



Strategy and Performance Dialogue 2018 – 2021

HEI Self Evaluation Report on Progress

1 September 2018 – 31 August 2021

Section A: Summary Information

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| Name of Institution | Institute of Art, Design and Technology, Dún Laoghaire |
| Name and email address of contact person | David Smith, President — david.smith@iadt.ie |
| Date of submission | 11 April 2022 |

Section B: Overview of Institutional Strategic Development and Performance

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| <p>Critical Reflection</p> <p><i>Max. 5,600-character limit (750-800 words approx.)</i></p> | <p>IADT has successfully negotiated this challenging period and in the majority, we have delivered commitments made under both this Compact and within our current Strategic Plan. All the while, managing significant change and “churn” since 2018, across Senior Management, Executive Management, including the appointment of a new President (April 2020) and the establishment of a new Governing Body (April 2021).</p> <p>This period of great disruption due to COVID, also saw significant changes and transformation within HE as the Technological University “project” accelerated at pace. With our unique mandate as Ireland’s sole Institute of Art Design & Technology, we have negotiated this period of change – focused upon the delivery of our Strategy – while advancing our distinct offer as we strive to distinguish ourselves within an increasingly competitive and regionally focused HE Landscape.</p> <p>Previously noted, the successful completion of the Programmatic Review between April and June 2020, ensured that all of IADTs programmes have been assessed and benchmarked to the highest international standards. In addition, the successful implementation of changes and improvements (including a common curriculum framework across the majority of our programmes) ensures that our students will graduate from programmes fully-focused on meeting the future knowledge and skills needs of the Irish economy.</p> <p>Despite varied challenges, over the term of this Compact, IADT was directly involved, with diverse partners across HE and Enterprise, in successful Research, Innovation and other strategic bids, nationally and internationally, to a value in excess of €27M. This success, and the increasing number of PhDs among staff, has been transformative for the Institute and reflects a step-change in outlook and ambition as we seek to address “historic under-performance” in RDI activities.</p> <p>The changing landscape also required us to accelerate the completion of our current Strategic Plan (end 2022 vs end 2023) to allow the Institute to consolidate our existing offering, deliver upon short-term strategic priorities, and more importantly to create favourable conditions to fully explore future strategic opportunities and develop our new strategy (early 2023). A strategy that will propel the next phase of the Institute's Strategic and Academic development, and potentially, towards the establishment of a University for the Creative Industries.</p> <p>During the period covered by this Compact, and with respect to Academic Quality Standards and Strategic Academic Developments, IADT has been both compliant with, and motivated to meet, National targets set by the HEA or other external bodies. However, whilst we have met or exceeded many of the targets set (as seen in this Compact), we now plan to develop our own agenda and move from the tactical or target driven approach (set Nationally) to a more strategic approach. This is driven in part by the Joint-Sectoral Protocol between Designated Awarding Bodies and QQI for the Inclusion of Qualifications within the National Framework of Qualifications. This document sets out that DABs will have, “their own strategies for</p> |
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| | <p>contribution to national and regional ambitions for lifelong learning, social mobility and widening participation...” These are priorities that will be clearly evidenced in our next Strategic Plan.</p> <p>With respect to risk: Through financial prudence, our continued high-level of compliancy and high-standard of Corporate Governance, and operational excellence ensured that varied risks attributed to Covid were deftly negotiated, while external reputational challenges and associated risks were handled promptly and transparently.</p> <p>As this Compact ends, we have maintained the momentum set over the last two years and are progressing at pace to meet the evolving and emerging National priorities across Higher Education. Our shared ambition is to further cement IADT’s position as Ireland’s leading centre for teaching and research in the creative cultural, and technological sectors. Our outlook is at once local, regional and national but ever-increasingly international. We believe IADT is where the next generation of creative, innovative, and entrepreneurial leaders are nurtured and empowered to drive Ireland’s economy. Through our efforts across this Compact, we have created and seeded a ‘virtuous ecosystem’ centred on IADT with links to other local network partners, state agencies, other HEIs and our European and International colleagues in Film EU and beyond. More importantly, we believe the Institute’s progress and transformation over the last 2-3 years provides ample evidence of our capacity to meet and exceed international benchmarks for a specialist University for the Creative Industries. As a specialist HEI we are obliged to sustain, grow, and protect our unique mandate – not to do so would result in a loss of identity, opportunity, and credibility for the Screen and Cultural, Creative Industries in Ireland.</p> <p>We are committed to the Technological sector. We believe strongly in the viability – and necessity – of a specialist Institution within the Technological (University) Sector that meets the distinct needs and objectives of Ireland’s Cultural & Creative Industries. However, in our view, the strategic options available to IADT under current TU legislation are extremely limiting and other options may need to be explored to fulfil our ambitions. We will continue to work closely with the HEA to realise all future potential and strategic opportunities that exist for IADT.</p> |
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Section C: Key System Objectives (KSOs)

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| <p>KSO 1</p> | <p>Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability</p> |
| <p>KSO 1 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p> | <p>Our strategy to attract, retain and grow student numbers through our unique suite of courses is built on:</p> <ul style="list-style-type: none"> — Reputation of our graduates and staff — A suite of responsive industry-focused programmes — Industry and sectoral links — Regional, National and International partnerships <p>While student numbers have been stable during the term of this Compact the anticipated growth at UG level has not been achieved. The principal reason is space and capacity and critically the delay in the Digital Media Building (due to open originally September 2021). While ECF restrictions play a part here too, our ambitious projections were mostly predicated on the additional capacity the Digital Media Building would provide during the term of this agreement. That said, we have through Programmatic Review implemented a significant level of change to bring all programmes more in line with market and national skills needs, retiring some programmes and adapting others so that the institute is ready for the next phase of growth. Currently 7 × new UG programmes are in development with an estimated student intake of 175 per annum to align with the scheduled opening of the Digital Media Building in Sept 2024.</p> <p>Given this context, we have in the short term at least, pivoted and focused on graduate and postgraduate professional part and full-time provision. Here we have seen a marked increase in the number of programmes and students rising to 19% of the overall student body. We now have 20 SPAs from a baseline of 7 in 2017 and 14 Full time and PT postgraduate programmes from a baseline of 8. 10 further short-form L8/L9 programmes are in development at a faculty level as we work towards offering a suite of accredited micro credential programmes. In addition, 25 new L8/L9 minor awards are being developed under the banner of the Creative Futures Academy.</p> <p>Flexible & diverse modes of delivery/practice integrated across all UG programmes. These are practices that were deepened and extended due to Covid. Important learning has resulted from the recent crisis. Online learning works in certain contexts and blended learning is an important tool especially at L9. New digital practices are now embedded at all stages of learning, including a new digital recruitment platform that has increased access.</p> |

