Draft Mission-based Performance Compact

2018-2021

between

Dublin City University
and
The Higher Education Authority

Date: /09/2018

Context

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

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

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

The Compact recognises that Higher Education Institution is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

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

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

This Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and Higher Education Institution agree that this Compact will be published.

The principles of State funding support

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

- Institutional autonomy balanced with public accountability for high quality outcomes; and

- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

Contents

1.   Establishment of the Compact

The Higher Education Authority and Higher Education Institution agree that:

- This Compact consists of this document and the accompanying data report on the performance
- The term of this Compact is from September 2018 to September 2021 unless terminated earlier by agreement

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

2.   Performance Funding Framework

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

Performance Funding will be allocated by the HEA based on performance by reference to high level targets set out in the Framework. Targets must be agreed in strategy and performance dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategy and performance dialogue.

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

3   Mission and Strategy Statement

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

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

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

Changes to the mission and strategy statement

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

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

In September 2017, DCU launched its 2017-2022 Strategy, *'Talent, Discovery and Transformation'*. The strategy provides a framework through which the University will shape its approach to the next five years of its development, and how, by being purposely different and consistently pursuing excellence, it will play a globally-significant role in addressing the challenges and opportunities presented by a dynamically changing society and a rapidly evolving workplace.

Fundamental to the strategy is the ongoing development of a distinctive approach to learning for our students, one that will develop graduates that are resilient and accomplished, open and aware, innovative and adaptable. The strategy also sets out ambitious goals that align to the broader higher education agenda through a wide range of initiatives, including a strong commitment to widening-participation in Higher Education, research excellence and innovation, building rich national and international relationships, and a strong focus on teaching excellence and the student experience.

The key elements of our Strategy include:

DCU Mission
To transform lives and societies through education, research, innovation, and engagement.

DCU Vision
DCU will be a globally-significant University of Transformation and Enterprise, renowned for
- *The development of talent*
- *The discovery and translation of knowledge to advance society*
- *Its focus on creativity and innovation*
- *The advancement and application of technology, and*
- *Its commitment to sustainability*

Strategic Themes

DCU's strategic plan is structured around six key themes that inform our Strategic Goals: Talent, Discovery, Creativity, Society, Technology and Sustainability.

9 Strategic Goals

The plan is framed around nine Strategic Goals, which reflect the University's priorities for the next five years:

1. To provide a transformative **student experience**
2. To advance our reputation for **world-class research**
3. To sustain our ambitions through **income generation**
4. To ensure a **coherent, connected university**
5. To value and **develop our staff** community
6. To develop a **global university**
7. To nurture **creativity and culture** across the university
8. To place **sustainability** at the core of the university
9. To pursue **active engagement** with our communities

DCU Constituent Strategies

The institutional level strategy is supported by a number of constituent strategies, which provide a further articulation of actions and goals under a five key areas:

- Teaching and Learning
- Research and Innovation
- Internationalisation
- Engagement
- Student Experience

Moreover, the goals of the institutional strategy are elaborated on further in the strategies of the major academic and professional support units of the University through the development of specific Faculty, School, and Unit strategies.

The DCU strategy will be implemented through a process of rolling planning, incorporating an annual review and renew process. A rolling approach to planning provides DCU with an opportunity to be flexible and responsive to the dynamic national and global environment. At the end of each year of the plan, the University conducts a review and critical evaluation of the delivery and ongoing relevance of all the Specific Actions underpinning our nine Strategic Goals. In addition to monitoring of goals based on identified KPIs, this process also includes an annual prioritisation process, whereby, for each of the nine Strategic Goals, decisions are taken each September regarding which Specific Actions, underpinning each Strategic Goal, are to be addressed over the following 12 months.

4. Development Plans and Key System Objectives

Section summary

Institutions are required to set out a description of their proposed approach to deliver on each of the six key system objectives, with reference to the national targets as set out in the Framework.

- Institutions should detail a maximum of two institutional strategic priorities under each of the six framework headings.
- Each strategic priority should be accompanied by a description of the strategic initiatives, currently being implemented, or to be implemented over the three-year timespan of the compact (academic years 2018–2021).
- These strategic initiatives should be described with reference to the high-level targets as set out in the framework.

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

4.1   Key System Objective 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.

High Level Targets:

1. Increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025 National Skills Strategy Target; current base line is 6.7%;

2. Increase the numbers of HE entrants studying on a flexible basis by 25% by 2021 (baseline 2016/17 20% or 45,018 of total enrolments are flexible learners);

3. Increase tertiary attainment among 30-34 years olds to 60% by 2020 (52.9% 2016);

4. All students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025 (baseline to be established and tracked);

5. Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked);

6. Increase number of available Springboard places by 30% by 2021 in both universities and institutes of technology;

7. Double target to 9,000 annual new apprenticeship registrations by 2020 (over 4,500 in 2017) with 78 separate apprenticeships in place;

8. Increase the proportion of the higher education cohort studying a foreign language, in any capacity, as part of their course to 20% by 2026 (new baseline to be established and tracked);

9. Achievement of the targets in the new ICT Action Plan.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 1. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

DCU Strategy Summary:
As its title suggests, the development of talent is a central ambition of DCU's Strategic Plan, and our Strategic Goals place significant emphasis on preparing our students to flourish in the world outside the university. In doing so, the DCU strategy focuses strongly on the student learning experience in its broadest sense, and emphasises the development of the individual both inside and outside the formal learning environment. To this end, the university will conduct a comprehensive review of our undergraduate curriculum and associated learning experiences. This review will place a particular emphasis on the development of multi-dimensional skills in our students through a range of initiatives. The outcome of this review will be a renewal of our curriculum that will create a learning environment for students to prepare them to thrive when they depart the university: in their personal lives, in civic society, and in the rapidly evolving workplace.

Currently, ~75% of DCU undergraduate degree programmes include a significant, for credit, work-based learning placement. DCU has been one of the leaders of the Irish university sector in relation to the breadth and quality of the placements provided to our students. During the lifetime of this strategy DCU will seek to further enhance its work-based learning opportunities, with the overall objective of ensuring our graduates are equipped with the necessary skills and attributes to enable them to adapt continuously to a range of changing career opportunities.

