information on Biodesign Europe: https://www.dcu.ie/commsteam/biodesign-europe</p>			

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;

The University is pleased that key elements of its research performance continue to improve as evidenced specifically in increases both in engagement with external funding opportunities (particularly European) and in drawdown. Similarly pleasing is an increase in academic research impact as measured by publication quality metrics (FWCI and % pubs in top journal percentiles). A clear area of synergistic potential resides in the research internationalisation domain in which, as part of forward strategic planning, we hope to align with wider elements of our internationalisation strategy (outlined in 2.1) to increase overall leverage and impact. In sum, while the university remains committed to the overall 'pillars' of quality, impact and people (with respect to the latter both in boosting our overall research culture as well as in recruiting and developing excellent early-career and senior researchers), research internationalisation also has become a clear focus. We are therefore committed to designing a process to identify and developing a small number of deep partnerships with international institutions which have the capacity to advance both our commitment to research excellence and to our wider strategic objectives.

Strategic Priority 3.1 To advance the research excellence and impact of the University.

i. Institution Strategic Initiative		3.1.1 Research Priorities 3.1.2 Human Capital Plan 3.1.3 Quality and Impact			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)	
To advance the research excellence and impact of the University	No baseline	Completed; Research Development Officers posts for all Faculties now in place	No specific target set		
	No baseline	The multi-strand Research Impact Initiative has been launched and implemented.	We will complete a review on impact and disciplinary distribution of pilot Research Impact Initiative	The Research Impact Initiative has seen a 19.6% increase in the funds distributed related to research performance in 19/20 when compared to 18/19 with all Faculties showing improved performances.	
	No baseline	No update provided in the 2019 Self-Evaluation Report	Dependent on available funding, we will launch a non-exchequer funded new Assistant Professor talent recruitment initiative, 'Emerging Research Leaders'.	This scheme, which was originally run in 2018 with the appointment of five Associate Professors, was paused in 2019 due to a lack of available non-exchequer funding.	
	No baseline	N/A	We will implement the Research Career Framework, to enhance career planning	The Research Career Framework is implemented within the Schools and Research Centres in DCU. The core HR processes of recruitment and selection,	

			and development for early career stage researchers.	probation review and performance review underpin the implementation of the Research Career Framework within DCU. The Researcher Career Framework is fully supported by a wide range of personal development opportunities. The DCU Learning and Organisational Development function have aligned professional development courses, workshops and resources with the three levels of the Research Career Framework
iii. Interim targets, commentary and data source (maximum of 300 words)	<p>The Research Development Officers have made a significant impact on the University’s engagement with external funding opportunities and on subsequent drawdown. The RDO team has contributed to a significant increase in the number of grant applications being submitted by DCU academics to external funding agencies. Of particular note has been the almost doubling in number of EU grant applications being submitted (50 in 2019 to 95 up to Sept 2020) and a doubling in the requested funding. Through a range of strategic initiatives - such as internal peer review schemes, enhanced funder liaison and application repositories - as well as through high level review and researcher support activities, the team has effected a step-change in the University’s research performance and demonstrated a step-change in our research ambition. This enhanced level of research income will ultimately impact positively on research output quality, research internationalisation possibilities and research reputation.</p> <p>The research impact initiative, comprising an internal funding stream, the Citation Action Planning process and the introduction of the President’s Research Impact prizes, indicates that the University is developing a range of initiatives to capture the impact of our research activities. Further enhancement and possibly consolidation in this area, perhaps uniting our public engagement, PPI and other work, is under consideration.</p>			
Strategic Priority 3.2 To advance the Innovation profile and impact of the University.				
i. Institution Strategic Initiatives	3.2.1 Creativity and Innovation 3.2.2 Innovation Plan 3.2.3 Student Innovation Hub			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
To advance the Innovation profile and impact of the University	No baseline	A high-level Innovation Strategy was completed in 2019. Following widespread consultation both inside and outside the University, a new operational and governance	We will appoint Adjunct Professors who are key external thought leaders in creativity and innovation	The idea of a single Digital Innovator in Residence has been replaced by having multiple experienced innovators being funded by Enterprise Ireland awards.

