Higher Education Institution Self-Evaluation Report

1st September 2019 – 31st August 2020

Institution Name	*Trinity College Dublin*
Overview of institutional progress	*Overarching Statement (<u>maximum 400 words</u>) The institution should set out its view of the original aims set at the commencement of the compact process, and its view on how the institution as a whole has met those aims. This is not intended to be a simple aggregation of context from the 6 objectives, but rather to describe how the institution as a whole has sought to enhance its performance, and how, using appropriate data and evidence, the institution considers that it has progressed in this regard.* Despite the ongoing COVID-19 pandemic, Trinity has still managed to achieve 'green' status in almost all of our Key System Objectives and Strategic Priorities with the exception of narrowly missing our own internal goal of 31% of the student body being composed of international students by 2020. Our ambitious recruitment for the innovative E3 Learning Foundry is on target and a number of new interdisciplinary teaching programmes have been developed and are ready to commence. In line with the ambitions of our current *Strategic Plan 2020 – 2025*, we have achieved twice the national target (15%) for the proportion of international students of the student body (30%), despite the negative impact of COVID-19. Planning permission has been granted for the first phase of our second campus, *Trinity East*, at Grand Canal Innovation District. On the research front, we continue to lead all other Irish HEIs not least through continued investment with and from our industry partners. In H2020 we achieved contracts to the value of €138.3m (13% of the total income to Ireland) with the gap between Trinity over the next best Irish HEI (UCD) standing at over €35M. Within this, Trinity was awarded 44 ERC grants. Overall, this resulted in our positioning of 39th in Europe for all HEIs under the EU Horizon Europe dashboard which ranks research awards income. We have consistently improved our recruitment of students from underrepresented groups through our various entry routes and continue to increase our involvement with and enrolments from DEIS schools. In the second half of 2019/20 a strong focus of our enhancement of teaching and learning was on the support for the pivot to online learning necessitated by the Covid 19 crisis. In 2019, we set up the Equality, Diversity and Inclusion Unit which, as a priority, completely overhauled our Athena Swan Process. As a direct result, this year five Schools were awarded Athena SWAN Bronze awards; a 100% success rate which more than doubled the number of such awards in the University. We continue to increase the number of female Chairs (now at 32%).

	In summary, despite the second half of 2019/20 being negatively impacted by the COVID-19 pandemic, Trinity has continued to meet overall performance metrics, as demonstrated through the statistics listed throughout this document and, indeed, exceeded targets for most Strategic Priority areas.
Please note: Each numbered heading below refers to the Key System Objectives, as provided in the *System Performance Framework 2018 – 2020*.	

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;

Overarching Statement (<u>maximum of 250 words</u>) The institution should set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

The *E3 Institute in Engineering, the Environment and Emerging Technologies* sets out to provide an innovative new platform, unique within Ireland and among the first internationally, for the teaching of Science, Technology, Engineering and Mathematics (STEM) subjects that underpin sustainable technological development.

Progress thus far includes:
- Income and student FTE targets have been set by E3 Schools and benchmarked against existing undergraduate and postgraduate courses.
- A business plan encompassing strategic recruitment and implementation timeline is now complete.
- Ramp-up of colleges student recruitment strategies and GRS strategies within E3 programmes complete.
- Staffing plans are being implemented on a phased basis - 23% of the proposed staff have been hired.
- Curricula for new multi-school programmes finalised together with timed roll-out of new programmes e.g. a new Dual Degree in *Geosciences* with Columbia commenced in September 2020; a new Joint Honours Programme *Computer Science and Geography* and a new course *Environmental Science and Engineering* have been approved with first student intake in September 2021. New *MSc in Smart and Sustainable Cities* approved with first intake in September 2021.
- Student numbers growth in the E3 Schools of 19% since 2016/17.

Central to the vison of the E3 Institute is the construction of the Learning Foundry, a state-of the art facility based on the main Trinity campus which will deliver new teaching facilities and an innovative interactive learning space for undergraduate and postgraduate students. It has capacity for 1,800 additional STEM student places which constitutes a significant increase in student numbers.

Progress thus far includes:
- Planning permission for the E3LF Development was granted in October 2019; design and specification of the E3LF is complete.
- Tender for the E3LF works are in the second stage with evaluation and award of tenders is expected in Q2 2021.

Strategic Priority 1.1 Deliver the first phase of the E3 Institute – the Learning Foundry, which will increase STEM students in the university by 50% over 10 years.				
i. **Institution Strategic Initiatives**	1.11 E3 institute – the Learning Foundry			
ii. **Key Performance Indicators**	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)

Development of an E3 Business Plan.	Development of the E3 Business plan and the E3 Learning Foundry is not a measurable metric rather a specific project.	E3 Business Plan developed and teams in place to track the progress of the plan. Economic Cost Benefit analysis now also complete.	E3 Learning Foundry design complete	87% of student recruitment targets achieved despite the pressures of COVID-19.
Increase STEM students in the university by 50% over 10 years.	Baseline STEM student number is 3,000 students in 2016.	Increase in student numbers commenced with 86% of targets achieved in the first three years.	No interim target for 2020 is provided in the Compact	Since commencement of the programme, student numbers have grown by 19%.
New undergraduate and postgraduate programmes with a focus on collaborative and project work.	Limited current collaborative undergraduate and postgraduate courses across the three schools.	Curricula for new multi-school programmes progressed and timed roll-out has commenced e.g. 2017/18 recruitment into new MSc. in Energy Science, 2020/21 launch of new 5-year undergraduate programme in Engineering, Environmental Science.	No interim target for 2020 is provided in the Compact	• A new dual degree in Geosciences with Columbia University commenced in September 2020 • New programmes approved for intake in September 2021 include Joint Honours undergraduate Computer Science and Geography, a new undergraduate Environmental Science and Engineering course and a new MSc in Smart and Sustainable Cities.
Develop E3 Research Themes that focus on Engineering, the Environment and Emerging technologies.	No E3 research themes in 2016.	6 new primary E3 Research Themes identified as Data, Production, Cities, Well Being, Environment and Resources.	No interim target for 2020 is provided in the Compact	The E3 Research vision has been developed and the vision document has been approved by Trinity's Board.
Increase in staff numbers in line with student numbers.	Current discipline-focused staff.	Staffing plans implemented e.g. appointment of 79 academics over 10 years - 6 Assistant Professor and 6 Chair posts either live or completed by 2018/19.	No interim target for 2020 is provided in the Compact	New staff recruitment is in line with student recruitment with a total of 23% of the new staff having been recruited.