Goal 1: To ensure that our graduates are equipped with the appropriate skills, across a range of dimensions, to flourish in the rapidly evolving workplace

National Alignment: *All students will have the opportunity to undertake a work-placement or work-based project as part of their course by 2020*
Introduce Employability Statements for all disciplines in all HEIs by 2020
Achievement of the targets in the new ICT Action Plan.

Strategic Initiatives:
Ref DCU Strategy: 1.1 Curriculum Reform; 1.3. Skills and Employability

i.   Curriculum Reform
We will embark on a comprehensive review of our curriculum to ensure that it challenges learners, preparing them for the world of work and lifelong learning. We will ensure that our undergraduate students are exposed to the research work of the University community, and the contribution that it can make in addressing these challenges.

In recognition of the importance of broadening student awareness of major global issues, deepening their critical thinking skills, and preparing them to 'learn on-line', we will introduce a range of online, optional curricular elements for undergraduates to include, for example, Design, Ethics/ Philosophy, Sustainability, and Creativity.

We recognise the importance of technology in the future world of work and society and will ensure that our students are familiar with new and emergent technologies (AI, Data Analytics, IoT etc.). Accordingly, we will incorporate appropriate levels of technological awareness in all our degree programmes.

ii.   Skills & Employability
A key goal for the DCU student learning experience is that, as graduates, our students will be self-aware, rounded individuals who can chart a lifelong journey of personal and professional development that allows them to reach their potential. The employability of our graduates is a core strength of the University, and we will significantly expand the range of activities that support employability across the entire student life cycle in both curricular and co-curricular areas. A key

focus in this regard will be on both a review and a broadening of Intra, DCU's successful internship programme.

DCU's Generation 21 is a suite of initiatives that supports students' achievement of six Graduate Attributes (identified in partnership with the major employers of our graduates). We will review and refine our graduate attributes, and further embed them in the curriculum, reinforced by a personalised Digital Learning Portfolio. We will develop processes that allow students to mark their progress in achieving these attributes.

Deliverables:
Year 1 (2018/19):
- We will initiate a curriculum review, through modification of annual programme review process to include student learning experience, and technological awareness
- We will complete a comprehensive review of the DCU INTRA Programme
- We will increase the number of students engaging with reflective portfolios by 20% from 2017 baseline.

Year 2 (2019/20):
- We will increase the number of students engaging with reflective portfolios increased by 40% from 2017 baseline.
- 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
- DCU will complete publication of an employability statement at disciplinary level on 70% of undergraduate programmes
- 80% of undergraduate students participating in programmes that include a credit-bearing work-placement

Year 3 (2020/21):
- 90% of undergraduate students participating in programmes that include a credit-bearing work-placement
- Design and roll-out of optional modules in all of the following areas: 1) design, 2) ethics/ philosophy, 3) sustainability, 4) creativity
- We will evidence the integration of technological awareness across all our undergraduate programme suite
- DCU will complete publication of an employability statement at disciplinary level on 100% of undergraduate programmes

Goal 2: To increase the number of students entering undergraduate and postgraduate teacher education programmes, in line with national strategies for growth in teacher-supply

National Alignment: *Address current national shortage in teacher supply, and delivering on national targets for initial teacher education (additional objective proposed by HEA)*

Strategic Initiatives:
DCU is home to the only faculty of Education, the DCU Institute of Education, and has the largest student intake into teacher education programmes in the State. Over the lifetime of the current strategy, DCU, working with the Teaching Council and the Department of Education and Skills, will 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

Deliverables:

Year 1 (2018/19):

- In line with Path I commitments, we will offer additional places on the Professional Masters in Education (PME) programme for primary education to applicants from the target under-represented groups, and places to all eligible qualified applicants from the undergraduate primary teacher education programme from the Path I Hub
- We will increase places available on Professional Masters in Education (PME) programme by 10%, allocating the additional places to the priority subjects
- We will complete accreditation on new concurrent degree post-primary BEd in Gaeilge and Modern Languages
- We will complete a plan for a further two concurrent post-primary teacher education undergraduate programmes. Subjects under current consideration include Home Economics (subject to capital funding), Politics and Society, Wellbeing, and Computer Science
- We will review of module content on concurrent Physical Education with Mathematics (PEM) and Physical Education with Biology programme (PEB) by the Faculty of Science and Health to ensure alignment to the curriculum of new Leaving Certificate in Physical Education and Junior Cycle Well-Being

Year 2 (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
- We will complete the development and accreditation of a new concurrent BEd for post-primary, in and progress this programme to Teaching Council.
- We will increase places available on professional Masters in Education for primary education by 30 places
- 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.

Year 3 (2020/21):

- We will increase places available on postgraduate Masters in Education for post-primary education by a % to be agreed with Task Force on Teacher Supply.
- We will progress accreditation by the Teaching Council of a revised BEd for post-primary for introduction in 2021/2022
- Subject to Teaching Council review schedule, we will successfully re-structure the PEM, PEB and Science Education programmes

4.2   Key System Objective 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.

High Level Targets:

1. Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15);

2. International students to represent 15% of full-time students by 2020. (In 2016/17, 11.6% of all fulltime students in HEA-funded higher education institutions were international students);

3. Progress towards Bologna target of at least 20% of those who graduate in 2020 to undertake a study or training period abroad;

4. Number of innovation vouchers project agreements with industry to increase by 12% by 2020 (487 in 2016);

5. Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (163 in 2017);

6. Increase number of spin-outs established during the year by 40% by 2020 (Innovation 2020 target, 29 in 2014);

7. Improve Employer satisfaction rates with HEI collaboration with enterprise by 25% as tracked in National Employer Survey (companies < 50 employees – 55% rated collaboration as good/very good; companies with 51 – 250 employees – 60% and companies > 251+ employees – 75%);

8. Participation in Erasmus+ in Higher Education and other Study and Work Placements Abroad to reach 4,400 by 2022 (3,135 in 2016) in accordance with international strategy.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 2. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

DCU Strategy Summary:

Given DCU's aspiration to global significance, as articulated in our Vision statement, and also our commitment to developing graduates that can flourish as global citizens, the international engagement dimension of our Strategic Plan is of critical importance. That level of significance is reflected in our plan to develop a new, integrated, university-wide Internationalisation Plan that is strongly embedded in each of our five faculties.