		structure for DCU's innovation agenda has been established. This brings together DCU Alpha (Innovation Campus), DCU Invent (Incubation & Commercialisation) and DCU Ryan Academy for Entrepreneurs for the first time with a view to maximising impact. An overall coordinator of Innovation will be appointed shortly and that individual will execute a more comprehensive Innovation plan for DCU.		Five Digital Innovators joined DCU on short term contracts in 2018/2019 with Enterprise Ireland funding secured by DCU Invent and DCU researchers, primarily based in the SFI digital technologies Research Centres. Dr. Jim Walsh has been reappointed as Bio-Innovator in Residence.
	No baseline	Completed. DCU Student Innovation Hub, sponsored by Bank of Ireland, opened as part of the new student centre, the 'U'. In addition, an overall coordinator for Student Enterprise and Innovation activities has been appointed, together with lead coordinators for Social Entrepreneurship and Commercial Entrepreneurship, respectively.	No specific target indicated	
	No baseline	A full programme for activation of the student Innovation Hub has been developed together with a plan to relaunch the successful student accelerator programme, UStart. Activities include Sprints and Hackathons. Regular seminars and workshops on Innovation delivered at DCU.	No specific target indicated	
	No baseline	N/A	We will introduce an Easy Access IP commercialisation model to drive new consultancy, contract research activity and facilities access.	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, which has been impacted by COVID related issues.

				Following further recent review after international discussion with early adopters it has been decided not to pursue the initiative further.
iii. Interim targets, commentary and data source (maximum of 300 words)	<p>The DCU Spin-In initiative to enhance the pipeline of potential investor ready spin-outs, which is now branded DCU Fusion has been extended further this year and the pipeline of potential spin-out companies, which currently stands at five in the ICT /digital sector is growing. As this initiative is based on exploiting the university’s research expertise in the ICT/digital sector it has the potential to be a very effective pathway to the commercialisation of this knowledge. Two companies have already been spun-out and the target for the next year would be to increase this to four. We also intend to extend this initiative to Life Sciences and to Physical/Chemical Sciences in 2021, subject to continued Enterprise Ireland support.</p> <p>The university is also moving to consolidate the enterprise engagement activities by co-locating the current INVENT and Alpha Campus offerings on the Alpha Campus site. This will provide an opportunity to develop more synergistic interactions between the mainly start-up culture of the INVENT client companies with the more established profile of the Alpha Campus clients. While this consolidation concept has been under consideration for some time, the consequences of the current pandemic have added an element of urgency to begin the implementation of this transition as soon as possible.</p> <p>The pilot ICure/Lean Launch Programme initiative on entrepreneurship training started with QUB, with support from KTI will be evaluated with a view to securing funding to continue this programme. Further training of DCU researchers with commercialisation concepts will be delivered through the ICorps programme funded by SFI with a new emphasis nationally (based on DCU recommendations) on supporting teams of researchers and technology transfer staff.</p>			
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;				
<p>DCU continues to deliver a sectorally-leading programme of initiatives to addressing widening participation. In addition to the largest and most comprehensive suite of pre-entry and post-entry supports for students from socio-economic disadvantaged background through the DCU Access programme, DCU continues to deliver initiatives across a range of disadvantaged groups including, DARE entry routes for students with disabilities, DCU Autism Friendly initiatives, University of Sanctuary scholarships, Mature and FETAC entry routes.</p> <p>In 2019, DCU Access Office and the DCU Education Trust launched Access to the Workplace, to provide high quality internships for DCU Access students during their summer break, hosted by leading Irish companies. Since its establishment, the programme has received widespread recognition for its excellence and innovation, winning the Best Business and Third Level Institution Collaboration prize at the Education Awards in 2020. Currently the Access to the Workplace programme has over 60 workplace partner companies and since 2019 over 100 students have participated in summer internships on the programme.</p> <p>DCU continues to engage with community and regional partners on initiatives developed in support for the HEA Programme for Access to Higher Education (PATH), to address educational disadvantage among the most significantly under-represented communities within the region, and promoting and supporting pathways to teacher education among under-represented communities.</p>				