Develop a Trinity internal team to deliver the capital project and growth strategy. Set up of workstreams to focus on each deliverable.	No E3 internal team in 2016.	Education workstream determined the new undergraduate programme and MSc programmes; E3 research stream developed the 6 research themes; the capital works group focus on the location, size and specification of the E3 Learning foundry plus ramp-up and enabling project and developed the design specification for the E3 Learning Foundry; finance group developed the funding structure for the business case which included government funds for the project and philanthropic income. 4 of the 6 E3 Student development team now in place.	No interim target for 2020 is provided in the Compact	Governance structure now in place to deliver each element of the E3 Learning Foundry (E3LF) project including the capital, education, business development, research, and communications strands.
Employ a design team to deliver the E3 Foundry design; progress design and submit to planning.	No E3 design team in 2016.	Feilden Clegg Bradley Studios were awarded the single point design team contract and act as design lead for the E3 Learning Foundry. Design has progress to Stage 2c detailed design. Planning for the demolition of the building on the E3 Learning Foundry was granted and the planning application for the E3 Learning Foundry was submitted in August 2019. Subject to no RFI's or objections, a decision on	No interim target for 2020 is provided in the Compact	• Planning for the E3LF is complete • Design of the E3LF is complete • Tender documents have been issued to a shortlisted group of companies as part of a two-stage tender process • Tenders are expected to be returned and evaluated in the second quarter of 2021.

		planning is expected in December 2019.		
Demolish old Building on E3 Learning Foundry site to clear the site.	No baseline	One of the old buildings (PC huts laboratories) is demolished and demolition of the internal strip from the Biochemistry lab is 60% complete.	No interim target for 2020 is provided in the Compact	Demolition phase 1 to clear the site is complete and demolition phase 2 is ongoing, although currently paused due to COVID restrictions.
Construction of new E3 Learning Foundry building, with focus on collaborative spaces and state-of-the-art facilities which will deliver new teaching facilities and an innovative interactive learning space for undergraduate and postgraduate students.	No baseline	The deliverable of the construction of the new E3 Learning foundry is scheduled from 2020 to 2023.	No interim target for 2020 is provided in the Compact	Due to COVID, a number of the enabling projects for the E3LF were delayed, also, and as recommended by the Office of Government Procurement, the timelines have been extended. Commencement of the E3LF new build is expected to happen in July 2021 with completion scheduled for the end of 2023.
iii. **Interim targets, commentary, and data source (maximum of 300 words)** **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* Currently, the status of the E3 Learning Foundry is green. Despite a number of delays due to COVID 19, the project is positively progressing. **Progress on Student Recruitment/New Programmes:** • Student recruitment increased by 19% since 2016/2017. • Overall, 87% of the student targets have been achieved. The percentage achieved would have been significantly higher but a high number of late withdrawals and deferrals due to COVID made it impossible to fill these places at such a late stage. • New Columbia Dual Degree Science programme commenced in September 2020; new programmes approved for intake in September 2021 include Joint Honours undergraduate course in Computer Science and Geography, a new undergraduate Environmental Science and Engineering course (early indication of strong demanded for this course with CAO first preference places exceeding proposed course capacity) and new MSc in Smart and Sustainable Cities.			

Progress on Staff Recruitment
- 23% of the projected new staff have been recruited including 2 Chairs, 9 Assistant Professors, 6 Teaching Fellows and 2 Administrators.
- The additional staff are enabling the development of the new programmes and growth in student numbers in existing courses as well as growth in research activities.

Progress on Capital Project
- A number of enabling projects were completed including refurbishment works to areas in the Parsons Building, Trinity Biomedical Sciences Institute, Aras an Phiarsaigh and South Leinster Street and now accommodate some of the growth in students and staff.
- Demolition Phase 1 to clear the site is complete and demolition phase 2 is ongoing, although currently paused due to COVID restrictions.
- Planning permission for the E3LF Development was granted in October 2019; design and specification of the E3LF is complete.
- Tenders for the E3LF works are in the second stage with evaluation and award of tenders expected in the second quarter of 2021.
- Construction of the E3 Learning Foundry building is expected to be complete in the fourth quarter of 2023.

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;

Overarching Statement (<u>maximum of 200 words</u>) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Overall, 2019/20 was a successful year with the impact of TCD's strategies seen in terms of global connectivity and diverse student body - currently ranked 8th most international university in the world by Times Higher Education (2021) up 9 places, with 30% of students (5,130) coming from 120 countries and doubling the target set out in the framework.