As part of our commitment to developing talented graduates that can flourish worldwide, we will introduce new opportunities for students to have a global experience during their undergraduate degree. In addition, we will integrate international dimensions as widely as possible into our curricula. The new DCU Student Centre (due to open in September 2018 on the Glasnevin Campus) will further contribute to the global agenda, as a core element of the Centre will be a Global Village that celebrates multi-cultural and multi-ethnic diversity.   International research partnerships, and the associated mobility of student and staff, play a key role in the global engagement of universities. We will support this activity by establishing a new Strategic Partnerships Unit. Both existing and new partnerships will be supported and we will place a particular emphasis opportunities created by geopolitical developments.

As Ireland's University of Enterprise, we will further deepen our engagement with enterprise partners under the guidance of a new Enterprise Engagement Plan. A particular focus will be placed on leveraging the assets of our Innovation Campus, DCU Alpha. We will also strengthen our engagement with enterprise partners via our wide-ranging involvement in SFI Industry-Academic Research Centres across ICT and Life Sciences sectors.

Goal 1: To advance the University's International Engagement across four key pillars: Mobility, Partnership, Student Recruitment and Student Experience.

National Alignment: *International students to represent 15% of full-time students by 2020; Participation in Erasmus+ in Higher Education and other Study and Work Placements Abroad to reach 4,400 by 2022 (3,135 in 2016) in accordance with international strategy;*
Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15); Participation in Erasmus+ in Higher Education and other Study and Work Placements Abroad to reach 4,400 by 2022 (3,135 in 2016) in accordance with international strategy.

Strategic Initiatives:
Ref DCU Strategy: 6.1. Internationalisation Plan; 6.3 Global Experience; 6.4 Global Village; 6.5 Strategic Partnerships Office

i.   Internationalisation Plan
We will establish an integrated, cross-University Internationalisation Plan that will be faculty-based and will set ambitious targets framed around four pillars: Mobility, Partnership, Student Recruitment, and Student Experience.

ii.   Global Experience
We will establish a Global Experience for students. There will be a specific focus on (i) maximising the number of students experiencing a significant global engagement, and (ii) integrating international elements into the formal curriculum. More generally, we will develop a DCU Language Plan to

support our community in developing conversational ability and cultural appreciation for selected European and Asian countries.

iii. Global Village

We will create an On-campus Global Village. The Global Village, which will have physical and virtual dimensions and will celebrate global diversity, will have its hub in the new DCU Student Centre (opening in September 2018) but will have nodes on all our campuses.

iv. Strategic Partnerships Office

We will establish a new Strategic Partnerships Office with a strong focus on international research collaboration and mobility. The International Office will support the development of new partnerships and the deepening of existing partnerships (with a particular focus on geopolitical developments, e.g. pre- and post-Brexit situation).

Deliverables:

Year 1 (2018/19):
- We will open a Global Hub within the new DCU Student Centre on the DCU Glasnevin campus
- We will establish a Strategic Partnerships Office to prioritise the development of research partnerships
- In line with the International Strategy, we will develop and agreed faculty level targets for international student recruitment.
- We will deepen our engagement with the Global Consortium for Sustainable Outcomes (GCSO) to address sustainability challenges from a solutions perspective.
- We will appoint of new Erasmus+ Coordinator to co-ordinate institutional engagement with Erasmus + initiatives

Year 2 (2019/20):
- We will develop a DCU Language Plan, to support the delivery of language education within the formal and co-curriculum.
- We will increase by 20% number of non-EU full-award students at DCU (based on 2016/17 baseline)
- We will increase by 25% the number of international study abroad and short programme students (based on 2016/17 baseline)
- 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

Year 3 (2020/21):
- We will be active in two additional Erasmus+ projects based on 2016/17 baseline)
- We will increase by 30% the number of non-EU full-award students at DCU (based on 2016/17 baseline)
- We will increase by 40% the number of international study abroad and short programme students (based on 2016/17 baseline)
- We will increase to 10% the proportion of undergraduate students participating on programmes that include a period of outbound international study

Goal 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

National Alignment: *Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020;*
Improve Employer satisfaction rates with HEI collaboration with enterprise by 25% as tracked in National Employer Survey'

Strategic Initiatives:
Ref DCU Strategy: 9.6. Enterprise Engagement

i.   Research Centres
During the lifetime of our strategic plan, DCU will leverage the opportunities provided by the broad range of industry partners of our SFI Research Centres (e.g. INSIGHT, ADAPT, iFORM etc.), and the international network afforded by our Fraunhofer partnership. We will establish a small number of deep strategic alliances with partners aligned with our new research priorities (ICT, Bio etc. as outlined elsewhere in this Compact). The planned establishment of BioDesign Europe at DCU (in partnership with the world-renowned BioDesign Institute at Arizona State University) in 2019/20 will afford additional opportunities in this regard.

ii.   DCU Innovation Campus
The establishment of DCU's unique Innovation Campus (DCU Alpha) as part of our last Strategic Plan affords a broad range of opportunities for Enterprise Engagement. The campus now hosts over 40 tech (predominantly ICT) companies (mainly SMEs). In 2018/19, we plan to open a major Digital Innovation co-working space on this campus, with space for 350 individual innovators. When fully occupied, we expect between 50 and 80 start-ups to occupy this space. We will pursue a programme of active engagement with both current tenants and these new entrants with a view to establishing collaborative partnerships utilising government instruments (e.g. innovation vouchers/partnerships) and will appoint an Enterprise Engagement Officer to accelerate progress in this regard.

iii.   Specific Events / Activities
Given the University's partnership network and enterprise-focused internal units, there are many event-based opportunities for the further development of enterprise engagement initiatives. Specific initiatives will include expansion of our 'Matchmaker' (via DCU Invent) and partner-specific Hackathon events (via DCU Ryan Academy for Entrepreneurs) to increase the scale of our engagement with enterprise partners. These, and future enterprise-focused initiatives, are, of course, subject to continued and increased availability of funding.