Strategic Priority 4.1 To develop and implement a comprehensive Widening Participation Strategy.					
i. Institution Strategic Initiatives	4.1.1 Educational opportunity				
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)	
To develop and implement a comprehensive Widening Participation Strategy	No baseline	External review of DCU approach to widening participation completed in 2018/19 to inform strategy development.	We will increase the proportion of non-traditional entrants (DCU Access, Mature, Disability) to 21% of undergraduate entrants (2016/17 baseline= 19%)	The percentage of full time entrants to undergraduate degrees from DCU Access, Mature, Disability and FETAC in 2019/20 was 19%.	
	No baseline	Completed; Widening-Participation Officer is now in place	No specific interim target provided		
	No baseline	Sensory Pods installed on 3 teaching campuses at DCU. New Neuro-divergent Student Society established (first in Europe). Accreditation and launch of Masters of Education in Autism; 5 students registered in 2019/20.	We will provide a range of professional development opportunities for staff on supporting students with Autism, as part of Autism-Friendly University initiative	Autism Awareness Training has been made available to all staff in DCU, and is jointly led by DCU HR Learning and Development Unit and DCU Student Support and Development. Dates for training between September 2019 and August 2020 were, <ul style="list-style-type: none"> • 30th September, 2019 • 1st October, 2019 • 2nd March, 2020 • 3rd March, 2020 https://www.dcu.ie/hr/autism-awareness-training	
	No baseline	33 prospective students participating in PATH 1 community hub programmes; 4 students entering B.Ed programme from target under-represented groups, participating with PATH 1 Hub in 2019/20. Accreditation and launch of B.Ed (Sign language) in	We will host staff workshops on Universal Design Principles in module and programme delivery to facilitate the support of under-represented groups at DCU, particularly those with disabilities.	In July 2020, DCU established the Digital Learning Design Unit. This unit is designed to provide practical learning design services to DCU teaching staff with a strong focus on the creative and innovative use of Loop in modules and programmes. The DLDU's agile design methodology focuses on enhancing the	

		2018/19. 4 entering programme in 2019/20		<p>student learning experience and is anchored around three core pillars,</p> <ul style="list-style-type: none"> • DCU's Hybrid Learning Policy • ABC Learning Design Framework • Universal Design for Learning <p>https://www.dcu.ie/nidl/digital-learning-design-unit</p>
	No baseline	Alongside our partners, DCU has engaged with 453 learners and 184 organisations in the region during 2018/19. (PATH III)	We will achieve our PATH III milestones including development of online platform on HE preparation and mentoring programme	<p>College Connect (funded by PATH 3) launched a pre-entry website College Connect in October 2019.</p> <p>Ongoing updating of the website is constant and DCU and the regional consortium continue to update with relevant and timely information. Collegel connect also ran a social media campaign from June 2020 to February 2021 to increase awareness of the site to target stakeholders</p>
	FETAC Entrants 2016/17=150	FETAC Entrants 2018/19= 177 (total increase= 18%)	We will increase numbers of FETAC entrants to DCU by 20% (based on 2016/17 baseline)	2019/20 FETAC entrants= 159 (6% increase on 2016/17 baseline)
iii. Interim targets, commentary and data source (maximum of 300 words)	<p>DCU has made substantive progress on widening participation milestones in 2019/20, and continues to develop new approaches to enhancing opportunities for marginalised communities in accessing higher education.</p> <p>While DCU is currently behind in originally defined targets on the proportion of undergraduate students transferring from FETAC entry routes, it is actively addressing this deficit. In January 2021 DCU Education Committee agreed a plan to develop a framework for wider recognition of FETAC awards for entry onto DCU undergraduate programmes; an initial outcome of this is a significant expansion of the number of programmes with FETAC entry routes. In addition, opportunities for articulation from FE will be further developed and implemented in partnership with relevant FE provision leaders within the region to ensure the development of a coherent and coordinated plan for FETAC access.</p> <p>DCU anticipates that the proportion of students from under-represented categories (Access, Disability, Mature and FETAC entry) is likely to represent 21% of all undergraduate entrants for 2020/21.</p>			

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;

DCU is committed, through its quality assurance processes and staff professional development and teaching support, to provide a high quality learning experience for students, aligned to international best practice. The Covid-19 emergency has prioritised the further development of policies, guidelines and procedures for assuring the quality of DCU education and assessment, particularly within online domains. In December 2019, prior to the Covid-19 emergency, DCU initiated a cross-institutional thematic quality review of Digital Learning at DCU to evaluate the effectiveness of DCU's approach to the development and deployment of digital approaches to learning. This review culminated in a virtual quality review visit by an externally led panel of digital learning experts. The [Digital Learning Peer Review Group Report](#) commended the University and the work of teaching staff in, *"protecting the academic quality of content through the rapid and unexpected transition to the online space. The smooth pivot evidenced years of dedication to staff proficiency in digital provision."*

As a result of curriculum renewal (under system level objective 1) and the implementation of the DCU Futures initiative, ECIU European University initiative, and our work in micro-credentials, DCU will continue to have an ambitious approach to new and innovative approaches to learning, informed by international best practice and recognised for their quality.