We remain committed to diversifying the student profile and welcomed **208** students under partnerships with institutions including Columbia University, Thapar Institute of Engineering & Technology, Minzu University and UM-SJTU Joint Institute. Our network of exchange opportunities expanded as we seek to give 50% of Trinity students an international experience by 2023/24. In 2019/20, Trinity signed **9** new international exchange agreements and 10 new Erasmus agreements. During COVID-19, Trinity kept international and Erasmus mobility programmes open to incoming and outgoing students - one of the few universities to do so. Other enhancements: (i) The development and approval of Masters in Global Challenges for Sustainability (first intake September 2021), delivered under CHARM-EU, to test the novel concept of a European University, offering challenge-based, multidisciplinary and collaborative degrees; (ii) Introduction of new BSc in Environmental Science and Engineering with links to industry and part of the E3 initiative.

Strategic Priority 2.1 **International Students to represent 15% of full-time students by 2020.**	
i. **Institution Strategic Initiatives**	**Priority 1: International students to represent 15% of full-time students by 2020 (as per the Performance Funding Framework provided by the HEA).** **2018/19 Target** = 29%. Full time student body = 16,509; Students with country of residence outside of Ireland = 4,845 (29%, on target). This is almost double the target of 15% as set out in the Framework. **2019/20: Target** = 31%. Full time student body = 17,057; Students with country of residence outside of Ireland = 5,130 (30%, 1% below target of 31%). This is double the target of 15% as set out in the Framework. Like many institutions around the world, we are looking at different strategies and taking a multi-faceted approach to the shifting dynamic in higher education. Caution must be expressed in relation to the target for next year due to COVID-19. Whilst Trinity has worked hard to minimise the impact of Covid-19 for the admission cycle 2020/21, however student registrations were impacted, particularly non-EU students on shorter programmes and postgraduate taught programmes. In the coming years, close collaboration with our global partners to create new programmes, develop new mobility

	opportunities for students and staff, and boost opportunities for international research collaborations will continue.			
ii. Key Performance Indicators	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress/Actual**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
Table 1: HEA Compact KPIs	2016/17 baseline: of the full student body of 15,480, a total of 3,784 had a country of domicile outside Ireland (**24% of total**)	As per the HEA returns for 18/19: there were 4,845 international students which represents **29% of all full-time students** (16,509 in total). The original Compact target was 29%.	31%	As per the HEA returns for 2019/20: There were 5,130 international students which is **30% of all full-time students** (17,057 in total). The original Compact target was 31%. **NOTE:** 2020/21 target is 32%. Due to the impact of COVID-19. we are unlikely to achieve this. Interim HEA returns show **24%** of all full-time students are international

Table 1: HEA Compact KPIs

	2016/17	2017/18	2018/19	2019/20	2020/21
Full-time International Students	3,784	4,403	4,856	5,481	5,918
Full-time EU Students	1,496	1,658	1,654	1,921	2,187
Full-time Non-EU Students	2,288	2,745	3,202	3,560	3,731
Percentage Enrolments which are International	24%	27%	29%	31%	32%

* UK students included in EU figure

Table 2: Outward Mobility: EU and Non-EU	**2016/17 graduates:** Number of graduates who have pursued a mobility period abroad: 345 (12.5% of total graduates) This is using 2016/17 total number of graduates and 2015/16 outward mobility students (where the majority	**2017/18 graduates**:** Number of graduates who have pursued a mobility period abroad: 436 (14.4% of total graduates)	**2018/19 graduates:** 17.5% mobility (500 students) 2019/20 graduates (data not yet available) – 20% mobility/555 students 2019/20 graduate data will be available at year end, 2020/21.	**2019/20 graduates:** Number of graduates who have pursued a mobility period abroad: 359 (11.9% of total graduates) Please note that a significant amount of Trinity's mobility **does not fall within the figure above** (for

Table 2: Outward Mobility: EU and Non-EU

Graduate Year	**Compact projection/ambition**
2016/17	12.5% or 345 students
2017/18** (See note below)	15% or 450 students
2018/19	17.5% or 500 students
2019/20	20% or 555 students

of graduates were in third year).	further details see the explanation below)

iii. Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved.	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* **Trinity returned a baseline as 12.5% for the purposes of the HEA compact and, following the same methodology, has returned 14.4% for mobility in relation to 2017/18 graduates and 11.9% for 2018/19 graduates. **Please note**: - Many of the mobility opportunities undertaken by our students is at School level and/or does not fall within the traditional HEA definition of mobility (e.g. placements). This means that much of the mobility actually undertaken has not historically been returned and is not included in the HEA compact returns. We include it for internal reporting however and, when considered, our mobility figures are higher (see table 3 below). - The mobility data that is being returned as part of the HEA compact is historic (e.g. our most recent graduate data is for 2018/19 graduates). These students would mainly have had their mobility opportunities in the academic year 2017/18. The year 2017/18 predates the commencement of this compact, the commencement of the most recent strategy and the structures developed to enhance and expand mobility opportunities. The strategy outlines an ambition of increasing undergraduate students engaging in mobility from 30% to 50% (approx. 1,400 annually by 2023/24). **Table 3: Mobility data**

Table 3: Mobility data

Graduate Year	Compact projection	% mobility in Compact	% mobility including School-level – internal report
2016/17	12.5% or 345 students	Baseline: 12.5% or 345 students	30% or 812 students
2017/18	15% or 450 students	14.4% or 436 students	29% or 784 students
2018/19	17.5% or 500 students	11.9% or 359 students	30% or 831 students
2019/20	20% or 555 students	Final graduate figures are not available.	34% or 931 students

* Mobility figures refer to the year in which the majority of the graduating cohort were in third year and so most likely to be on mobility (e.g. 2016/17 graduates are linked to 2015/16 mobility figures)