Deliverables:
Year 1 (2018/19):
- We will introduce a strategic coordination board for DCU Alpha, DCU Invent and DCU Ryan Academy to complement the financial and governance oversight by DCU Invent board and DCU Commercial board.
- We will open Talent Garden (TAG) on DCU Alpha campus, encompassing TAG Innovation School & DCU Business School 'digital skills' collaboration
- We will appoint an Enterprise Engagement Officer to co-ordinate and drive university-enterprise initiatives across the University

Year 2 (2019/20):
- We will establish Biodesign Europe on the DCU Glasnevin campus, in partnership with Arizona State University

- 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
- Increase by 10% the number of DCU engagements with DCU Alpha companies by 2021
- Subject to funding, we will host at least two match-maker or partner-specific Hackathon events

Year 3 (2020/21):
- Increase by 20% the number of DCU engagements with DCU Alpha companies by 2021
- Subject to funding, we will host at least two match-maker or partner-specific Hackathon events

4.3   Key System Objective 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.

High Level Targets:

1. Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020. (baseline 2,235 in 2014/15);

2. Increase by 30% the number of funded postdoctoral positions in disciplines aligned to enterprise and other national needs by 2020. (Innovation 2020 target);

3. Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014);

4. Increase research projects between enterprise and the public research system by 20% by 2020 (2014 Baseline is 878);

5. Secure HEI Horizon 2020 target of €550m in funding by 2020 (over €200m secured by end of 2016);

6. Increase applied research in the Institutes of technology.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 3. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

DCU Strategy summary:

A core element of DCU's Vision is to be a globally-significant university that is renowned for its discovery and translation of knowledge to advance society. This commitment to world-class research is central to our new Research and Innovation Strategy (a constituent strategy of our Strategic Plan), which sets out a range of specific actions to advance our reputation in that regard. In the first instance, we commit to foster a research culture across all levels of the University and will empower our staff and students to reach their full potential in research. This will build upon the existing broad-based research strengths across our five faculties and established Research Centres in the following thematic areas:

- Health technologies and the healthy society;
- Information technology and the digital society;
- Advanced manufacturing and materials;
- Sustainable economies and societies;
- Democratic and secure societies;
- Educational research and innovation.

While academic excellence can be pursued in any discipline within DCU and at any scale, we recognise that, in general, the greatest impact is achieved from a critical mass of multidisciplinary researchers tackling important research questions. With this increasing focus on mission -oriented research, we will conduct an externally-mediated prioritisation exercise to identify the research areas that we will selectively target. This approach will be underpinned by a recruitment and retention plan that is aligned with these priorities. More generally, we will seek to strengthen significantly our human capital at all levels of research through a range of initiatives and we will place a particular emphasis on fostering research leadership and providing the research supports at local level.

Such is the nature and complexity of the major research challenges facing the world that international collaboration is essential in order to make significant and sustained advances. We will promote and support international research collaborations while also taking particular account of geo-political developments. We will also renew our efforts to showcase our research achievements and distinctiveness, both nationally and internationally, through an enhanced Research Impact Communications plan. Scientific excellence cannot be achieved without state of the art research infrastructure and facilities. We will develop a roadmap to sustain and improve our research infrastructure and to plan for future technological needs.

DCU has a well-established reputation for innovation. This has been based both on our effective translation of research outcomes into societal and commercial benefit and the responsiveness of the institution itself to national and global challenges and opportunities. The recent expansion of DCU has created new possibilities for us across all disciplines. We will foster a broader culture of creativity and innovation in DCU, beginning with the narrative used to describe the university and its priorities, both inside and outside the university. We will promote the exploration of possibilities arising at the intersections of creative processes and technological innovation. We will develop an Innovation Plan that leverages the wide-ranging assets available right across the University.

Goal 1: To advance the research excellence and impact of the University

National Alignment: *Increase research projects between enterprise and the public research system by 20% by 2020;*
Secure HEI Horizon 2020 target of €550m in funding by 2020;
Double overall Higher Education research income derived from industry to €48m;

Strategic Initiatives:
Ref DCU Strategy: 2.1, Research Priorities; 2.2 Human Capital; 2.3 Quality and Impact; 2.5. Leadership Development

i.   Research Prioritisation

We will conduct a robust, externally-mediated Research Prioritisation Process to identify our research priorities. This will involve identification (at Faculty and Research Centre level) of the strategic research priority areas which map onto established and emerging research strengths with the potential to deliver distinctive impact. This will be followed by an expert (external) evaluation process to identify themes which reflect overarching research strengths with an emphasis on multidisciplinary research and distinctive capabilities. We will prioritise internal research support measures to enhance activities in the identified areas.

ii.   Human Capital Plan

We will develop a university-wide Human Capital Plan to underpin our research goals. In particular, this will involve an integrated, strategic approach whereby recruitment and retention of staff at all levels will be aligned with our research priorities. We will also implement a succession planning process in key areas of research focus to ensure continuity of research activities. We will ensure that excellence in both research and innovation are recognised in career progression criteria for senior positions. We will implement the Researcher Career Framework (RCF) with a view to enhancing Career Planning and Development for early career stage researchers. A key element of the Human Capital Plan will be a new initiative to attract and support 'Emerging Research Leaders'.

iii.   Quality and Impact

We will establish a Research Impact Initiative with a focus on enhancing the University's research performance and impact across all five faculties. This initiative (and associated annual awards) will recognise the achievements of individual researchers and Schools in advancing their respective research performance both in terms of standard research metrics and direct translational impact on society. For staff working in the broad creative arts area, the University's operational definition of 'research' outputs will recognise Creative Outputs, which are published works or publicly performed, with an element of external validation, such as being commissioned, exhibited, performed or published by a recognised organisation of some standing.

Deliverables:
Year 1 (2018/19):
- We will complete the appointment of faculty-aligned Research Development Officers (RDOs) to co-ordinate and drive increases in the number and quality of grant submissions.
- We will launch a pilot Research Impact Initiative to disburse research support funds to academic Schools based on their Scopus outputs with the objective of improving the indicators for research excellence.

Year 2 (2019/20):
- We will implement the Research Career Framework, to enhance career planning and development for early career stage researchers.