Strategic Priority 5.1 To establish a Professional Development Framework for Teaching and Learning and to enhance significantly the learning experience of our students.

i. Institution Strategic Initiatives		5.1.1 Teaching Quality			
ii. Key Performance Indicators		Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
To establish a Professional Development Framework for Teaching and Learning and to enhance significantly the learning experience of our students		No baseline	Development of a Graduate Certificate in Learning Transformations for Higher Education Complete. Internal validation processes completed (June 2019); programme will be launch in 2019/20, with first intake in September 2020	We will launch an accredited post-graduate programme in Higher Education	New programme proposal for Postgraduate Certificate in Innovation in Teaching and Learning approved by Education Committee to proceed to Accreditation. Appointment of accreditation panel delayed due to Covid-19; with process to be completed in 2021
		No baseline	In September 2018, DCU launched, in partnership with Advance HE, DCU participation in the AdvanceHE Teaching Fellowship Programme. There are currently 14 academic staff participating in this development programme.	We will establish a pilot scheme for DCU Teaching Fellows	DCU launched a pilot of the fellowship scheme in October 2019 with three staff members nominated by each Faculty to apply for a Senior Fellowship along with members of the TEU. By the end of the 2019/20 academic year, 12 staff had successfully achieved

				<p>their HE Advance Senior Fellowship status.</p> <p>A further six graduates from the DCU postgraduate certificate in Teaching and Learning in Higher Education have made submissions for Associate Fellowship</p>
	No baseline	Not completed. Development of new module-level student surveys shall be implemented as part of DCU response to the 2018/19 Cinnte Institutional Review.	We will pilot the roll-out of a Teaching Effectiveness Scheme including the implementation of a new model for student feedback on teaching quality	<p>DCU has secured funding for the development of a pilot peer-assessment of assessment, funded through the National Forum on Teaching and Learning. This project will provide input into the development of best-practice models for teaching effectiveness in assessment</p> <p>The development of a framework shall also be supported through the Performance Review and Development Framework at DCU (https://www.dcu.ie/hr/performance-review-development-prd)</p> <p>During 2019/20 DCU continued to embed Staff Student Forums, which are held 4 times annually across all Faculties, to improve staff-student dialogue on teaching quality.</p>
iii. Interim targets, commentary and data source (maximum of 300 words)		<p>Within the lifetime of this Compact agreement, DCU anticipates making further progress on targets identified in this strategic priority.</p> <p>During 2021 we will complete accreditation of Postgraduate Certificate in Innovation in Teaching and Learning, providing academic staff with accredited professional development in emerging teaching and learning pedagogies. Continued progress will be made on the development of a suite of initiatives to support teaching quality at DCU. These include the continued implementation of the Advance HE Teaching Fellowship Programme, and the rollout of the revised and enhanced Performance Review and Development Framework. This will support teaching effectiveness, and shall be aligned to the strategic ambitions of DCU Schools and Faculties, the DCU Teaching and Learning strategy, and the DCU institutional level strategic plan.</p>		

Strategic Priority 5.2 To renew and advance our Digital Teaching and Learning Strategy and to significantly increase our online provision					
i.	Institution Strategic Initiative	5.2.1 Curriculum Reform			
ii.	Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
To renew and advance our Digital Teaching and Learning Strategy and to significantly increase our online provision		No baseline	DCU has established a strategic partnership with FutureLearn with a view to achieving a substantial enhancement of our on-line offerings both on campus and off-campus. DCU will offer a range of short and longer accredited courses from micro-credentials to postgraduate degrees aimed at working professionals and global learners.	<p>We will launch significant postgraduate programme elements on online platform(s) allowing new models of programme delivery that support upskilling and international education targets.</p> <p>We will roll out online curriculum elements in the undergraduate curriculum, exposing all our on-campus students to online learning experiences</p> <p>We will introduce a teaching fellowship scheme with a strong emphasis on blended and online learning</p>	<p>Delivery of two Master's programmes funded through Technology Ireland ICT and Software Skillnet in the areas of Artificial Intelligence (AI), Internet of Things (IoT) and Blockchain delivered using the FutureLearn platform.</p> <p>In February 2020, DCU launched its first micro-credential in the area of FinTech.</p> <p>During 2019/20 DCU invested €1m on technology to support digital pivot in response to the Covid emergency, including the creation of a Digital Learning Design Unit to enhance quality of digital learning for students.</p> <p>By the end of the 2019/20 academic year, 12 staff had successfully achieved their HE Advance Senior Fellowship status.</p>
		2017/18 student registrations on online postgraduate awards in ICT subjects= 142	Two master's programmes, created as part of the Skillnet initiative, have been developed and are being delivered fully online, through the FutureLearn partnership. These include the MSc in Computing (Artificial Intelligence) and MSc in Computing	We will launch online postgraduate awards in technology and business areas directed at national and international markets, increasing our online postgraduate student	2016/17 PG online students registered programmes in business and technology (188 registered students); 2019/20 PG online students registered programmes in business and technology (374 registered students); 98% increase.