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| | <p>For the period 1 September 2018—31 August 2021, and consistent with the System Level Objective, IADT continued to provide a strong talent pipeline. This has been achieved through:</p> <ul style="list-style-type: none"> — Steady and increasing intake to IADT specialist postgraduate programmes — Strong graduate progression and retention rates (IOT data) — High graduate employability levels (HEA: Graduate Employability Surveys) — Meeting identified industry skills needs and gaps (Together for Design report; Future Skills Reports; Labour Market Monitor) — Meeting current and future digital, product and strategic design skills needs to support Ireland’s enterprise and employment growth (Design Skills Implementation Group Year in Review 20-21) — Industry ready graduates with specialist disciplinary skills and employability skills including skills development for the CCI sector, transferable skills and transversal skills. Resilience , flexibility and experience with different blended learning platforms providing valuable preparation for future world of work. — Inclusion and Diversity strongly promoted (included MIPLOs) and specific programme provision (UG and PG) | | | |
| <p>Strategic Priority 1.1</p> <p>To attract, retain and grow student numbers through our unique suite of courses within the HEI sector</p> | <p>Key Performance Indicators</p> | <p>Pre-compact Baseline 2018</p> | <p>Overall Target 2018-2021</p> | <p>August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i></p> |
| | <p>% of students studying on a flexible basis</p> | <p>No baseline</p> | <p>25%</p> | <p>Students on PT & Flexible Learning pathways:</p> <ul style="list-style-type: none"> — 123 × Students SPAs — 115 × PG MA/MSc/MBus — 223 × PG P/T — 9 × MA by Reseach — 117 × July Stimulus <p>19% of overall Student Population</p> |
| | <p>% of students numbers in the age range 25-65</p> | <p>6.7% (2018/19) 10% (2019/20)</p> | <p>10% (2019/20) 15% (2024/25)</p> | <p>26% in 2021/22</p> |

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| | # of new programmes to meet industry demand | No baseline | No target set (but programmes developed in reporting period) | <p>Prog. Review = 18 × UG progs. w/industry readiness integral to redesigned provision.</p> <p>PG in place Aug 2021, incl.</p> <ul style="list-style-type: none"> — 3 × MA + 1 MBus — 7 × Jul Stimulus progs. — 2 × Springboard PG Cert — 2 × PGDip Springboard |
| | # of new entrants on ICT based programmes. | 67 students on ICT-based programmes in 2017/2018 | No target set | <p>430% Increase since 2018.</p> <ul style="list-style-type: none"> — 293 Students across a range of UG and PG ICT Based programmes. |
| | # of students engaged in lifelong learning | <p>Special Purpose Awards in 2017/2018: 188</p> <p>Adult Education: 204</p> | No target set | <p>Notable increase recorded (+ 30%);</p> <ul style="list-style-type: none"> — 389 Students on SPA / PT MA / PGDipp — 117 Students on July Stimulus programmes |
| | # of programmes with at least one module delivered online | IADT had no modules delivered online in 2017/2018. | No target set | <p>All IADT Programmes delivered 100% online for the last 2 years due to Covid.</p> <p>Post-Covid all Programmes (UG&PG) commit to a baseline 20% of all delivery remaining online.</p> |
| | # of professional certificates (SPAs) and postgraduate | IADT has 7 Special Purpose Awards and 8 full-time and 5 | No target set | <ul style="list-style-type: none"> — 17 × MA/MSc/MBus/PGDip — 20 × SPAs (L8 Certs/PG Certs) |

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| | programmes to meet industry needs. | part-time Postgraduate programmes in 2017/2018 | | that are industry focused. — 7 × July Stimulus All designed to meet industry demand. — 25 + PG Courses / Degrees in development through CFA & FilmEU |
| | # of new entrants on programmes in specified disciplines | 21: Animation (2017/18) | No target set | — 37 × Y1 Students 2020/21 — 76% increase |
| | | 34: Film (2017/18) | No target set | BA(Hons) Film & TV Production split into 2 × Degrees under Programmatic Review. 2020/21 — 25 × Y1 Students in Film — 14 × Y1 Students in TV — 14.9% Increase Since 2017/18 |
| | | 61: Applied Psychology (2017/18) | No target set | — 72 × Y1 Students 2020/21 — 18% increase |
| | | 31: Creative Music Production Level 7 (2017/18) | No target set | Programme revalidated at L8 under Programmatic Review — 45 × Y1 Students 2020/21 — 45% increase |
| # of portfolio courses | 2* portfolio courses offered at IADT in autumn 2017/2018 and 2*portfolio courses offered in summer 2018. | No target set | Regretfully all Portfolio courses were suspended due to Covid 19. 5 × New Portfolio courses launched for 2022, with 12 × | |

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| | | | | Intakes across from June 2022 through to Spring 2023. |
| | # of students studying in two city-centre campuses | 127 students BA/BA(Hons) in Creative Music Production/ 19 students MA in Art Research Collaboration | No target set | Generally Stable with a modest increase of 5% — 153 Students based in Dublin 1 and Dublin 2 sites |
| SP 1.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i> | <p>IADT continues to focus on growing student numbers through developing a suite of courses within the HE sector that is focused on the creative industries. As noted undergraduate development remains a challenge. However, postgraduate development, by necessity, has grown at pace. Both faculties have also availed of funding streams such as Springboard. Resource allocation remains an issue – space, staff expertise & time being the most pressing challenges.</p> <p>There is a desire & ambition to grow Animation, Psychology, Film & Creative Music Production and despite modest growth IADT is limited in what can be achieved, based on the current campus envelope. However, with additional capacity sustainable long-term growth is achievable in nationally important disciplines (in particular Film & Animation) eg. the new Digital Media Building will facilitate two additional Animation BAs.</p> <p>Targeted L9 development is an important aim for IADT with a view to being the leading provider of for CPD/PostGraduate studies focused on the Creative Industries. Sustainable business models are being developed to ensure successful implementation of programmes. Challenges remain in this professionally oriented space as the average student has a higher ‘customer level’ expectation. Blended & flexible learning is key & via the Creative Futures Academy we have successfully piloted models for a 2022 start.</p> | | | <p>Colour rating for this Strategic Priority: Green</p>  |

| Strategic Priority 1.2 | Key Performance Indicators | Pre-compact Baseline 2018 | Overall Target 2018-2021 | August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i> |
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| To transfer and embed knowledge, skills and employability in IADT students and graduates for leadership roles regionally and nationally, that respond to Europe's skills needs in the CCI sector as well as the public and community sectors | % programmes reviewed for entrepreneurship and employability skills content | IADT has entrepreneurship and employability embedded in programmes across IADT | Review of all programmes for entrepreneurship and employability skills content | Following Programmatic Review (PR) in 2020 – All IADT programmes have entrepreneurship & employability skills embedded in Professional Practice & Workplace modules. |
| | % of programmes with digital literacy embedded | Not formally embedded across all programmes | Digital literacy embedded across all programmes | Consistent with PR's "digital first" ethos all programmes have digital literacy embedded in their Teaching & Learning objectives. |
| | Integrated curriculum and extra curricula programme of personal and professional education for all stages | Some programmes in place (2018) | Implement areas addressed in undergraduate Programmatic Review (2019/20) | Through PR all UG progs. have personal & professional development in the PLOs. Extra-curricular community, social & cultural engagement integrated as "the norm" across all progs. 5 modules shared cross-faculty. |
| | SP 1.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i> | IADT, in line with our Strategic Plan 2019–2023, uses a range of relevant reports as its benchmark in ensuring that knowledge, expert skills & employability skills are attained by graduates in preparedness for industry. Our aim is to prepare graduates for leadership roles regionally and nationally, and to transfer and embed knowledge, skills and employability in IADT students and graduates so as to achieve leadership roles regionally that respond to Europe's skills needs in the Creative & Cultural Industries (CCI) sector, as well as the wider public & community sectors. | | |