- Dependent on available funding, we will launch a non-exchequer funded new Assistant Professor talent recruitment initiative, 'Emerging Research Leaders'.
- We will complete a review on impact and disciplinary distribution of pilot Research Impact Initiative

Year 3 (2020/21):
- We will increase by 15% Scopus cited publication by DCU authors (based on 2016 baseline)
- We will increase by 10% Scopus cited publication by DCU authors in top quartile journals (based on 2016 baseline)

Goal 2: To advance the Innovation profile and impact of the University

National Alignment: *Number of innovation vouchers project agreements with industry to increase by 12% by 2020;*
Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020;
Increase number of spin-outs established during the year by 40% by 2020;

Strategic Initiatives:
Ref DCU Strategy: 7.1. Creativity and Innovation; 7.2 Innovation Plan; 7.3 Student Innovation Plan

i. Creativity and Innovation

We will foster a culture of creativity and innovation in the University. Much of the culture will derive from other Specific Actions associated with this Strategic Goal but it will also require clear articulation in high-level communications from the University along with reinforcement through events and awards. We will develop relationships with key external thought leaders in creativity and innovation and seek to appoint Adjunct Professors in these areas.

ii. Innovation Plan

We will develop and implement a DCU Innovation Plan. The plan will include an integrated approach to innovation across the university through coordination of the activities and strengths of DCU Ryan Academy for Entrepreneurs, DCU Alpha, DCU Business School, DCU Invent and other units with capability in this area. The new plan will further deepen and broaden our innovation activity, increase the coherence of related activities across the University and thereby increase awareness and engagement by students, staff and external partners. As part of this plan, we will put in place a supportive framework across the university to increase (and track) knowledge transfer from our research for social, cultural and economic benefit. We will place a particular emphasis on Social Innovation and Social Entrepreneurship initiatives such as Enactus, the Changemaker Campus, and related programmes.

iii. Student Innovation Hub

We will leverage the Student Innovation Hub in the new Student Centre on our Glasnevin Campus as a central focus in fostering a passion for innovation and entrepreneurship in our student community. This new, custom-designed Hub provides opportunities to build innovation into the student experience both in the formal curriculum and the co-curriculum. In conjunction with the Office of Student Life, we will put in place a programme of activities to maximise the potential of this new space. In particular, we will utilise this space to enhance student awareness of the potential to develop their own innovative and entrepreneurial projects during their studies at DCU. We will also 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.

Deliverables:

Year 1 (2018/19):
- We will complete and launch the DCU Innovation Plan to deliver an integrated approach to innovation across the University
- We will establish and open a 'Student Innovation Hub' within the new Student Centre to act as a innovation space for student innovation and social and cultural entrepreneurship
- We will develop and launch of "Insights in Innovation" seminar series, promoting student innovation, Hackathons and students competitions
- We will introduce a strategic coordination board for DCU Alpha, DCU Invent and DCU Ryan Academy to complement the financial and governance oversight by DCU Invent board and DCU Commercial board.

Year 2 (2019/20):
- We will Introduce an Easy Access IP commercialisation model to drive new consultancy, contract research activity and facilities access.
- We will appoint of Adjunct Professors who are key external thought leaders in creativity and innovation

Year 3 (2020/21):
- Subject to funding, we will join the Stanford BioInnovate Programme to stimulate spin-out opportunities in Life Sciences
- We will 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

4.4   Key System Objective 4

Significantly improve the equality of opportunity through education and training and recruits a student body that reflects the diversity and social mix of Ireland's population.

High Level Targets:

1. All HEIs will have a Student Success Strategy in place by 2020 which will embed whole-of-HEI approaches to institutional access strategies;

2. Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019;

3. Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019;

4. Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from Further education access programmes;

5. Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme;

6. Completion rates for students from disadvantaged cohorts will be specifically targeted for improvement.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 4. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

DCU Strategy Summary:

'Equality', 'educational opportunity' and 'social justice' are core values of DCU, as highlighted in our Strategic Plan, '*Talent, Discovery and Transformation'*. These values are evident in the university's long-standing national leadership in addressing under-representation in higher education among a number of disadvantaged communities. For example, DCU admits the highest % of HEAR students in its sector and currently supports more than 1300 students on its Access programme.

Over the course of the Compact period, we will develop and implement a broad Widening Participation Strategy that builds on, and extends our existing outreach and access initiatives targeted at under-represented groups in Higher Education. In particular, we will address educational disadvantage across a number of disadvantaged communities, including socio-economic disadvantage, mature learners, students with disabilities, including those on the autism spectrum, and students displaced from their communities as immigrants or refugees. We will seek to address the barriers that inhibit participation, and to ease the transition to Higher Education through new community-based initiatives, and through appropriate partnerships with the Further Education sector.

DCU's commitment to addressing educational disadvantage and widening participation is outlined in both 'Talent, Discovery and Transformation' and the DCU Student Experience Strategy[1]. Both strategies present plans for the delivery of a transformative experience for DCU students, incorporating enhancements to student transitions to higher education, continued leadership in work-based learning and graduate employability, and initiatives to enhance student engagement, personal development, and health and well-being. In addition to the ambitious targets established within our Compact Goals, the development and implementation of the current DCU strategy, and the DCU Student Experience Strategy fulfil the requirement at sectoral level for the development of a Student Success Strategy.

Goal 1: To develop and implement a comprehensive Widening Participation Strategy

National Alignment: *Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019;*
Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme;
Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from Further education access programmes;

Strategic Initiatives:
Ref DCU Strategy: 1.4 Educational Opportunity; 9.5 Global Issues

Over the course of the Compact, DCU will develop and implement a Widening Participation Strategy that will build on and extend our existing wide-ranging outreach and access initiatives targeted at underrepresented groups in society. We will endeavour to systematically reduce the barriers to participation by mature, second-chance, and lifelong learners as well as students with specific disabilities (e.g. autism, deafness) through,

- • Development of a Widening Participation strategy (2018)
- • Implementation of an evidence-based project to rectify barriers to participation.

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[1] https://www.dcu.ie/sites/default/files/marketing/student_exp_singlepages.pdf

- Identification of a clear set of metrics to underpin measurement of widening participation initiatives
- Development of new entry routes with FE partners
- A review and enhancement of our Access programme (addressing socioeconomic disadvantage)

A further development will be a broadening of our commitment to inclusion via the establishment and roll-out of specific actions underpinning our designation as the world's first Autism-friendly University.