		(Block chain- Distributed Ledger Technologies) 2019/20 registrations on online postgraduate awards in ICT subjects= 203 (43% increase)	numbers by 30% over the baseline 2016/17 numbers.	*Note: This growth is largely driven by online programme developed and delivered as part of Springboard and Skillnet funding streams
	No baseline	N/A	We will implement Institutional Learning Design Guidelines for Blended and Online Delivery	A Universal design template and checklist to guide the development content for our virtual learning environment, available to all students at DCU. These can be found here: https://www.dcu.ie/teu/universal-design-learning-udl Principles for the redesign of programme and modules for hybrid delivery were made available to staff in summer 2020, to facilitate high quality online delivery for 2020/21 academic year.
iii. Interim targets, commentary and data source (maximum of 300 words)	<p>The rapid pivot to online learning in March 2020 in response to the national effort for the containment of the Covid 19 pandemic contributed to a swift development of policies and supports to ensure effective teaching and assessment in an online, or predominantly online, modes of delivery across all programmes at DCU. Some of the key deliverables to support this pivot included,</p> <ul style="list-style-type: none"> • Immediate Shift to full implementation of Zoom across DCU and increased capacity of DCU's Moodle hosting service. • Initially daily online workshops on using Loop and Zoom for teaching. • Launch in March 2020 of the NIDL Online Teaching Resource Bank and <i>Teaching@DCU</i> and OpenTeach, a free online course on teaching online funded by the National Forum which attracted 500 educators. • Development of <i>DCU Key Principles to Inform and Further Develop Alternative Assessments and Advice for Choosing Alternative Assessments</i>. • Development and launch of the FutureLearn course on How to Teach Online that went on to attract over 80,000 educators. • Launch in April 2020 of free online on Making Blended Education Work through the FutureLearn platform attracting over 2,000 educators. • Launch in April 2020 of Circle Online, peer mentoring circles to support staff teaching online <p>In the coming 12 months, DCU will collaborate within institutional partners on the ECIU European University Partners, and play a significant part in the pilot, which is a digitally based vision for the future of European education. This will position DCU as a global leader in the development of a roadmap for a digitally enabled European-wide higher education model. As part of the ECIU University initiative we will play a key role in relation to micro-credentials in particular, as well as creating and engaging in digitally enabled challenged based learning opportunities.</p>			

6 Demonstrates consistent improvement in governance, leadership and operational excellence.

During 2019/20, DCU welcomed a new President of the University, Prof. Daire Keogh, at the conclusion of the 10-year term of Prof. Brian MacCraith in July 2020. Since July 2020, the University leadership team has undertaken a significant review of progress to date on the current DCU Strategy (2017-2022), [Talent, Discovery, Transformation](#), with a view to ensuring that the remaining period of current strategy implementation includes a focus on a range of initiatives which maximise operational and measurable impact, aligned to the University mission. This focus and impact is considered particularly critical in the current Covid context.

A major business transformation project has been initiated at DCU, which includes the implementation of a [new Student Information System](#) (SIS), alongside reform of operational processes. The implementation of the new SIS will be guided by an Operating Framework which will transform how processes and services are delivered across the University resulting in both structural and operational change.

Under the broad range of Equality, Diversity and Inclusion initiatives, a collaborative initiative between DCU, NUI Galway and Dundalk Institute of Technology has been successfully funded under Gender Enhancement support by the HEA. The outcome of the collaboration will be a programme for mid-ranked staff in the later stages of their career, particularly those who may be re-entering nor reengaging with their career following caring or other responsibilities. The programme, once fully developed, will be available to across the sector.