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| | <p>IADT’s Strategic Plan aligns with the National Skills Strategy 2025 through the provision of knowledge, skills & competence delivered in a flexible, innovative and interdisciplinary mode embedded in the unique suite of programmes with skills in critical thinking, design, digital & entrepreneurial skills, to equip learners for employment and lifelong learning.</p> <p>The alignment of IADT’s Strategic Plan to National & HE, Skills & Economic policies is evident in IADT’s emphasis on Entrepreneurship & Design Thinking within our programmes & accredited student placements in all programmes. Our Media Cube provides incubation space for digital media start ups (incl. IADT grads). It provides a pipeline for members to scale up, via IADT/UCD New Frontiers, & potentially migrate to HPSU status within EI’s innovation eco-system.</p> |  |
| <p>KSO 2: Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community</p> | | |
| <p>KSO 2 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p> | <p>IADT has made a number of new steps towards progressing the strategic objectives for National and International engagement by leveraging existing collaborations to develop and expand our international participation further. There is strong evidence of the growth & reach of IADTs’ reputation internationally through the increasing internationalisation of L8&L9 programmes, in Animation, Film and Design for Film from Canada, Asia, Brazil, Columbia, North America and China. An increase in EU students is most evident in the Faculty of Film, Art and Creative Technologies. Other programmes including Graphic Design & Television attract a high level of interest from national and international students. IADT has seen a growth from both European and International students that provides a rich diversity within the programmes and across the wider student body.</p> <p>During the Academic Year 2020/21 a dedicated International Officer was recruited to support the implementation of our Strategic Plan. The officer is tasked with maintaining traditional KA1 mobilities (inwards + outwards) and also identifying the key markets for IADT to focus upon in order to stimulate sustainable international growth. The impact of the new international office personnel has facilitated the implementation of establishing formal partnerships with international HEIs and further developed our Erasmus Programme through engaging with national and international support agencies.</p> <p>IADT has begun an extensive review and revision of procedures and support systems involving international applications which we envisage will contribute towards growing and supporting the number of Non-EU students choosing to study at IADT with a particular focus on targeting master level students.</p> <p>IADT still faces challenges when seeking to grow and develop the recruitment of International students, principally the historic issue of not having dedicated on-campus student accommodation. However, we are hopeful that student accommodation, in development, adjacent the campus will address this in time. During the Pandemic, we have seen a slight drop in the number of students seeking to</p> | |

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| | take part in the Erasmus programme, however with the restrictions on travel being lifted there has been a notable uplift in mobilities. Projections for 2022/23 for the Erasmus programme indicate a return to the previous high level of activity and mobilities that have proven so successful for IADT. | | | |
| Strategic Priority 2.1 Increase IADT's international profile to include increases in international student numbers, joint projects and partnerships | Key Performance Indicators | Pre-compact Baseline 2018 | Overall Target 2018-2021 | August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i> |
| | % of undergraduate programmes that have an embedded work placement or work-based project | 75% had opportunities for Work-Based Projects or placements | 100% | All Undergraduate programmes have developed some element of work placement over the 3 year period. Erasmus opportunities for Graduate traineeships have also increased year on year. |
| | # of international and national agreements for joint programme development and delivery | 2: <ul style="list-style-type: none"> George Brown College, Canada Loras College, USA | No target set | Current Agreements with other HEIs: <ul style="list-style-type: none"> National × 8 European × 15 Erasmus × 49 International × 8 UK × 2 (Loughborough + Bath) <ul style="list-style-type: none"> Total # Agreements w/Joint Development & Provision = 10 (500% Increase) |
| | # of EU and non-EU international students | 78 full-time international students (2017/18) <ul style="list-style-type: none"> 32 EU students | No target set | Total: Intl 104 Total: EU/EEA/UK 138 (242) |

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| | | <ul style="list-style-type: none"> 46 non-EU students | | 2020-2021 — 29 x International Students — 55 x EU 2019-2020 — 46 x International Students — 52 x EU 2018-2019 — 29 x International Students — 31 x EU |
| | # of incoming and outgoing Erasmus mobilities (study and traineeships) | 2019/2020: Incoming students:44 Outgoing students:23 | Increase – no specific target | Erasmus Mobilities — 80 x incoming students — 68 x outgoing students — 18 x student on Erasmus traineeship — 10 x Grad traineeships Total Mobilities 176 (+225%) |
| | % of students at Level 9 | 12% PG students (2018/19) | No target set | 2020-2021 — 29 x International Students — 55 x EU/EEA/UK = 84 / 20% of PG Learners Target Achieved |

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| <p>SP 2.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p> | <p>Building upon organic growth within our own networks, IADT is also actively engaging with Enterprise Ireland & Education in Ireland to advance future International recruitment in a more targeted approach and build upon progress to date.</p> <p>Current Partners and Alliances include; National: IADT has MoUs signed with 6 colleges in the FE sector which relate to progression pathways. The Creative Futures Academy, which is currently entering its 2nd year, continues to enjoy joint programme development with IADT, UCD & NCAD.</p> <p>European: The European Universities Alliance, FilmEU, is progressing with the continued collaboration with Lusófona University in Portugal, Luca in Belgium and Tallinn University in Estonia. Asso. partners in the Alliance include Aalto in Finland & Filmuniversitat Babelsberg Konrad Wolf in Germany</p> <p>International: Yerevan State Academy of Fine Arts, Armenia; Yerevan State Institute of Theatre & Cinematography, Armenia; George Brown College, & Sheridan College, Canada; Northern (Arctic) Federal University (NArFU), Russia</p> <p>Funded International Collaborations include: Digital Mythologies (Erasmus+ KA220), with Aalto University, Finland, Vilnius Academy of Arts, Lithuania, Artesis Plantijn University College Antwerp Belgium, Katowice in Poland & the Iceland University of the Arts.</p> <p>Feminist Art Making Histories (AHRC, UK), IADT and Loughborough.</p> | | | <p>Colour rating for this Strategic Priority: Green</p>  |
| <p>Strategic Priority 2.2</p> | <p>Key Performance Indicators</p> | <p>Pre-compact Baseline 2018</p> | <p>Overall Target 2018-2021</p> | <p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p> |

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| <p>Increase the output value of internationalisation per annum by 2020</p> | <p>Output value (€) of internationalisation per annum</p> | <ul style="list-style-type: none"> • International Fee income €558,000 (2019) • European Universities initiative value in excess of €1.1 million over 5 years • Value of Kinoeyes funding is c.€110K per annum over 5 years • International project funded by the EU TREND 2017 – 2020 is c.€75K | <p>No target set</p> | <p>Total Value of Internationalisation: — 1,462,863 Euros</p> |
| <p>SP 2.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p> | <p>IADT is committed to global engagement and we will continue to embed an international perspective into our main activities, including the expansion of our current strategic alliances with European and International partners. By expanding our alliances and creating a network of strategic international partners within the cultural and creative industry, IADT aims to increase the value of internationalisation.</p> <p>IADT is the home of the National Film School (NFS) that has a widely recognised international reputation with highly successful alumni receiving OSCAR®, BAFTA, EMMY and IFTA awards. IADT has a strong established pipeline of international postgraduate students from Canada through our collaborations with Sheridan College and George Brown College. Our new International Officer has continued to expanded our Erasmus engagements, which now includes over 53 European Institutions. The team is continuing to work on creating new networks primarily in India and North America and is also beginning to focus on growing engagement in Asia and South America.</p> <p>The IADTs Strategic Plan is committed to the inclusion of an international perspective across the university’s programmes and processes. Building on strong existing partnerships, with future plans to develop a dynamic, global network of partners in Europe, North America, India and Asia.</p> | | | <p>Colour rating for this Strategic Priority: Green</p>  |

KSO 3: Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.