Deliverables:
Year 1 (2018/19):
- We will bring to completion a new Widening Participation Strategy, led by a cross-institutional Steering Group.
- We will appoint a Widening-Participation Officer to lead the implementation of the Widening-Participation Strategy
- As part of Autism-Friendly University initiatives, we will execute a range of specific commitments, including the installation of sensory pods on each of the DCU teaching campuses
- We will achieve our PATH I milestones on pathways to Primary Education
- We will achieve our PATH III milestones in development of outreach programme, with a particular focus on the Further Education sector.
- We will increase numbers of FETAC entrants to DCU by 15% (based on 2016/17 baseline)

Year 2 (2019/20):
- 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
- We will provide a range of professional development opportunities for staff on supporting students with Autism, as part of Autism-Friendly University initiative
- We will increase the proportion of non-traditional entrants (DCU Access, Mature, Disability) to 21% of undergraduate entrants (2016/17 baseline= 19%)
- We will increase numbers of FETAC entrants to DCU by 20% (based on 2016/17 baseline)
- We will achieve our PATH III milestones including development of online platform on HE preparation and mentoring programme

Year 3 (2020/21):
- We will increase numbers of FETAC entrants to DCU by 30% (based on 2016/17 baseline)
- We will increase % of DCU entrants (DCU Access, Mature, Disability) to 23% of undergraduate entrants (2016/17 baseline= 19%)
- We will initiate mainstreaming plan to ensure long-term sustainability of PATH III initiatives
- We will develop a community network to support capacity building and partnership development for advising and supporting access within target communities.

4.5   Key System Objective 5

Demonstrate 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.

High Level Targets:

1. Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs;

2. All HEIs to engage in International benchmarking by 2020;

3. Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15);

4. Improve non-progression rates in STEM disciplines by 10% (differing discipline baselines);

5. All HEIs to have in place policies for digital teaching and learning by 2019;

6. The HEA will develop guidelines to steer the process of total quality management, in line with best international practice.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 5. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

DCU Strategy summary:

A commitment to teaching excellence has been a hallmark of DCU since its inception. Continuous improvement of the quality of teaching and of the learning experience of our students is a core goal of our current strategy. We recognise that, over the lifetime of this strategy and beyond, our learners will be drawn from increasingly diverse life-stages, cultures, abilities, and circumstances. This more diverse learning community challenges us to reflect on and to re-imagine the student learning experience.

In order to address these challenges, we will develop a framework that recognises and values continuous professional development of all staff that are involved in influencing the student learning experience. Within that framework, and drawing upon expertise and best practice across DCU Faculties and beyond, we will implement a multi-faceted and multi-level approach that includes:

- a further extension of our portfolio of accredited and non-accredited professional development opportunities;
- CPD resources to assist academic and administrative staff in engaging with more diverse cohorts of learners;
- an accredited award in in Learning Innovation for Higher Education;
- a review of our current scheme of evaluation of teaching effectiveness and implementation of modifications that encompass staff, process, location, delivery mode, and assessment techniques.
- The development of Teaching Fellowship, to provide opportunities for academic staff the deepen knowledge of best practice pedagogies, with a particular emphasis on approaches to online learning

We recognise that learning is a partnership between learners and teachers, and we will employ student-centred learning design where the student voice is heard, and informs the design and implementation of the learning experience. To enhance the inclusivity of the learning experience, we will promote the principles of Universal Design in the design and delivery of all our programmes. The expected changing demographic of our student body will require that we design our programmes to allow for more flexible delivery. We will seek collaborative contributions from staff and students in the design of all learning spaces, both physical and virtual.

The affordances of digital technologies can fundamentally alter the way that students can learn and how higher education institutions can deliver and facilitate that learning. Those technologies can lead to a more inclusive learning environment that extends its reach to groups marginalised by circumstance or condition. We will continue to undertake research into the effectiveness and impact of digital technologies on student learning, and to implement appropriate evidence-led blended and online delivery initiatives that enhance the learning experience of our students.

Underlying these initiatives is a transformational process, re-imagining how we organise and deliver the entire student experience. In parallel with introducing a new Student Information System, we will undertake a fundamental review of our policies, procedures and structures to ensure that they support our strategic intent of greater flexibility and effectiveness in programme delivery.

Goal 1: To establish a Professional Development Framework for Teaching and Learning and to enhance significantly the learning experience of our students

National Alignment: *Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs.*

Strategic Initiatives:

Ref DCU Strategy: 1.2 Teaching Quality

During the lifetime of this strategy, DCU will develop a teaching and learning (T&L) enhancement framework, which shall comprise the following elements:

- The development of a professional development framework for T&L
- The establishment of a new DCU award in Learning Innovation for HE.
- A review of our assessment of teaching quality through a review of QuEST and identification of more effective processes/instruments
- Provision of designated funding at school level for staff teaching development in disciplinary domains (to include fellowships)
- Development of research-supported metrics of impact of T&L initiatives on student learning experience

Deliverables:

Year 1 (2018/19):
- We will develop and establish a Framework for Teaching and Learning to include an accredited award in in Higher Education
- We will identify and scope a partnership for internationally recognised fellowships, to recognised and build academic leadership in teaching and learning
- We will develop a revised scheme for the evaluation of teaching effectiveness, including a review of the QuEST module-level student surveys on teaching quality

Year 2 (2019/20):
- We will launch an accredited post-graduate programme in Higher Education
- We will establish a pilot scheme for DCU Teaching Fellows
- We will pilot the roll-out of a Teaching Effectiveness Scheme including the implementation of new model for student feedback on teaching quality

Year 3 (2020/21):
- We will achieve a 15% annual increase in participation on accredited programme (from launch baseline).
- We will identify at least 10 staff members to participate as DCU Teaching Fellows.
- We will complete the full roll-out of the Teaching Effectiveness Scheme

Goal 2: To renew and advance our Digital Teaching and Learning Strategy and to significantly increase our online provision

National Alignment: *All HEIs to have in place policies for digital teaching and learning by 2019*

Strategic Initiatives:
Ref: DCU Strategy, 1.1. Curriculum Reform

During the lifetime of our plan, DCU will build on its significant investment to date in Digital Teaching and Learning (e.g. appointment of Ireland's first Chair in Digital Learning; establishment of the National Institute for Digital Learning; introduction of Digital Learning Portfolio for every student) and will deliver a step-change in its on-line programmes at both undergraduate and postgraduate levels. This will be achieved by entering into a global strategic partnership with one of the leading online platforms worldwide and by creating a substantial, new university unit that will provide expertise in creating online programmes to academic staff in each of our five faculties.
Examples of the impact of these developments include:

- Online optional modules for first year undergraduate students
- A range of new online postgraduate programmes developed with each of our faculties
- An online engagement mechanism for international students
- CPD offerings addressing lifelong learning and upskilling needs of individuals and organisations

Deliverables:
Year 1 (2018/19):
- We will implement a range of initiatives that support online academic programme development, delivered through in-house and internationally recognised digital platforms
- We will implement a pilot phase of the delivery of new online postgraduate awards, initially in ICT domains, increasing our online postgraduate student numbers by 20% over the baseline 2017/18 numbers.