Strategic Priority 2.2 Trinity @ Grand Canal Quay

i. Institution Strategic Initiative	2.21 Trinity @ Grand Canal Quay			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Trinity is developing an innovation campus at Grand Canal Quay that will catalyse the establishment of a globally competitive innovation district in Dublin for Ireland. The campus will have four key components including space to house world class researchers, space dedicated for the enterprise and innovation community to co-locate, spaces targeted at activating the campus and Grand Canal Quay as an internationally recognised location for talent and innovation, and spaces targeted at the cultural and creative communities.	Specific baseline metric data is not available for this Key System Objective, as published in our Compact, as this is not a measurable metric rather a specific project recognising that universities act not just as catalysts but as active actors in achieving economic and social impact – specific baseline metric data is provided for under Priority 1 of this Key System Objective as that is a measurable metric that we can measure.	All targets have been met. A US based architectural firm, Perkins and Will, has been appointed and has completed a draft masterplan for the campus. The masterplan incorporates all the elements noted above and will position the campus not just as an extension space for Trinity but a catalyst to establish a globally competitive innovation district. The draft masterplan is informed by 1,200 consultations and through targeted meetings with Dublin City Council. In 2020, the masterplan will go through a public consultation process.	To implement masterplan	The masterplan for the campus is now completed and informal consultation has taken place with all key stakeholders. Importantly, the first phase of the implementation of the masterplan has begun. This includes the development of an innovation hub that will house over 100 companies and two new public squares that will connect the site with the community and the city. An application for planning permission was made during the reporting period that has subsequently been granted.
		Over the past 12 months, a Grand Canal Innovation District (GCID) Advisory Committee, chaired by Martin Fraser and with senior representatives from Governmental Departments and agencies, Dublin City, industry, venture community, local community and universities have been meeting. This advisory	No interim target for 2020 is provided in the Compact	The GCID Advisory Report was approved by cabinet in December 2019 and publicly launched by the Taoiseach and government in January 2020. On the back of this report – which unequivocally recommended the development of the campus and the innovation district – Trinity has developed and

		committee has agreed a report recommending the development of the GCID and that provides an outline of next required steps.		shared with government a strategic assessment report.
		This report is due to be circulated to cabinet in the coming weeks for approval. At that point, the report will become a national strategy.	No interim target for 2020 is provided in the Compact	Trinity continues to work with DFHERIS on the next stages of implementation of the report.
iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* Trinity has made substantial progress in relation to the development of a new campus – now formally named *Trinity East* – and the utilisation of this new campus to develop a globally competitive innovation district in the heart of the city. A draft masterplan has been completed; the first phase of the campus development – called *Early Activation* – has applied for planning permission (approved as of January 2021) and is fully funded through grants from the REDF and URDF schemes and investment from College. The GCID Advisory Committee has published its report validating the need and articulating government support of €150m subject to the public spending code. The strategy for the cornerstone building for the site – the *Engineering, Energy and Emerging Technologies Research Institute (E3RI)* – has been approved by the Trinity Board and we are now developing a detailed design brief for the building. The opportunity to develop a globally competitive innovation district in our capital, centred on a new university campus, is now ready to proceed with final commitment of government funding.			

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;	

Overarching Statement (underline: maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Trinity's performance in the highly competitive EU research program in which the University has been awarded €138m in funding to date is a testament to the excellence of the research conducted at the University. This is the largest for any HEI in Ireland and is 1.3 times greater than that awarded to the second highest Irish University. The University performance compares well to our peer European Universities in the League of European Research Universities (LERU) where we are placed in 6th position for Horizon 2020 as measured by €/staff, delivering €20m/year. Trinity is currently ranked in 39th position of all Higher Education Institutions in Europe under the EU Horizon Europe dashboard which ranks research awards income.

Furthermore, this research excellence is also evident in the level of collaborative agreements with industry which exceed the baseline by over 30% and the level of repeat business shows that these relationships are growing. The translation of research to impact is also evident in the fact that, in the last two years, more Trinity companies have attained High-Performance Start-Up (HPSU) status than in the previous 10 years and positions Trinity as a leader in campus company formation in Ireland.

Strategic Priority 3.1 **Increase research projects between enterprise and the university to >20% over the 2014 baseline for each year of this Compact**

i. **Institution Strategic Initiatives**				
ii. **Key Performance Indicators**	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
Research collaborative agreements wholly funded by industry (€25k - €500k, >€500k)	The baseline metric to measure this objective is the number of collaborative research agreements signed with industry parties, which is recorded as 40 agreements.	In the period September, 2018 to August 2019 TCD has entered into 61 research collaborative agreements with industry, which exceeds the annual set target of 48 research projects.	Increase the research projects between enterprise and the university to >20% over the 2014 baseline for each year of the Compact	In the period September 2019 to August 2020, Trinity has entered into 65 research collaborative agreements with industry, which exceeds the annual set target of 48 research projects (only counting agreements or more than €25k in value).
Research collaboration agreements part funded by industry €25k - €500k, >€500k)	The baseline includes: • Funded research collaborative agreements (wholly and part) by industry that are greater than €25k.		No interim target for 2020 is provided in the Compact	n/a

The KPIs are consistent with data returns made to Knowledge Transfer Ireland (KTI) as part of the Technology Transfer Strengthening III initiative. They form the basis of the data submitted to the Annual Knowledge Transfer Survey (AKTS) but have several differences: • Innovation Vouchers are omitted (Innovation Vouchers only captured separately in AKTS from 2016); • Research agreements less than €25k are omitted – these are still captured in the Collaborative Research Agreement (CRA) categories in the AKTS; • Agreements with non-commercial entities have been omitted.	The baseline excludes: • Research agreements less than €25k; • Agreements with non - commercial entities.		No interim target for 2020 is provided in the Compact	n/a
iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* Trinity continues to perform well against the targets set out in the Compact. Between September 2019 and August 2020, 43% of the projects were fully funded agreements with industry partners - 57% of research projects were agreements with co-leveraged funding, which indicates the importance of the national competitive funding schemes that facilitate collaboration between Trinity and industry. In total, 43% of all research projects in the 12-month period relate to SFI Research Centres/SFI Spoke activity, primarily AMBER, CONNECT and ADAPT, which continue to grow industry engagement. Also, 52% of the research projects with industry (with values over €25k) signed in this period represented repeat business indicating sustained engagement with industry partners.			