KSO 3 Summary Statement

Max. 4,200-character limit (550-600 words approx.)

As noted previously, progress anticipated in these strategic priorities was impacted by vacancies in Senior roles (overarching Director of RDI and the Head of Research) for much of the period. This put additional pressures on the capacity of the leadership, meaning that progress with select strategic priorities slowed. Conversely, appointments made in 2021, and further investment by the Institute, offer new opportunities as a new Post-Compact period commences. The recently appointed Director of RDI has extensive experience in the Irish University sector, including in centres with substantial SFI & industry funding, and has significant national networks and similar at EU level. In research, a Staff Research Policy and Strategy was adopted in the period.

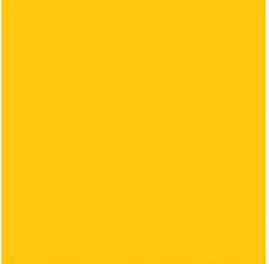
IADT's decision to fund a new CRIS and supporting activity, and a full review of strategy and policy now underway, will build upon this activity and allow the Institute to support higher volumes of research activity (including bidding). Research funding has begun to grow (year on year) during the period, with awards secured from IRC and a number of EU schemes (including two Horizon 2020 projects). Moreover, in the year to date 2021-22, IADT has already seen a first SFI award & three new EU projects awarded (one as coordinator), and a promising level of staff activity in response to domestic & EU calls, alongside the initial impact of FilmEU RIT (the R&I component of FilmEU), and being a full partner in a bid for a major EU multi-year investment in creative industries research (decision pending). The MA by Research programme did not grow during the period and will be relaunched as a structured programme in 2023; other anticipated developments in respect of staff contracts and associated supervisory capacity (e.g. through the OECD Review) will provide further support. The institute is immensely proud of the continued growth in PhDs among our Staff (57 staff/38% of WTE) and we are focused on supporting them fully as they progress & grow their Research activities in line with the Institute's strategic priorities.

The Public Design Lab (PDL) est. 2020 is a dedicated interdisciplinary hub, that drives a vision for IADT to collaborate & consult with industry, national / local government and civic partners, and to develop advanced research with positive social and environmental impact that is in line with national & EU strategic and sustainable priorities. The ambition of the PDL is to create collaborations that will support innovation and policy development and produce socially engaged graduates with the skills and experience required to contribute to economic, social and cultural development in ethical and ecologically sustainable ways.

There has been a concerted push towards expanding IADT's European collaborations with initial steps completed towards engaging 40 NEW organisations/partnerships across Europe to pursue research and innovation activities.

Enterprise and Innovation at IADT have benefited from a significant investment from the Enterprise Ireland New Frontiers programmes of €1.6m and has facilitated the development of a cohesive partnership with NovaUCD. The programme will have an immediate and positive impact on the full Media Cube Community Network and the wider start-up community in the DLR, South

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| | <p>County Dublin and North Wicklow Regions. The IADT research and innovation community continue to avail of direct support from the Dublin Region Innovation Community (DRIC) funded by Knowledge Transfer Ireland. DRIC, led by TU Dublin, provides expert knowledge and guidance on KT activities which has had a direct impact on the increased level of IADT's industry engaged collaborations and knowledge transfer outputs.</p> <p>Successive SERs under this Compact have recorded deficits in progress in the growth of Research and Innovation at IADT. However, significant learnings and substantial changes have been implemented over the last year. Changes that drive toward a strategic leadership approach, optimising existing national support and expanding the reach of partnerships and engagements. Changes that will ultimately yield significant gains & opportunities in RDI for IADT.</p> | | | |
| <p>Strategic Priority 3.1</p> <p>To grow our research activity, including applied research as measured by increased research student numbers and increased research income</p> | <p>Key Performance Indicators</p> | <p>Pre-compact Baseline 2018</p> | <p>Overall Target 2018-2021</p> | <p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p> |
| | <p>Research Strategy and Academic Plan</p> | <p>Draft Research Strategy and Academic Plan in place</p> | <p>Approve and publish Research Strategy and Academic Plan</p> | <p>Plan and Strategy adopted, now due for full revision and development of supporting policies and procedures.</p> |
| | <p># of Research Masters students</p> | <p>7 Masters by Research students enrolled at IADT for 2017/2018</p> | <p>No target set</p> | <p>5 students commenced their studies on this programme (2020/21)</p> |
| | <p>Amount (€) of national and international research funding</p> | <p>Irish Public Research income €200K (2018)</p> | <p>No target set</p> | <p>2020/21 Irish public research awards 315k Total EU research awards 521k Positive growth achieved year on year from 2018. First H2020 award in 2019-20; first large IRC award in 2020-21. Overall €1.3 million</p> |

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| <p>SP 3.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p> | <p>With the appointment in May 2021 of a new Head of Research (one with a significant research profile and experience in funded and collaborative projects) notable success followed in national and international competitive calls, as such there is good cause for confidence in the accelerated development of an Institute-wide Research Culture (& Community). Both Faculties are active in developing proposals and projects and there is growing expertise available especially in interdisciplinary and collaborative approaches, further supported by FilmEU's dedicated initiatives (including training) for research including artistic research that strongly aligns with IADT's disciplinary profile. The planned overhaul of the Masters by Research will match these developments & provide a sustainable model for growth.</p> <p>As noted initial steps have been made towards engaging with new organisations across the EU to pursue research & innovation activities. If successful this will greatly increase opportunities and income. However – and given the challenges / deficits faced by IADT – we are more than satisfied with the progress and learnings achieved over the period, and can positively report, that over the term of this Compact, IADT was directly involved, with partners across HE & Enterprise, in successful Research, Innovation & other strategic bids, nationally & internationally, to a value of €27M.</p> | | | <p>Colour rating for this Strategic Priority: Amber</p>  |
| <p>Strategic Priority 3.2</p> <p>To row our enterprise and innovation partnerships to include increased innovation vouchers, industry and community partnerships and projects</p> | <p>Key Performance Indicators</p> <p># of spin-ins and spinouts</p> | <p>Pre-compact Baseline 2018</p> <p>No 'Spin-outs' established in 2017 (source KTI)</p> | <p>Overall Target 2018-2021</p> <p>No target set</p> | <p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p> <p>Via participation in the DRIC consortia, IADT has significantly developed its knowledge & expertise through training, events & upskilling of staff. Providing IADT with the foundation to develop its own capacity</p> |