Strategic Priority 6.1 To value and develop our staff community and to create a positive working culture that embraces diversity and inclusion.

i.	Institution Strategic Initiative	6.1.1 Culture and Community 6.1.2 Human Capital Plan 6.1.3 Equality, Diversity and Inclusion			
		Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
ii.	Key Performance Indicators				
	To value and develop our staff community and to create a positive working culture that embraces diversity and inclusion.	No baseline	Completed a cross institutional staff survey on staff well-being and diversity	We will finalise a Staff Development Plan, to include a road-map for expansion of our Coaching and Mentoring Programme and extended access to our Leadership and Management Programme.	<p>Significant progress has been made in relation to DCU Coaching and Mentoring programmes in 2019.</p> <p>Training of internal coaches to facilitate the roll-out of coaches with relevant sectoral and organisational knowledge and experience to support participants in the DCU Coaching initiative was completed in 2019/20.</p> <p>A Reverse mentoring programme was delivered in 2019/20 to enhance digital literacies for academic staff. This programme is based on a reverse mentoring model, with student mentors working with members of academic staff.</p>

				<p>The DCU University Leadership and Management Programme (ULM) continued to delivered in 2019/20 to 27 staff members. In addition, ULM masterclasses for previous ULM participants were also launched in 2019/20. 51 participants took part in ULM masterclass events. Of the 2018 and 2019 ULM participants, 44% of ULM participants have either been promoted, or assumed a Head of School leadership position.</p>
	No baseline	One DCU Fuse hosted in May 2019	We will launch an institution wide 'Our DCU' Implementation Plan	<p>The Our DCU Framework was launched in Decmber 2019. The implementation plan, to accompany the Framework continues to be progressed and communicated with staff. Initiatives within the implementation plan include the Staff Recognition Awards and activities and events to support the DCU charity partner, Barrettstown Children's Charity.</p> <p>A range of events organised by DCU Healthy Campus initiative were also available during 2019. Since campus closures in March 2019, these have continued through remote delivery.</p>
	No baseline	Completed. The Centre of Excellence in Diversity and Inclusion has now been launched	We will launch an Annual Staff Awards Scheme to recognise staff contributions and excellence at DCU	<p>The Presidents Staff Recognition Awards were launched on 6th March 2020. Twelve members of staff were honoured at the inaugural DCU Staff Recognition Awards at a ceremony on 2nd July 2020.</p> <p>https://www.dcu.ie/news/news/2020/07/staff-honoured-at-the-inaugural-dcu-staff-recognition-awards</p>
	No baseline	Completed. Submission for Athena Swan Bronze award submitted by the School of Mathematical Sciences in April 2019	Under Athena SWAN, we will complete application for Departmental Bronze award by 2 academic Schools	<p>Applications were completed by School of Mathematical Sciences and School of Communication for departmental Bronze Awards in 2019/20.</p> <p>A new Equality, Diversity and Inclusion structure was developed and implemented; the</p>

				<p>unit is now structured within HR Learning and Development.</p> <p>A Governing Authority sub-committee for Equality and Diversity (chaired by Rachel Hussey) was established to oversee governance and implementation of the government gender equality task force plan.</p> <p>Submission of the University recertification application for Athena Swan was completed in April 2020 and the University was successful in retaining the Bronze Certification.</p> <p>An institution-wide action plan including specific targets and milestone for the achievement of Athena Swan Silver award within defined timescale has been developed</p>
	No baseline	Delivered a suite of initiatives and events as part of the Women in Leadership initiative	We will deliver a suite of initiatives and events as part of the Women in Leadership initiative	<p>Since 2018, 86 staff have participated in the UK and Ireland Aurora Programme</p> <p>A number of events were held under the “Women in Leadership Lecture Series” in 2019/20, including a discussion with journalist Aine Lawlor in October 2019, and former President of Ireland, Dr Mary McAleese in June 2020.</p> <p>DCU has secured funding under the HEA gender enhancement fund to develop a mid-career female leadership development programme, due to launch in September 2021</p>