Strategic Priority 3.2 Secure on average €18million per year of this compact in a cumulative H2020 total of €139 million.				
i. Institution Strategic Initiatives				
ii. Key Performance Indicators	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
To secure an average of €18m per year of the Compact resulting in a cumulative H2020 target of €139m.	The baseline metric is the total funding drawn down during the previous program, FP7, which was €96m in total.	For the period to 2017/18, a total of €110m has been won, exceeding the interim target by 7%.	To secure on average €18million per year of this Compact resulting in a cumulative H2020 total of €139 million.	The total awards won during this period of €21.7m exceeded the annual target of €18m. Trinity is on target to achieve the cumulative target of **€139m.**
iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* Trinity initiated a Research Diversification Strategy for the 7-year EU Horizon 2020 programme initially setting in place a very ambitious stretch target for the University to achieve €154m, based on European success rates of about 21% in FP7. However, due to the increasingly competitive nature of EU funding, European success rates in H2020 have been 12% on average and so a revised target of €18m per year of this Compact was committed, resulting in a cumulative H2020 target of €139m, representing a 50% increase in the University's drawdown in comparison to the previous FP7 program. According to the EC Horizon 2020 dashboard (as of February 2021), over the course of Horizon 2020 (2014-2020), Trinity College Dublin has secured 237 signed H2020 contracts to the value of €**138.3**m (13% of the total income to Ireland) with the gap between Trinity over the next best Irish HEI (UCD) standing at over €35M. A number of contracts are yet to be completed so the final value is projected to exceed the €139m target. The greater share of the funds has been achieved via high-value Individual ERC and MSCA awards. Trinity's performance in the ERC domain has significantly developed since FP7, a total of 12 (€22m) awards were made under FP7 while at the end of the final year of Horizon 2020, TCD researchers have secured 44 ERC Grants (€61.9m).			

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;**

Overarching Statement (<u>maximum of 200 words</u>) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Trinity is committed to making equality, diversity and inclusion a cornerstone of our ethos and practice through a robust ED&I strategy and action plan. This action plan will embed a culture of equality, inclusion, respect and dignity across all aspects of operations in order to provide a foundation for the flourishing of all students regardless of their background. An undergraduate admissions strategy for approval in 2021 will spur on excellence by increasing the socio-economic diversity and geographic diversity of Irish students and will aim to more than double the number of students progressing from FET to TCD by 2025. Students who have entered the College through the national HEAR and DARE routes and mature students will comprise 25% of the student body. The incoming admissions strategy will reference the DIS data available from the HEA. The university also aims to expand the range of scholarships for the student body enabled by philanthropy.

Strategic Priority 4.1 Sustain the expansion from underrepresented groups with 2000 additional enrolments from socio-economically disadvantaged groups and 1000 from further education access programmes.

i.	**Institution Strategic Initiative**				
ii.	**Key Performance Indicators**	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
	The Transitions Group on Further Education and Training (FET) to HE entry has provided research on the importance of expanding this entry route in order to maximise pathways for diverse learners to HE. The quality review of the Trinity Access Foundation Course, which includes long-standing partnerships with the CDETB, has also demonstrated the value of FET to HE routes.	2016/17 Baseline: 40 FET entrants	In 2018/19, the FET target of 45 students was exceeded. Of the 55 FET students registered, 23 (42%) entered via TAP related FET routes (Pearse/Plunket/Liberties/ Rathmines) while 32 (58%) entered Science and Nursing and Midwifery programmes via FET to HE progression pathways. For 2019/20, 61 *acceptances* have been recorded to date. Again, the target appears to have been exceeded. The increase in acceptances via FET progression pathways can, in some way, be attributed to the addition of three new FET routes for 2019 entry (see	50	57 44 FET Routes (77%) 13 TAP ETB Facilitated Entry (23%)

		Table 1.2 below). However, of the 12 BESS places available to FET students, only two have been accepted. The FET place in Global Business remains unfilled.		
		New FET routes for 2019 entry quotas and acceptances: **Law** • Reserved Places = 5 • Acceptances = 5 **Global Business** • Reserved Places = 1 • Acceptances = 0 **BESS** • Reserved Places = 12 • Acceptances = 2	No interim target for 2020 is provided in the Compact	n/a
The Higher Education Access Route (HEAR) is a third level alternative admissions scheme that offers places on reduced points and extra college support to school leavers from socio-economically disadvantaged backgrounds. The Disability Access Route to Education (DARE) is a third level alternative admissions scheme for school leavers whose disabilities have had a negative impact on their second level education. B candidates are those applicants who are deemed eligible for inclusion in both schemes.	2016/17 Baseline 10 HEAR/DARE entrants	With regards to the HEAR/DARE (referred to as B candidates), there are 15 B candidates that have accepted course offers for 2019/20. All 15 of these places have come through the HEAR quota. There were 7 registered B candidates in 2018/19 and they all came from the DARE quota. There were 28 students in the 2018/19 academic year who were eligible to receive an offer but many were lost due to receiving a higher-placed CAO offer from another HEI and/or availability of places.	25	No of HEAR/DARE candidates: 16/17: 10 17/18: 15 18/19: 7 19/20: 15 Total: 47