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| | # of innovation vouchers | 10 innovation vouchers commenced (2019/20) 14 innovation vouchers completed (2019/20) | No target set | 9 × innovation vouchers commenced in 2020/21, with 7 × IVs completed. DRIC target of 40 × IVs over 5 years achieved. A revised approach towards all IVs meeting longer-term strategic objectives now in place. |
| | % of programmes with industry and community based project offering. | No baseline | 100% of IADT Programmes will have a formal accredited placement / professional experience module | — 100% The Faculties have a selection of options including industry-based projects, dedicated industry/community placement module in Yr3, direct industry engagement & access to Local Enterprise Office (LEO). |
| | # of EI and Horizon 2020 bids, in partnership and collaboration with the creative industry sub-sectors of television, film, and animation, art and design. | No H2020 bids in IADT in 2017/2018. | No target set | 1 × Horizon 2020 awarded From 2018, 21 × innovation vouchers focused on the creative industries with the development of future collaborations. |
| | # of Start up enterprise support initiatives for staff, students and external clients # of start ups | 5 programmes of enterprise support initiatives (2019/20) 49 active start-ups established (2019/20) | No target set | 5 × start-up enterprise supports in 2020/21 43 × start-ups engaged in 2020/21 |

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| | # companies supported by Media Cube Community Network | 66 companies supported by Media Cube Community Network (2019/20) | | 58 × companies supported by Media Cube network 2020/21 Significant year on year engagements & capacity building achieved. |
| | # of external stakeholder partnerships | No baseline | No target set | IADT has begun to develop strategic partnerships with stakeholders including DLR County Council (MoU Pending), UCD & NCAD (MoU Signed under CFA) & a number of industry partners both in Ireland, EU and the US. |
| SP 3.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i> | <p>In terms of Enterprise & Innovation, we have a thriving community at the Media Cube which is currently operating at full capacity with a waiting list of new clients to join the incubation centre. Additional staff have been recruited to enhance & support New Frontiers incl. wider Enterprise & Development, activities & external engagements; & support for the EI innovation voucher programme. The enhanced team has been instrumental in driving increased activity at the Media Cube.</p> <p>Despite the impact of Covid many of our objectives have been achieved. A notable success was IADT being awarded a 5 year New Frontiers programme from Enterprise Ireland as Programme Lead in partnership with NovaUCD. The programme now launched (March 2022) with Phase 2 participants consisting of 13 entrepreneurs from a competitive pool of 56 candidates.</p> <p>The Dublin Region Innovation Consortium (DRIC) is an alliance of academic institutions in the Dublin region with a common purpose “to stimulate economic development in the Dublin Region by commercialising research from across the Institutes”. Led by TU Dublin, the consortium, IADT benefits from the Knowledge Transfer supports provided by TU Dublin. DRIC’s vision is to maximise the societal impact and economic return on investment in research by supporting client companies and start-ups to develop novel and differentiated products.</p> | | | <p>Colour rating for this Strategic Priority: Amber</p>  |

KSO 4: Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland’s population

KSO 4 Summary Statement

Max. 4,200-character limit (550-600 words approx.)

IADT’s Student Experience team believe strongly in our ability to ‘transform the individual and transform the world through education’ and we continue to identify and support students (and staff) from diverse backgrounds in the Institute. Through our distinct and signature pedagogies we seek to reimagine, co create and lead transformation of education in Ireland by developing the skills of creativity, empathy, leadership and teamwork to support all students irrespective of background and promote the concept of each becoming a “Changemaker” and “Collaborator” in an environment where everyone belongs.

This commitment is evidence through a broad range of strategic activities:

IADT works in collaboration with colleagues across other colleges as part of the Leinster Pillar 1 PATH Cluster representing 6 HEI’s (IADT, UCD, RCSI, TCD, Marino Institute & NCAD) and 15 ETBs and Dublin City Council. IADT along with Marino Institute are the lead partners responsible for winning a UNESCO Learning City Award for our efforts in outreach work creating a Dublin Learning City for All. Key Projects include

- Annual Dublin Learning City Festival reaching up to 8,000 learners.
- Creative Arts Summer Schools, in which we host 60 students each year.
- Open Learning and Mentorship Programmes. However, IADT has not tracked incoming students participation in our outreach initiatives. We recognise that to increase Access and participation we need to track this data via an entrance survey and other means going forward.

1916 Bursaries — each year of this Compact, 8 × IADT students have been awarded the a bursary and received financial support throughout their course. This initiative ensures and promotes diversity within the student body with recipients encouraged to experience life and study in IADT as they to progress into third level education.

In collaboration with Dublin City Council, our partner educational bodies and other educational and community stakeholders, Dublin Learning City has proven its ability in stimulating and supporting learning amongst its citizens. The UNESCO Learning City Award 2021 helped us achieve this potential and strengthen our commitment to the 2030 Agenda for Sustainable Development.

The Award recognises the significant strides that IADT has made to create an inclusive outreach learning environment by implementing UNESCO’s Guiding Principles & Sustainable Development Goals into its best practice, particularly the fourth goal – ‘To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’. A goal that is always to the forefront of everything we undertake.

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| | <p>In 2021, IADT hosted the Dublin Learning City Festival as a virtual event for the first time. The broad ranged programme of events was designed to appeal to a diverse level of interest, from young children to the actively retired. Our aim was to inspire and encourage people to believe in themselves, to get involved, to learn, and do so in an inclusive way. With 8,000 participants over 3 days, we achieved a significant increase in participation from previous ‘in-person’ events.</p> <p>A key element of the programme was ‘Learner Voices’, current & recently graduated students, who were willing to share with us their personal journey and how they are achieving their goals in returning to college.</p> <p>Ultimately the UNESCO Award — which IADT received on behalf of our partners — recognises the investment and commitments made in creating an inclusive educational environment in our city, not just for those who can afford it but for people from all walks of life such as early school leavers, lone parents, members of the travelling community, immigrants and those marginalised in society.</p> <p>Leading and participating in the above initiatives has progressed IADT forward and towards its objective of having a more diverse student population that reflects the changing demographics of our region. IADT has always had an excellent record in terms of gender diversity & LGBTQ+ representation — taken with the work and progress in access and inclusion over the last five years we have notably improved the socio-economic and ethnic diversity of our population.</p> | | | |
| <p>Strategic Priority 4.1</p> <p>To Increase participation of under-represented groups in IADT through the development of engagement and outreach programmes to include: community groups, junior and senior cycles, and further and</p> | <p>Key Performance Indicators</p> | <p>Pre-compact Baseline 2018</p> | <p>Overall Target 2018-2021</p> | <p>August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i></p> |
| | <p># of primary and secondary schools engaged with</p> | <p>Schools Engagement in 2019/20:</p> <ul style="list-style-type: none"> • School visits including career fairs – 58 • Schools outreach including course tasters, events, campus tours – 112 • Open Days – 3 events run in | <p>No target set</p> | <p>Virtual Events 20/21</p> <ul style="list-style-type: none"> — Open Day Nov 2020, 1,500 × Attendees — School Visits – 57 × including 5 × DEIS Schools — 8 × Visits to Further Education Colleges (All on-campus Events curtailed due to Covid) |