Year 2 (2019/20):
- We will implement Institutional Learning Design Guidelines for Blended and Online Delivery
- We will introduce a teaching fellowship scheme with a strong emphasis on blended and online learning
- We will launch significant postgraduate programme elements on online platform(s) allowing new models of programme delivery that support upskilling and international education targets
- We will launch online postgraduate awards in technology and business areas directed at national and international markets, increasing our online postgraduate student numbers by 30% over the baseline 2016/17 numbers.
- We will roll out online curriculum elements in the undergraduate curriculum, exposing all our on-campus students to online learning experiences

Year 3 (2020/21):
- We will launch further online postgraduate awards directed at national and international markets, increasing our online postgraduate student numbers by 60% over the baseline 2016/17 numbers.

4.6   Key System Objective 6

Demonstrate consistent improvement in governance, leadership and operational excellence.

High Level Targets:

1. Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations;

2. HEIs to have attained an Athena SWAN bronze institutional award by 2019 (TUs within 3 years of establishment);

3. All HEIs to submit their annual Governance Statements to HEA on time;

4. 100% compliance by HEIs with public procurement rules;

5. Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines;

6. Full transparency in HEI financial statements about accounting for Trusts and Foundations;

7. 100% compliance by HEIs with public pay policy;

8. 100% compliance by HEIs with public sector numbers controls;

9. Implementation of recommendations from rolling governance reviews;

10. HEA will develop individual compacts with the HEIs which reflect the overall ambitions of the System Performance Framework and local/regional opportunities;

11. Institutional strategic compacts will be assessed by a panel of experts, including international participants, to access their coherence and capacity for delivery.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 6. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

DCU Strategy Summary:

As in any organisation, the achievements and advancement of that organisation are dependent significantly on the quality and commitment of its employees. The upward trajectory of DCU over the past decade has built upon an engaged community of staff who shared, and believed in, the mission of the institution and contributed accordingly. Moreover, since its establishment, DCU has possessed a sense of community with a culture of respect and mutual support. Now, with a significantly changed scale, footprint, and staff profile, we recognise that we should focus closely on our staff cohort and on building a new community as we enter the next exciting phase of development for the University.

As a starting point, the focus is on identity and the lived experience of staff as we seek to establish and develop a new staff community and shared culture ('One DCU') following the major changes that have taken place at DCU over the past 5 years (e.g. through the Incorporation process). This will entail considerable consultation, listening, and social engagement experiences. Building on the theme of Talent in this Strategic Plan, we will expand our staff development activities, with a particular emphasis on leadership

Recognising the considerable increase in our scale and complexity of operations across multiple campuses, the issues of recruitment, retention, and succession planning assume even greater importance. With that in mind, we will develop and implement a comprehensive Human Capital Plan. We will also establish a new Staff Awards Scheme to recognise the outstanding contributions of our staff, especially in those areas that are not typically highlighted in a university environment.

The health and wellbeing of our staff are of critical importance and we expect that the rollout of our new Healthy Campus initiative ('DCU Healthy') will have a significant impact in that regard. We will also expand our commitment to Diversity and Inclusion. In particular, we will build upon our Women in Leadership suite of initiatives and introduce new elements that reflect our commitment to gender equality.

In terms of scale, geographic footprint, and disciplinary profile, DCU is a very different to the university that existed at the beginning of our last Strategic Plan ('Transforming Lives & Societies: 2012-2017'). Our new 'identity' presents us with new opportunities and challenges. Strategic Goal 4 focuses on enhancing the quality and effectiveness of our operations, and interactions with students and staff, in this new context. Central to this goal is the creation of a coherent, integrated, multi-campus University ('One DCU').

We will continue to invest in the digital infrastructure supporting campus activities, especially in the areas of teaching and learning, research, and administration. The next phase of development, however, will focus on the integration of systems that will enhance the operational effectiveness of the University and the quality of process interactions with both students and staff. This approach will leverage the affordances of digital technology to enhance the 'student journey' and the 'staff experience' in a roll-out of our Digital Campus vision. Our digitally-connected University will provide us with comprehensive data on university activity and, therefore, and evidence basis for strategic planning and decision-making. We will establish a new Unit (Strategic Intelligence and Operational Excellence) to coordinate activity based on these new opportunities.

DCU is an ambitious university that aspires to excellence across all dimensions of its core activities. Realisation of our ambitions demands resources at levels that have not been provided from exchequer sources for most of the past decade. Although these deficits have been identified clearly as a major sectoral problem in the Cassells Report ('*Investing in National Ambition: A Strategy for Funding Higher Education*'), and although its significant recommendations to remedy that problem are still under consideration by Government, it is not yet clear what actions might be taken and on

what time-scale. With this in mind, we have commenced a process that sets out to address, albeit partially in the first instance, the gap between exchequer funding and the resources required to support our ambitions to advance the University towards consistent excellence. The starting point is a decision to establish a comprehensive Income Generation Plan that will leverage the potential of a broad range of activities in which DCU is engaged. It is clear that many of these activities may need to be up-scaled and/or refined, but the plan may also point to some new activities. Successful implementation of the plan will require coordination by a new Business Development Unit that will engage with key individuals in Faculties and Units across the university. Such engagement will need to be incentivised at Faculty/Unit level so that additional, successful activity will lead to beneficial developments at local level. By conducting an Income and Cost Base Review, we will also ensure that the real value and cost of our ongoing activities is understood and can be acted upon.

Goal 1: To value and develop our staff community and to create a positive working culture that embraces diversity and inclusion

Ref DCU Strategy: 5.1 Culture and Community; 5.2 Talent Development; 5.4 Awards Scheme; 5.6. Diversity and Inclusion;

National Alignment: *HEIs to have attained an Athena SWAN bronze institutional award by 2019; Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations;*

Strategic Initiatives:

i.   Culture and Community
We will foster the development of a Staff Community ('One DCU') focusing on culture, identity and the lived experience. Following comprehensive consultation, we will develop a Staff Community Implementation Plan that will take particular account of our new multi-campus, post-incorporation situation.

ii.   Human Capital Plan
We will develop a comprehensive Human Capital Plan focusing on strategic recruitment, retention processes, and succession planning, and increase the emphasis on staff talent development through the expansion of our Coaching and Mentoring Programme and extending access to our Leadership and Management Programme. Throughout such initiatives, we will emphasise our commitment to our core value of 'Ethical Behaviour'.

iii.   Equality, Diversity and Inclusion
Building on the university's institutional level Athena SWAN bronze award, we will focus on achievement of at least 2 School Level and 1 Faculty level Athena SWAN Bronze awards as part of our institutional renew in 2020. The expansion of the university's commitment to the principles of Athena SWAN will form part of a broad ranging set of initiatives promoting an inclusion and diversity agenda. We will continue our commitment to our 'Women in Leadership' suite of initiatives and support the development of our Centre of Excellence in Diversity and Inclusion.