These candidates are prioritised for places ahead of higher scoring candidates from both the HEAR or DARE pools alone so long as they have met the minimum subject and points requirement set by the university.			
iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* This strategic priority is coded as green as the targets have been exceeded. A risk associated with FET entrants is the continued ability to resource a marketing and communications campaign and post-entry supports to this student cohort. The merits of the national HEAR/DARE scheme in attracting a considerable number of applicants is clear. However, the impact of Covid 19 on students' access to guidance and advice, and the ability to successfully complete the CAO-based applications will need to be monitored for its effect on admissions trends. Preliminary data from 2020 entrants demonstrate an increase in admissions from DEIS school candidates, but this may change in 2021 depending on format of Leaving Certificate assessment.		

Strategic Priority 4.2 Increase enrolments from DEIS schools by ensuring that every such school will be participating in a HEI-led access programme.				
i. **Institution Strategic Initiative**				
ii. **Key Performance Indicators**	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
School/university partnerships are a key feature of widening participation efforts nationally and internationally. Trinity has primarily benchmarked itself against access offices throughout Ireland; many of our school partnerships have been developed in consultation and collaboration with our access colleagues, through ongoing engagement in Access Made Accessible (AMA) and Mature Students Ireland (MSI), and Leinster Pillar I partnerships. We have also developed international partnerships with College for Every Student, and Oxford University .	2016/17 Baseline: In-depth engagement with 20 DEIS schools	We are currently on track to meet the target set for 2019/20. This will be achieved through continued development of our partnerships and outreach activities with schools, recruitment of teachers on the Postgraduate Certificate in 21st Century Teaching and Learning, placement of community mentors in DEIS schools, development of Schools of Distinction and College Awareness Week National campaign within DEIS schools.	In depth engagement with 40 DEIS schools	In-depth engagement with 48 DEIS schools All 40 'Leader' DEIS primary and second level link schools + 8 'Network' DEIS schools via the Schools of Distinction programme.
iii. **Interim targets, commentary and data source (maximum of 300 words)** **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* Trinity Access partnerships have flourished over the last couple of years. We have both expanded and deepened our engagements with schools and educators and our partnerships with schools are now quite substantial. We deliver Continuous Professional Development for an ever-growing number of teachers and principals through the *Post-Graduate Certificate in 21st Century Education* and we have developed a community of practice for educators which is complimented by an online teaching and learning resource bank. Schools nationally are involved in our *Schools of Distinction Programme*, providing an opportunity to develop and measure three core practices in education within their schools – Leadership in Learning, Pathways to College, and Mentoring. Finally, we lead on a national College			

Awareness Week campaign which supports the development of a whole-school and whole-community college-going culture, and has been firmly embedded within the education system, including the official DEIS school reports.

From March 2020, all our programme delivery moved to either a fully online or a hybrid model, in response to the pandemic. Trinity Access led a Tech2Students campaign to help to bridge the digital divide. This campaign is now in phase 2, with support from Rethink Ireland and it involves a nationwide campaign, including a partnership with NUI Galway. Student and teacher participation has grown across all elements, including our summer programmes and postgraduate certificate. Our partnerships have been deemed essential by our school partners. Trinity Access and the School of Education in Trinity also undertook three research reports on the impact of Covid-19 on second level teaching and learning, with a particular focus on DEIS schools: https://www.tcd.ie/trinityaccess/research/

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;

Overarching Statement (<u>maximum of 200 words</u>) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Trinity continues to strengthen and advance excellence in its learning environment. We are committed to enhancing student learning through the development and facilitation of research-led approaches to teaching in higher education and through the nurturing of teaching excellence across the disciplines, thus strengthening microcultures of teaching and learning within Trinity. The advent of Covid-19 and the rapid and unprecedented shift to predominantly online/digitally enabled/hybrid teaching and learning led to a significant shift in priorities. Efforts during this time were focused on responding to immediate institutional needs, upskilling staff to adapt their teaching for online/digitally enabled/hybrid learning and supporting students to learn online. This was achieved through targeted supports, guidance and professional development on digital teaching, learning and assessment, informed by research and international best practice. In addition, Trinity contributed to the scholarly footprint during this time through the dissemination of strategically relevant research and scholarship on teaching, learning and assessment.

Strategic Priority 5.1 Implement from 2018 CPD framework for all academic staff

i.	Institution Strategic Initiative				
ii.	Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Increase the number of graduates from the Special Purpose Certificate in Academic Practice by 20%		Baseline of graduates from the Special Purpose Certificate in 2017/18: 15	23 graduates representing a 53% increase on the 2017/18 baseline.	Increase the number of graduates from the Special Purpose Certificate by 20%	There were 35 graduates from the SPC in 2019/20 representing a **133**% increase on the 2017/18 baseline.
Roll out a programme of work to support the implementation of the Assessment Framework		Some resources on assessment existed on the Centre for Academic Practice and eLearning (CAPSL) website. Workshops were offered on assessment as part of the CAPSL workplan in 2017/18.	16 workshops: 20 attendees per workshop 2 workshops: 27 per workshop 2 workshops: 17 per workshop - National Seminar: 34 attendees 3 lunchtime seminars: 26 attendees 3 webinars	Continue to support the implementation of the assessment framework across all programmes	- Virtual clinics on online assessment (n = 100) 1 online **staff**-facing self-directed module block on online assessment (n = 591) 1 online **student**-facing self-directed learning block on online assessment (n = 2187) 2 School-based workshops on assessment (n = 41) 1 Special Purpose Certificate module on assessment (n = 19)