| adult educational programmes. | | November, January and June. approx. 2K attendees | | | | | | | | | | |
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| | Pre-entry supports for targeted student groups. | Pre-entry supports in place | No target set | <p>20/21 Higher Options – 1,288 registered visitors to the IADT Virtual Booth.</p> <p>Previously in person @ RDS</p> <table> <thead> <tr> <th>Year</th> <th>Visitors</th> </tr> </thead> <tbody> <tr> <td>—2017</td> <td>1,123</td> </tr> <tr> <td>—2018</td> <td>1,345</td> </tr> <tr> <td>—2019</td> <td>1,566</td> </tr> </tbody> </table> | Year | Visitors | —2017 | 1,123 | —2018 | 1,345 | —2019 | 1,566 |
| | Year | Visitors | | | | | | | | | | |
| —2017 | 1,123 | | | | | | | | | | | |
| —2018 | 1,345 | | | | | | | | | | | |
| —2019 | 1,566 | | | | | | | | | | | |
| # of Springboard+ programmes | IADT offered 2 Springboard programmes in 2018 | No target set | <p>6 × Springboard+ programmes. 8 × July stimulus programmes.</p> <p>Total 238 students registered under labour activation initiatives during 2020/2021. A five fold increase on the student numbers the previous year.</p> | | | | | | | | | |
| # of DEIS School participants | 13 (2017/2018) | No target set | <p>Growth in students from DEIS Schools</p> <ul style="list-style-type: none"> — 5 (2018/19) — 13 (2019/20) — 18 (2020/21) | | | | | | | | | |

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| <p>SP 4.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p> | <p>Considering the challenges we have faced over the past 2 years, outreach work and facilitating lifelong learning has never been more important than it is today. If there is one positive to be taken from COVID, it is that it has forced us to find many new and smarter ways of learning and as an Institute and “community of learners” to be more flexible in our approach to learning and engaging with our current and prospective learners. It has led to the emergence of new and more creative ways of reaching out to our future learners who may have been daunted by the prospect of creative practice or flexible learning in the past but are now branching out and trying new things.</p> <p>As evidenced in this report our DEIS school participants continue to rise and participation of students in Springboard programmes has risen significantly. Moving our pre-entry engagement activities online provides an excellent and targeted approach for our potential students. Instead of “passing by our stand at Higher Options in the RDS” they registered and actively engaged in subject specific events run by IADT with excellent numbers in attendance across all online sessions. Similarly Virtual School visits were delivered successfully at a rate of about two per week during term time.</p> | | | <p>Colour rating for this Strategic Priority: Green</p>  |
| <p>Strategic Priority 4.2</p> <p>To ensure an enriched student experience in a diverse community through the provision of opportunity</p> | <p>Key Performance Indicators</p> <p># of students admitted via HEAR Scheme</p> <p># of students admitted via DARE Scheme</p> <p>% of first year places allocated to HEAR/DARE</p> | <p>Pre-compact Baseline 2018</p> <p>IADT new to HEAR/DARE schemes in 2019.</p> <ul style="list-style-type: none"> • 47 new students admitted through the HEAR scheme • 78 new entrants admitted through the DARE scheme | <p>Overall Target 2018-2021</p> <p>Allocation of 10% of first year undergraduate places for Access Students on reduced entry points through the national HEAR/DARE scheme</p> | <p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p> <p>Target Achieved 2019/20 = 13% 2020/21 = 17% — HEAR 2019/20 = 21 — HEAR 2020/21 = 21* — DARE 2019/20 = 50 — DARE 2020/21 = 82* *7 applied to both HEAR & DARE</p> |

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| | Portion of Equal Access funding targeted towards post-entry support of specific target groups | <ul style="list-style-type: none"> • 160 students received The Student Assistance Fund (2019) • 8 students received The Leaders and Learners 1916 Bursaries from the Access target groups (2019) | Increase | 2020/21: Student Assist. Fund — 199 × Applicants, — 163 × Recipients 1916 Bursaries — 8 × Recipients |
| SP 4.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i> | As noted in our Summary, and as evidenced in our wide range of activities and participation in National and International initiatives, IADT is fully committed to increasing Access and widening participation in our programmes. Targets achieved included; HEAR/DARE 1st year entrants exceeded target of 10% at 17% and for the year 2021 the percentage is 18%; IADT's Student Assistance Fund was targeted to increase previous years' applications and recipients, also achieved. However and despite the record of success and level of activity undertaken, the learnings of Covid and the challenges faced by many learners during this period have amplified deficits in our offer that need to be addressed including the establishment of a funded Access Programme, funded Scholarships and a wider programme of support for learners and applicants with diverse needs and from under-represented backgrounds. | | | Colour rating for this Strategic Priority: Amber  |
| KSO 5: Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence | | | | |
| KSO 5 Summary Statement <i>Max. 4,200-character limit (550-600 words approx.)</i> | IADT recognises that the quality of the learning environment is integral to achieving academic excellence and resourcing improvements in this area is at the forefront of all Institute planning. Ensuring that continuous improvements are made in this regard across activities such as programme development and delivery and the quality systems & processes in place at the Institute to support academic excellence are key. Given the ongoing pandemic during the academic year, in addition to the established quality systems in place to ensure the quality of the learning environment, a number of initiatives, supports and training were put in place for staff and students, many with quality-related implications. By way of specific examples – | | | |

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| | <p>— Training was provided to staff and students in order to support teaching and learning in a blended learning environment. Training provided including using digital systems, planning and delivering programmes in an online environment, Instructional Design and online assessment design and feedback.</p> <p>— Process improvements with regard to the digitisation of administrative processes including admissions, deferrals/leave of absence, and financial processes were implemented.</p> <p>— The student experience team engaged with students to identify additional supports needed. Student study resources and supports were made available online and student counselling and health support services were made available online and in person as public health allowed at specific times.</p> <p>— The Library Service engaged with academic staff and increased the availability of e-books and digital resources during the year and ensured books and resources were available through remote access to staff and students during Level 5 restrictions.</p> <p>— Quality assurance channels and other mechanisms in place to ensure quality and continuity of service, such as engagement with IADT Student Union, Student Programme Reps, stakeholder focus groups, and surveys to review and respond to the impact of Covid-19.</p> <p>Despite the impact of Covid and the shift to blended and online provisions, there was still a high level of engagement in training from both staff and students and “user feedback” was largely positive. Additional supports and actions were put in place as required throughout the year to ensure the ongoing quality of the learning environment and learning experience be it “online or on campus”. A number of strategic initiatives with regard to partnership and collaboration with national and international higher education institutions were initiated or advanced by the Institute during 2020/21, which enhanced our understanding and awareness of international best-practice. Critically and as a result of the establishment of the FilmEU European University Alliance & the Creative Futures Academy, IADT is wholly informed by national and international best practice with regard to teaching and learning and is proactive and engaged in ensuring consistent improvements in the quality of the learning environment through our active part and leadership of these projects.</p> | | | |
| <p>Strategic Priority 5.1</p> <p>To review and assess the quality of its academic provision and systems of</p> | <p>Key Performance Indicators</p> | <p>Pre-compact Baseline 2018</p> | <p>Overall Target 2018-2021</p> | <p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p> |
| | <p>Coordinated system for academic staff to act as</p> | <p>No coordinated system is in place, although IADT have staff</p> | <p>No target set</p> | <p>No change since baseline w/ more or less the same number of staff acting as external</p> |