iii. Interim targets, commentary and data source (maximum of 300 words)	<p>DCU has made strong progress on all targets identified within this objective. The current Covid-19 context has presented challenges in progress with some of the actions attached to the Our DCU Implementation Plan, in particular those associated with the pillars of culture and connections which intended to provide new social and networking opportunities. To ensure that the Our DCU Implementation Plan continues to reflect staff needs, the University will host a staff survey (June 2021) and a further DCU Fuse event (Autumn 2021) to understand the needs of staff at DCU to both reimagine and rebuild the staff community for a post-Covid context. DCU will continue to build on current online events, e.g. Christmas staff and staff and family event online events, the DCU online book club, and events and fundraising on behalf of the Barretstown Children's Charity.</p> <p>DCU expects to make continued progress on the implementation of the institution-wide action plan for the submission of applications for departmental bronze and silver awards during the remaining lifetime of this Compact Agreement. DCU remains committed to the Women in Leadership initiative, and expects to host a range of events in support of this initiative throughout 2020/21.</p> <p>During 2020/21, DCU expects to complete the development of the DCU Human Capital Plan, which will be supported by an integrated information management and reporting system to support decision-making on human capital and resource planning, succession planning, and the University's strategic plan implementation.</p>
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Strategic Priority 6.2 Enhance the operational effectiveness of the University through initiatives to drive non-exchequer revenue, environmental sustainability and operational excellence in our processes.

i. Institution Strategic Initiatives	6.2.1 Income Generation Plan 6.2.2 Sustainability Plan 6.2.3 Strategic Intelligence and operational excellence			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Enhance the operational effectiveness of the University through initiatives to drive non-exchequer revenue, environmental sustainability and operational excellence in our processes	No baseline	Head of Strategic Intelligence & Operational Excellence appointed. Two pilot projects were rolled out: <ul style="list-style-type: none"> Operational Excellence pilot to improve the process for handling International PG applications. Strategic Intelligence (analytics) pilot to explore performance and retention factors among 1st year undergraduate students 	We will initiate one further active SI project, and management of a pipeline of OE projects	<p>Operational Excellence and Strategic Intelligence has been subsumed within the work of the new Business Transformation Project, which shall include the implementation of a new Student Information System, and the implementation of an aligned operational transformation project at DCU.</p> <p>The procurement phase of the new Student Information System (SIS) programme was completed in 2019/20, funding approved by Governing Authority and the programme is now mobilised. Work across all SIS delivery streams is progressing with the first new</p>

				project, CRM recruit going live in November 2020.
		The DCU Sustainability plan has been completed, including agreed baseline, KPIs, targets and actions to reflect the DCU commitment to climate action	No target in 2019/20	
			We will conduct an income and cost base review, establishing a continuation criteria for activities, and identifying efficiencies, savings and opportunities	A draft income and expenditure by Faculty and Programme was shared with the Deans, Deputy President and President. The proposed model is currently being refined based on feedback from key stakeholders.
		The DCU Income Generation plan is almost complete. In 2018/19 work was undertaken with all Faculties and Units to build an institution-wide plan for income generation.	We will establish a Business Development Team to support the pursuit of income generation opportunities and coordinate an annual competition soliciting income generation ideas	Following a consideration of a number of potential models, it has been decided that the most cost-effective and responsive model to support future business development should be co-ordinated through the DCU Finance Office, leveraging when appropriate, specific external advice where relevant
iii. Interim targets, commentary and data source (maximum of 300 words)	<p>In March 2020 when the Covid-19 Global Pandemic arrived in Ireland, DCU formed a Crisis Management Team (CMT) to manage the emergency. The initial key focus of the CMT was to immediately move all of the university academic activities online, which was achieved. While much of the university operations could continue online, much of the non-exchequer revenue generating activity was significantly curtailed, both within the University, such as international students, and in the commercial companies, which are significantly dependant on footfall on our campuses.</p> <p>DCU incurred significant costs in the transition to online delivery, in the preparation for the return to campus after the initial lockdown and in the support of the national effort in dealing with Covid-19. Notwithstanding the significant impact on income and significant additional cost, the University broke even financially in 2019/2020 due to the steps taken by the CMT and the Covid-19 funding support from Government.</p> <p>The University's strategic objective of continuing to develop operationally effective processes to support all key activities remains a key priority for the University. The development of a university Operating Framework and associated review of organisational structures</p>			

associated with this framework is currently in the late stage of development. The principles of the Operating Framework are fundamental to the business transformation that will result from the implementation of a new Student Information System (SIS) Programme at DCU, which is currently being implemented, with a scheduled implementation completion of September 2023. The previously stated milestones in relation to strategic intelligence and operational excellence will therefore be subsumed within the context of this Framework, and the significant investment made in SIS.

7 Signature: *Of the President or on behalf of the President (please sign in space below)*

Signature:



Date:

12th March 2021