		• Community of Practice: 6 meetings with 7 attendees		• 2 national seminars on assessment (n = 50) • 1 digital badge on programme assessment (n = 15)
	Resources	33 CAPSL resources developed and published on CAPSL website to support the Assessment Framework	Devise a process for maintaining change to the assessment culture in the long term	Significant number of resources for College community on modes of assessment. Can be accessed at: https://www.tcd.ie/capsl/teaching-online/pedagogies
	A National Forum Digital badge was designed by CAPSL in 2017	26 digital badges assessed and awarded	No interim target for 2020 is provided in the Compact	n/a
Roll out the Teaching Assistant Online Module, developed in 2017/18, with a target of 50 graduates in 2018/19.	No online module existed previously.	Online Teaching Assistant programme Pilot: • 13 graduates • 49 graduate teaching assistants engaged with the non-accredited module Current iteration of Teaching Assistant programme: • 28 graduates anticipated • engagement with non-accredited module not available at this stage.	Increase participation in the Teaching Assistant Online Module	40 graduates in 2019/20 Michaelmas term 2019: Enrolled: 24 Graduated: 17 Hilary Term 2020: Enrolled: 36 Graduated: 23 Numbers enrolled on self-directed programme: 562

iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* **Increase the number of graduates from the Special Purpose Certificate in Academic Practice by 20%** There are currently 400 staff registered for the Special Purpose Certificate, undertaking modules either 'for credit' (15 ECTS) or for CPD purposes alone. At the time of writing this report, graduate numbers represent a 133% increase from the 2017/18 baseline. The advent of Covid-19 and the unprecedented shift to online/digitally enabled/hybrid teaching and learning led to a sudden shift in priorities for Academic Practice CPD. All CPD has now moved online since March 2020 which has involved significant re-design of Academic Practice programmes. For example, the Special Purpose Certificate comprises 10 modules, two of which were redesigned for an online learning context during the reporting period. **Roll out a programme of work to support the implementation of the Assessment Framework** Trinity is continuing to embed the Assessment Framework across College. The impact of Covid-19 has led to a reduction in traditional closed-book exams and the Assessment Framework has supported changes to assessment in Trinity, enabling positive change in the assessment culture. During the reporting period, Trinity moved primarily to Open-Book and Online assessment. Academic Practice developed resources for staff, students and external examiners and also developed a comprehensive suite of CPD opportunities to enable staff and students to adapt to online assessment, including provision of resources, professional development modules, webinars and virtual clinics. 'Gateway to Assessment', a project funded by the National Forum, will enable long term research-led dissemination of open assessment resources across the academic and student community in Trinity and beyond. **Increase participation in the Teaching Assistant Online Module** Participation in the online Graduate Teaching Assistant Module continued to increase during the 2019/20 academic year. The programme may be taken as part of Trinity's structured PhD as a 5ECTS blended module facilitated by Academic Practice - this module ran twice during the reporting period. A 'not for credit' self-directed version of the programme is available on demand through the VLE for all PhD students in Trinity which continues to attract significant numbers (n = 562).

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

Overarching Statement (underline: maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Recognising that inclusive and diverse representation is vital to the pursuit of excellence in the governance, leadership and operations of any institution, Trinity identified two strategic priorities in response to Key System Objective 6, both of which reflect our commitment to advancing gender equality. This commitment is enshrined in Trinity's *Strategic Plan 2020 – 2025 Community and Connection*, which boldly states that "*we will unrelentingly pursue our ambitious targets towards full gender equality under the Athena SWAN programme and the HEA National Review of Gender Equality in Higher Education Institutions (2016)."*

The values of inclusivity and equality are the subject of active pursuit via concrete initiatives which have seen the representation of women in senior and decision-making positions increase dramatically over the last decade. The key governance bodies of the University, Board and Council, are gender balanced (50% and 56% female, respectively, in 2019/20). Representation on Executive Officers' Group maintained the target 40% minimum of both genders in 2019/20. Progress continues apace, as documented below for both priorities under this domain. We will continue to drive this progress further and ensure that gender equality is embedded at all levels throughout the University. It is a source of great institutional pride that our achievements were recognised in 2019/20 with Trinity's ranking of 3rd in the world for gender equality (THE Impact Rankings 2020, UN Sustainable Development Goal 5: Gender Equality).

Strategic Priority 6.1 **Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations**

i. **Institution Strategic Initiative**	**Representation of women among Chair Professors**			
ii. **Key Performance Indicators**	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
The following annual targets are based on current trends and they support the Expert Group's objective to increase representation at this grade. Baseline 2016/17: 25% of Chair Professors are female Target 2018/19: 30% of Chair Professors will be female Target 2019/20: 32% of Chair Professors will be female Target 2020/21:	Baseline metric as of 2016/17: 25% of Chair Professors are female. This baseline reflects several years of concerted action by TCD to improve gender equality in research and decision-making which has resulted in an improvement in the proportion of women among Chair Professors from 12% in 2008 to the above baseline figure.	The relevant interim target which falls during the period covered by this self-evaluation has been achieved as planned, and, in fact, exceeded. The proportion of Chair Professors who are female stands at 31% as of 31st March 2019 (Data from Core HR). Furthermore, while this headline statistic refers to the university as a whole, in the STEMM disciplines which have traditionally had a far more severe underrepresentation of women at the highest grades,	32% of Chair Professors will be female	Data for the end of the period in question show that the proportion of women among Chair Professors reached 31% (35 women, 79 men). Though marginally outside the reporting period, the target of 32% was reached by 1st November 2020 (Data from Core HR).