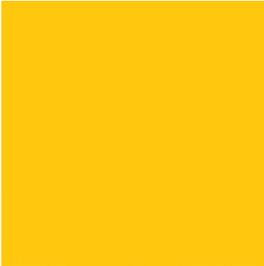
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| academic quality enhancement through a systematic process of benchmarking key disciplines against international best practice | External Examiners, nationally and internationally. | members acting as External Examiners <ul style="list-style-type: none"> • 18% (6) of academic staff in the Faculty of Enterprise and Humanities act as External Examiners. • 18% (18) of academic staff the Faculty of Film, Art & Creative Technologies acting as External Examiners | | examiners in IE, UK & EU. No Coordinated system implemented but objectives met through other activities such ie FilmEU & CFA. |
| | # of Erasmus + training opportunities for academic and admin staff | Outgoing and Incoming mobilities* recorded for 2019; <ul style="list-style-type: none"> • 10 outgoing staff mobilities: <ul style="list-style-type: none"> — KA103: 3 (2 x Finland, 1 x Croatia) — KA107: 7 (5 x Armenia, 2 x Ukraine) • 16 incoming staff mobilities: <ul style="list-style-type: none"> — KA103: 9 (5 x Croatia, 3 x Estonia, 1 x Spain) — KA107: 7 (6 x Russia, 1 x Canada) | No target set | — 12 x Erasmus students in — 27 x Erasmus students out — 1 x student on traineeship — 7 x recent graduate traineeships No staff incoming or outgoing mobilities in 2020/2021 due to COVID. |
| SP 5.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i> | IADT continues to review and assess its academic provision through a range of systematic and cyclical processes. IADT performs an in-depth annual quality review each year; the most recent was completed in February 2022. These annual reviews are published both to the IADT website and on QQI's website. Each year these reviews contain extensive action plans for the systematic improvement of academic quality enhancement. | | | Colour rating for this Strategic Priority: Amber |

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| | IADT has recently completed an extensive benchmarking exercise with a range of international providers of a similar scale and profile including in the UK; Goldsmiths University of London, Ravensbourne University, Falmouth University, Arts University of Bournemouth, and HKU (Utrecht), Emily Carr University (USA). | | | |
| Strategic Priority 5.2 | Key Performance Indicators | Pre-compact Baseline 2018 | Overall Target 2018-2021 | August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i> |
| To undertake a systematic review of the quality of the Learning Environment and implement specific and measurable improvements tailored to meet the needs of our key disciplines | Updated ICT Strategy | N/A | <ul style="list-style-type: none"> • Make available 24/7 remote desktops to staff and students. • Enable two Factor MFA • Increase mobility and enabler to remote working • Upgrade VLE • Enable Bring Your Own Device and Virtual Lab for students • Improve and enhance E-Learning Supports • Accelerate installation of Webcam / Virtual Teaching labs to enable asynchronous teaching and learning | All targets met, including; <ul style="list-style-type: none"> — 24/7 remote desktops — VLE upgraded to Blackboard Ultra — Increase mobility & remote working with laptops issued to most staff & — 100+ mobile devices to disadvantaged students. |

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| | On-Campus Student Accommodation | IADT has no campus student accommodation in place in 2018. | Establish a framework to allow private providers to build student accommodation on campus lands | Achieved. — IADT has worked with & supported a private developer to obtain Planning Permission for 276 × student bed spaces adjacent the entrance to IADT which will become available in 2024. |
| | New Digital Media Building | Submission for new Digital Building made in January 2017. | Opening of new Digital Building | Pending — The Higher Edu. PPP team is in ‘dialogue phase’ of procurement process with their Preferred tenderer. The current schedule suggests a Q3 start on site, with delivery of completed building in 2024. |
| <p>SP 5.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p> | <p>The pivot to remote delivery significantly enhanced the online learning environment and learner experience with significant improvements and changes to the “Learning Environment” achieved. Through investments in technology and technological instruction IADT created a range of new learner spaces including facilities that allow for “synchronous but separated” delivery, including;</p> <ul style="list-style-type: none"> — new 100 seat Virtual Lab for students set up & used in the delivery of both directed and self-directed learning — E-Learning Supports and Instruction were enhanced with the an additional staff member to the EdTech team; — Most classrooms and computer labs were upgraded with new AV Tech to allow for online/hybrid learning; — Specialist online teaching spaces & “self-ops facilities” were created to allow staff to deliver live & record lectures from campus; — Significant investment in AV equipment to allow staff to deliver lectures from home. | | | <p>Colour rating for this Strategic Priority: Green</p>  |

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| | <p>Despite the necessary & significant investment in supporting online / blended delivery, the Institute also piloted a number of new learning environments and studios. These improved spaces – New User Experience Lab / New VisComms Hybrid Studio / New Project Spaces — all facilitate a mix of traditional, blended and action-based learning that mirror industry environments. In addition, these enhanced “classrooms” now meet the changing needs & practices of project-based curricula.</p> | |
| KSO 6: Demonstrates consistent improvement in governance, leadership and operational excellence. | | |
| <p>KSO 6 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p> | <p>IADT has continued to maintain its exemplary record of governance and compliance during this challenging period.</p> <p>From Sept 2020 to March 2021, IADT successfully managed the transition from the 6th to the 7th Governing Body of IADT. During this process, the Governing Body has been completely transformed, with only 3 returning members out of 19 on the new Body. The Chairperson of IADT was also successfully reappointed by the Minister, in accordance with the provisions for appointments to state boards. IADT conducted a thorough induction (provided by external Legal; and Governance experts) for the new Governing Body successfully constituted and renewed:</p> <ul style="list-style-type: none"> — Audit and Risk Committee — EDI Committee — and established a Recruitment and Selection Committee. <p>Governance and Operational Excellence:</p> <ul style="list-style-type: none"> — IADT has maintained its exemplary record of compliance with Governance, Audits (External and Internal) and Reporting. IADT was the first HEI to have their Financial Statements approved by the C&AG for the period. IADT has consistently maintained compliance with the requirements of the ECF. For a specialist HEI we benefit greatly through the active participation of IADT Executive and Senior Manager's contribution and leadership in sectoral developments and other fora focused on Governance, Academic Quality and Operational Excellence: <ul style="list-style-type: none"> • The Secretary/Financial Controller is instrumental in leading on the development of the IoT Codes of Governance • The President represents THEA on the Board of Educampus and is a member of HEANET Group Finance Committee, and also Chairs the THEA Internal Audit Steering Committee • The Registrar is a member of the Board of National Forum of Teaching & Learning • Appointed by the Minister, Head of Faculty of Enterprise & Humanities sits on the Board of the Dublin Regional Skills Forum • Both the Registrar and Head of Faculty of FACT are members of the Academic Council of Film EU with Academic & Governance responsibilities for the Development and Structures to support Trans-National provision, finances & governance. • The EDI Manager is chair-designate of the Athena SWAN Practitioner Network, incorporating all HEIs, (Chair from end- | |