Deliverables:
Year 1 (2018/19):
- We will complete a cross-institutional staff survey on staff well-being and diversity
- We will host an online brain-storming event using the DCU Fuse platform for staff consultation on the "One DCU" Community Implementation Plan
- We will develop and launch a Centre of Excellence in Diversity and Inclusion

- Under Athena SWAN, we will complete application for Departmental Bronze award by 1 academic School
- We will deliver a suite of initiatives and events as part of the Women in Leadership initiative

Year 2 (2019/20)
- We will launch an institution wide 'One DCU' Implementation Plan
- We will finalise a Staff Development Plan, to include road-map for expansion of our Coaching and Mentoring Programme and Extended access to our Leadership and Management Programme.
- We will launch an Annual Staff Awards Scheme to recognise staff contributions and excellence at DCU
- We will deliver a suite of initiatives and events as part of the Women in Leadership initiative
- Under Athena SWAN, we will complete application for Departmental Bronze award by 2 academic Schools

Year 3 (2020/21):
- We will submit application for DCU to achieve "Healthy Workplace" accreditation
- Over the lifetime of the Compact, we will host 6 cross-campus staff-focused events (avg 2 per academic year)
- By 2020/21, 30% of core academic and non-academic staff will have engaged in professional development opportunities over lifetime of the Compact
- We will deliver a suite of initiatives and events as part of the Women in Leadership initiative
- Under Athena SWAN, we shall achieve renewal of Institutional Level Bronze Award, and make application for Departmental Bronze/ Silver Award by 1 academic Faculty

Goal 2: Enhance the operational effectiveness of the University through initiatives to drive non-exchequer revenue, environmental sustainability and operational excellence in our processes

National Alignment: *Demonstrate consistent improvement in governance, leadership and operational excellence*

Strategic Initiatives:
Ref DCU Strategy: 3.1 Income Generation Plan; 3.2. Business Development Unit; 4.4 Strategic Intelligence and Operational Excellence; 8.1 Sustainability Plan;

i.   Income Generation Plan
In order to provide financial resources commensurate with its ambitions and commitment to quality, the University will leverage opportunities arising from a broad range of areas including our student profile (including international students), transnational education provision, online education, CPD and upskilling, and consultancy, as well as an expansion of our commercial activities. A key element of this approach will be the establishment of a Business Development Unit that will support the pursuit of income generation opportunities developed across the University (Faculties, Units, DCU Commercial).

ii.   Development of a Sustainability Plan
The University will embed sustainability as a key driver in DCU operations including building management, energy, water, CO_2 emissions, transportation, operational resilience, public realm spaces and in the construction of new buildings. The new challenges facing DCU in operating a decentralised campus will have to be taken into account in pursuing this strategy.

iii. Strategic Intelligence and Operational Excellence

We will establish a Strategic Intelligence (SI) and Operational Excellence (OE) unit to lead the institution's approach to the implementation of Lean process design and development in key administrative processes within the university. The unit shall also support the scoping and implementation of strategic intelligence tools and approaches to support leadership decision-making and analysis.

Deliverables:

Year 1 (2018/19):
- We will create a Strategic Intelligence (SI) and Operational Excellence (OE) Unit, with one active SI project, and one active OE project
- We will complete the development of a DCU Sustainability Plan, including establishment of Ecological Footprint metrics
- We will develop an Income Generation Plan in collaboration across the University, including the DCU Commercial Group of companies

Year 2 (2019/20):
- We will establish a Business Development Team to support the pursuit of income generation opportunities and coordinate an annual competition soliciting income generation ideas
- We will conduct an income and cost base review, establishing a continuation criteria for activities, and identifying efficiencies, savings and opportunities
- We will initiate one further active SI project, and management of a pipeline of OE projects

Year 3 (2020/21):
- We will deliver on commitments to a plastic-free campus as part of the DCU Sustainability plan
- We will deliver a portfolio of strategically aligned SI projects to support decision-making, and a managed pipeline of IE projects
- We will increase non-exchequer revenue from commercially generated sources by 10% from 2017 baseline

DCU Approach to Benchmarking

In the delivery of our strategy, as reflected in this Compact Agreement, DCU will actively benchmark its performance, where possible, to a number of selected comparator institutions. These include,

- "Young", research-intensive universities, with a reputation for innovation and knowledge-transfer. We will particularly focus on institutions that do not have an associated medical school. Examples of this include: Strathclyde University, Lancaster University, Loughborough University, University of Bath
- Partner institutions of two major European Networks of young and innovative universities. These include, YERUN (Young European Research Universities) and ECIU (European Consortium of Innovative Universities)

6. Annual Compliance Statement

The HEA will take into account ongoing compliance with important foundational requirements such as:

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

Where significant or urgent governance or compliance issues arise, such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, an institution may be deemed not to have met the minimum requirements of strategy and performance dialogue.

7.   Agreement

To be completed following the conclusion of the strategy and performance dialogue process.

The HEA and Higher Education Institution agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to the place of Higher Education Institution within the system.

Signed: _____

Date: _____ 26/2/19 _____

Chief Executive, Higher Education Authority

Signed: _____

Date: _____

President, Higher Education Institution

Signed: _____

Date: _____

Chair, Governing Body, Higher Education Institution

Appendices

We (Higher Education Institution) include the following appendices with our performance compact. List the appendices here:

☐	**Appendix 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
☐	**Appendix 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
☐	**Appendix 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
☐	**Appendix 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
☐	**Appendix 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
☐	**Appendix 6**: Demonstrates consistent improvement in governance, leadership and operational excellence
☐	**Appendix 7**: Institutional quantitative data return (September 2018)