35% of Chair Professors will be female		women are now 30% of Chair Professors as of 31st March 2019. Thus, the improvement has been made across all areas and at a systemic level.

iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* Representation of women among Chair Professors in Trinity has well over doubled from 12% in 2008 to 32% in 2020. Having exceeded the first interim target, Trinity has met the challenging 2019/20 target marginally outside of the original deadline, which is to be taken as a considerable success in light of delays to core processes, including recruitment, during 2020 due to the Covid-19 pandemic. Nonetheless, we remain aware that further improvements in the representation of women at this level will require concerted action, which the University is committed to implementing. A major overhaul of senior recruitment has been conducted, with the following results: • A dedicated Senior Recruitment Team is now in place to coordinate all Chair recruitment, with gender equality as a key priority guiding its operations • The submission of single-gender shortlists will result in a competition being paused so that a more diverse candidate list can be sought, except in very exceptional instances • Benchmarking at discipline level is conducted to ensure applicant gender targets are determined and met, informed by the flexible cascade model • Following an initial pilot, Unconscious Bias Observers are now used as standard at all stages of Chair recruitment. Concurrently, revisions to the Senior Academic Promotions Policy have aimed to ensure greater equity in processes and outcomes. The revised policy requires the Board to have regard to gender targets when setting the overall indicative quota for promotions. A 2019/20 update to the senior academic promotions process addressed the accommodation for 'personal circumstances', whereby periods of time out for e.g. maternity or parental leave can be taken into account, thus ensuring that the promotions process assesses a candidate's merit relative to their opportunity to accrue that merit. Ongoing data monitoring reveals no gender differences in application or success rates at Chair level.

Strategic Priority 6.2 **HEIs to have attained an Athena SWAN bronze institutional award by 2019.**

i. Institution Strategic Initiative	Athena SWAN awards			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Baseline 2016/17: Trinity has a bronze institutional award as of 2015. Target 2018/19: Trinity will renew its bronze institutional award. Target 2019/20: Increase the number of School awards. Target 2020/21: Trinity will be making good progress towards an institutional silver award.	Baseline metric as of 2016/17: Trinity holds a Bronze Institutional Athena SWAN award, as of 2015. TCD successfully applied for an Institutional Bronze Award in 2015, thus becoming one of the first two (along with the University of Limerick) Irish HEIs to receive an Athena SWAN award. Simultaneously, it was the first Irish HEI to receive a School/Departmental award when three Trinity Schools attained Bronze awards in the same year. This baseline achievement is accompanied by a three-year Gender Action Plan (GAP) which contains detailed baseline metrics and targets for continued improvement. This Action Plan has been implemented in accordance with ongoing monitoring and oversight from the university's Athena SWAN Self-Assessment Team (SAT).	The relevant interim target, which falls during the period covered by this self-evaluation, has been achieved as planned, with the successful renewal of Trinity's institutional Bronze award (application submitted in November 2018 and confirmation of successful outcome received in April 2019). The achievement of this critical target is accompanied by the approval of a new AS GAP for 2019 - 2022 (approved by Executive Officers Group, November 2018) which sets out 42 detailed action points, each with associated timelines and owners. Implementation is overseen by the university's SAT. A cornerstone of the 2019 - 2022 GAP is building Trinity's capacity to achieve the targets necessary to apply for an institutional Silver award in 2022 and implementing a strategy to realise this objective. To support this, School-level SATs have been established in all Schools, and a university-wide Athena SWAN Champions Network was	Increase the number of School awards	The target was achieved with remarkable success. The number of School Athena SWAN awards held was more than doubled during the reporting period **(increasing from three to seven overall),** with a 100% success rate for the School applications submitted (5 total, of which one was a renewal).

		established in February 2019 to build capacity, share good practice and further embed Athena SWAN in Trinity.		
iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* The relevant interim target as published in the HEA Mission-Based Performance Compact namely to increase the number of School Athena SWAN awards, has been successfully achieved (see above). Completion of this goal ensures that we remain on course to deliver the subsequent, dependent commitment under Strategic Priority 6.2, namely that Trinity will be making good progress towards an institutional Silver award. Trinity is committed to fully embedding gender equality throughout its structures and processes through the framework of the Athena SWAN process and has made major progress towards achieving this aim in 2019/20, with a number of significant developments as detailed. Institutional leadership of gender equality has been ensured via the appointment in November 2019 of an Associate Vice-Provost for Equality, Diversity and Inclusion, who sits on the senior management team. A new Equality, Diversity and Inclusion Unit has been established, including the recruitment of a dedicated Athena SWAN Project Officer and EDI Data Analyst to advance this work – this unit is managed by our Equality Officer who was already in place. Athena SWAN Self-Assessment Teams (SATs) have now been established in all Schools, and are linked with one another through the cross-University Athena SWAN Champions Network which provides a mechanism to enhance learning, share good practice and support, and build a community of engagement around gender equality. The University Athena SWAN Committee provides a high-level forum for advancing gender equality priorities. The Committee is broadly based and representative and includes a number of members of the senior management team. The Athena SWAN Committee oversees and drives the strategy for continued School-level applications, including annual targets, in pursuance of our objective of reaching eligibility for a Silver institutional award by 2022.			

7. Signature: *Of the President or on behalf of the President (please sign in space below)*	
Signature:	
Date: 8th March 2021	