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| | <p>2022), and a member of the HEA National Committee for EDI, the Athena SWAN National Committee, and the HEA Working Group on Intersectionality.</p> <ul style="list-style-type: none"> • Head of Dept of Entrepreneurship Member of Evaluation Committee of LEO – DLR Co Council & Vice President (IE) – EU Council for Small Business & Entrepreneurship <p>— Staff development continues to be a key component of IADT’s support for staff as well as a basis for excellence in operational performance and good governance. IADT continues to allocate a defined % of payroll towards staff development and is currently reviewing / enhancing its Staff Training & Development Policy. IADT has developed and continued training for all Management staff in key governance areas for the Institute, with Executive Leadership training planned for 2021-2022. IADT has enhanced its Executive Team in 2021, with 2 × new appointments and its wider Management Team with 5 × new appointments.</p> <p>Equality, Diversity & Inclusion</p> <p>— Underpinned by our EDI Policy, IADT continues to celebrate diversity and difference and to provide an inclusive environment that is respectful of others and free from discrimination and harassment. This is evidenced by our activities to date to advance intersectional gender equality, supported by our active membership of the Athena SWAN Charter, and the progress we have made to enhance access & widen participation for students from backgrounds traditionally underrepresented in HE. IADT has also aligned broader developments in the Irish HE sector in relation to promoting consent & preventing sexual violence and harassment firmly within our strategic EDI agenda. Between 2018 and 2021, IADT organised c.70 different trainings and events related to EDI — resulting in c.772 individual engagements — which is significant for our size & benchmarks favourably against several other technological higher education institutions.</p> | | | |
| <p>Strategic Priority 6.1</p> <p>To enhance its current compliance record and will demonstrate leadership and an exemplar position in respect to Institutional Governance and Compliance</p> | <p>Key Performance Indicators</p> | <p>Pre-compact Baseline 2018</p> | <p>Overall Target 2018-2021</p> | <p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p> |
| | <p># of staff participating in Leadership training</p> | <p>Based on 2019/20 target</p> <ul style="list-style-type: none"> • 2 x Executive attended Senior Leadership residential training programme • 1 x Executive completed Strategic Finance | <p>No target set</p> | <p>Target partially met. Gen. Staff development & training, continued throughout C19 with 33+ events including dedicated T&L Programmes delivered for academic staff to support classroom, hybrid/online delivery.</p> |

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| | | <p>Programme for Executive Leaders</p> <ul style="list-style-type: none"> • 1 x Head of Department took Head of Department Training • 2 female members of staff took part in the Aurora leadership programme • 1 male and 11 females attended Internal Ready to Lead** programme | | |
| <p>SP 6.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p> | <p>A significant amount of activity has taken place during the period in developing our staff, managerial capabilities and developing executive leadership, this is an ongoing and continuous process.</p> <p>It is noteworthy that much if not all of this activity has been delivered to staff members remotely. Staff members have continued to support their students remotely during the various phases of the Covid-19 closures. In addition, remote participation and particularly asynchronous participation in training events have enhanced the participation levels of these events.</p> <p>However, as the Strategic Priority relates primarily to Management & Leadership Training and Development, more work needs to be done in this area. This will be a continual effort over the coming years and will need to be regularly updated as changes occur in the managerial team in the Institute. A programme of Executive / Leadership Education for our Executive and Management teams has been agreed & developed with the William J Clinton Leadership Institute at Queens and will be rolled out through 2021/2022.</p> <p>Taking all of the above into consideration, IADT considers that it has fulfilled the KSO in governance, leadership and operational excellence and is well placed to continue at these standards for the foreseeable future. Governance is a process of continuous self-improvement and thus cannot ever be determined to be complete.</p> | | | <p>Colour rating for this Strategic Priority: Amber</p>  |

| Strategic Priority 6.2 | Key Performance Indicators | Pre-compact Baseline 2018 | Overall Target 2018-2021 | August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i> |
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| To create a positive and diverse campus with a focus on equality of opportunity and diversity | EDI Policy | No updated EDI Policy in place, although a number of equality and diversity policies in existence | Publish, activate and review EDI Policy | In October 2020 IADT published and activated an EDI Policy. This policy has shaped IADT's priority areas for EDI (e.g. further supports for staff with a disability) and resulted in more targeted EDI training. |
| | Athena Swan accreditation | IADT a member institution of Athena Swan Charter (201&) | Submit application for Athena SWAN Bronze Award | Following an unsuccessful submission in 2019, IADT will apply for Athena SWAN in the April 2022 round. The new self-assessment team is very active and there is deeper consultation and engagement with staff. |
| | # of EDI Training events for Staff | 2019/20: 6 | No target set | The EDI Manager has developed a programme of EDI events for staff, in addition to training organised by HR. 13 EDI trainings were held in 2018; 29 in 2019; 16 in 2020; and 10 in 2021. |
| | % of staff declaring a disability | 3.44% (2018) | 5% | 2021 Return: % of IADT employees with a |

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| | | | | <p>disability = 4.4% of headcount (7% WTE).</p> <p>Subsequent declaration due to COVID = 12%</p> <p>Code of Practice for the Employment of Staff with a Disability prepared in 2021.</p> |
| | % staff from underrepresented backgrounds | <p>Staff survey in 2018:</p> <ul style="list-style-type: none"> • 92% identified as White Irish or White European • 8% Asian or Asian Irish and Other mixed backgrounds | No target set | <p>2021 HEA return (based on a voluntary staff census):</p> <p>Ethnicity known = 33% (90% White Irish, 7% Any other White Background, 1% Any other Asian Background, 2% Mixed Background)</p> <p>Ethnicity undeclared = 67%</p> |
| | # of staff participating in Aurora Programme | 2 | 4 | <p>Between 2018 and 2021, 7 women were sponsored for Aurora. Despite opportunities to increase this figure, application numbers have plateaued. We will seek to expand the eligibility criteria in response.</p> |
| SP 6.2 Commentary | <p>Between 2018-2021, the Institute achieved key targets in EDI including the publication of an EDI Policy and the development of a rolling programme of EDI training and events. The appointment of an EDI Manager in February 2020 has significantly heightened EDI activity across the campus. The EDI Manager is recognised as a national leader in her field, and she has brought key sectoral</p> | | | <p>Colour rating for this Strategic Priority: Amber</p> |

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| <p>Max. 1,400-character limit (200 words approx.)</p> | <p>learnings back into the Institute, particularly in the areas of gender equality and the Consent Framework.</p> <p>Following an unsuccessful submission in 2019, the Institute will re-apply for Athena SWAN in the April 2022 round. The HEA confirmed a one year extension to the timeline for IADT’s application due to the effects of the Covid-19 pandemic.</p> <p>Sectoral challenges remain around the collation of staff diversity data as we must rely on voluntary self-disclosure. IADT continues to find it challenging to recruit and attract staff from underrepresented backgrounds. This may be attributed to our disciplinary profile and our campus location. In response we reviewed our advertising and recruitment strategy and continue to do so on an ongoing basis to try to reach a wider audience.</p> <p>A significant achievement has been the development of a Code of Practice for the Employment of Staff with a Disability. Further, all senior managers have completed training in Unconscious Bias and Race Awareness.</p> |  |
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Section D: Signature

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

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| Name of signatory | David Smith |
| Title | President |
| Signature |   |
| Date | 11 April 2022 |