Strategy and Performance Dialogue 2018 – 2021

HEI Self Evaluation Report on Progress

1 September 2018 – 31 August 2021

Section A: Summary Information

Name of Institution	Trinity College Dublin
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Date of submission	8 April 2022

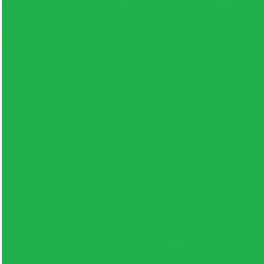# Section B: Overview of Institutional Strategic Development and Performance

Critical Reflection *Max. 5,600-character limit (750-800 words approx.)*	March 2020 saw the publication of our current Strategic Plan 2020-2025 Community and Connection, in which we aspire to shape the future of this university to benefit Irish society and the wider world, just as the world entered a time of global pandemic. Notwithstanding the many impacts of Covid-19, Trinity has achieved 'green' status in seven of our Strategic Priorities as described in this report. Three objectives are assigned a RAG 'amber' status, mostly as a direct consequence of the impact of the pandemic.
	Our ambitions for the innovative E3 Learning Foundry remain on target and several new interdisciplinary teaching programmes have been introduced. These include our new undergraduate course in Environmental Science and Engineering and the postgraduate MSc in Applied Environmental Science.
	We have exceeded the national target (15%) for the proportion of international students within our student body, with 25% in 2020/21 growing to 31% in the 2021/22 academic year.
	The predevelopment phase of the Trinity East project has been successfully completed and we now have a fully assembled site for the future development of our second campus. An early activation project will deliver the first phase of this project with the establishment of Portal, our exciting new Innovation Hub by 2023.
	As a research led institution, Trinity exceeded the annual target of €18m research income in the period 2018 - 21. Research awards averaged €26m per year, with Trinity's allocation under Horizon2020 totalling €150.4M. This exceeded the original target by 8% and that achieved under FP7 total by 56%. Our researchers won 43% of all ERC investigator awards nationally during this period and ranked 38th among all Higher and Secondary Education Institutions in Europe as reported on the EU Horizon dashboard.
	Our collaborative agreements with industry now exceed the baseline by greater than 30% . There is a sustained trajectory of repeat business indicating that these relationships are growing. The translation of research to impact is also evidenced by the number of Trinity companies that have attained High-Performance Start-Up (HPSU) status. This positions Trinity to the forefront in campus company formation in Ireland. We have delivered 25% of all HPSUs from the university sector. The quality of our spinouts is reflected in the quantum of external investment. Some €200m has been raised since 2017, including high-profile exits such as the €380m Roche acquisition of Inflazome.
	We have consistently improved our recruitment of students from under-represented groups through our various entry routes and are committed to increasing our enrolments from DEIS schools.
	During the last two years, we rapidly introduced enhanced teaching and learning supports to pivot to online learning, teaching and assessment necessitated by the Covid-19 crisis. The rapid transition to a remote/virtual environment drove an

	unprecedented demand for professional development in digital learning. Our response to this rapid pivot to online learning was widely commended in our recent QQI institutional quality review.
	In 2019, we established an Institutional Equality, Diversity and Inclusion Unit which prioritised and overhauled our Athena Swan processes. As a direct result, since 2018 the number of School Athena SWAN awards has increased fivefold from 3 to 15. Our ambition for equal gender representation among full Chair Professors is being realised, with 34% of Chair Professors in March 2022 being female. We have established a dedicated Senior Appointments team that coordinates all Chair recruitment, with gender equality as a key priority. Benchmarking at discipline level is conducted using external, objective expertise, and Unconscious Bias Observers are in place as standard practice at all stages of the recruitment process.
	Our current Strategic Plan 2020-2025 'Community and Connection', reflects our conviction that, in an increasingly interdependent world, we need to work together intensely and in novel ways to address the formidible challenges we face. In 2021 a new administration took over the helm at Trinity, with renewed energy and a mission to imagine what we want for the future in Trinity, and make it a reality. We are acutely aware that the world is at a critical juncture on so many fronts. We live in a time of political turmoil including the recent Russian invasion of Ukraine, of major disruption to public health, rapid urbanisation, huge migration, extensive digitalisation, a time in which climate-change and biodiversity depletion is advancing at pace, a time where inequalities persist at a deeply systematic level despite advances, and a world in which we are inundated with data and rapid news cycles to the detriment of critical thought and action. In Trinity, we believe we are preparing our graduates to face these challenges with appropriate skills and an ethos of professionalism. The current adminstration's understanding of leadership is one which is about taking responsibility and inspiring people to be the best they can be. So, notwithstanding the deleterious impact of the global pandemic and the outbreak of war during the 2018 - 2021 reporting period, Trinity has succeeded in both meeting and exceeding overall performance targets across Strategic Priority areas, and has a renewed vitality to deliver excellence with passion, dedication and tenacity.

Section C: Key System Objectives (KSOs)

KSO 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
KSO 1 Summary Statement *Max. 4,200-character limit (550-600 words approx.)*	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 the Schools involved in E3 (Engineering, Computer Sceince and Statisitcs, and Natural Sceinces) and benchmarked against existing undergraduate and postgraduate courses. • A business plan encompassing strategic recruitment and implementation timeline is complete and is being adopted. • The ramp-up of College's student recruitment strategies and Global Relations Strategy within the E3 programmes is complete. • Staffing plans are being implemented on a phased basis - currently, 54% of the proposed staff have been hired. • Curricula for new multi-School programmes are finalised together with timed roll-out of new programmes as follows - Columbia Dual Degree Science programme commenced in September 2020; Joint Honours undergraduate Computer Science and Geography commenced in September 2020; undergraduate Environmental Science and Engineering commenced in 2021; and MSc in Smart and Sustainable Cities commenced in 2021. New courses under development include MSc in Climate Science and Msc in Statistics and Sustainability. • There has been student growth in the E3 Schools of 21% since 2016/17. Central to the vison of the E3 Institute is the construction of the Learning Foundry (E3LF) , 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 on the E3LF includes:

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- Planning permission for the overall E3LF Development Plan was granted in October 2019; design and specification of the E3LF is now complete.

- Construction works to the E3LF commenced in September 2021, basement excavation works are ongoing at present.

Strategic Priority 1.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words approx.)*
Deliver the first phase of the E3 Institute – the Learning Foundry, which will increase STEM students in the university by 50% over 10 years.	Development of an E3 Business Plan.	n/a	Development of an E3 Business Plan.	Business plan developed and targets in the plan are being tracked.
	Progress on Construction of new E3 Learning Foundry building	No baseline	E3 Learning Foundry construction started (subject to planning permission)	Construction of the E3 Learning Foundry commenced in September 2021 - works are ongoing.
	% STEM students in the university	Baseline STEM student number is 3,000 students in 2016.	Increase STEM students in the university by 50% over 10 years.	20% of increase target has been achieved to date.
	# of new undergraduate and postgraduate programmes with a focus on collaborative and project work.	Limited current collaborative undergraduate and postgraduate courses across the three schools.	New undergraduate and postgraduate programmes with a focus on collaborative and project work.	New programmes commenced including Columbia Dual degree, Joint Honours Computer Science and Geography, Environmental Science and Engineering and MSc in Smart and Sustainable Cities.
	E3 Research Themes that focus on Engineering, the	No E3 research themes in 2016.	E3 Research Themes that focus on Engineering, the	The E3 Research vision has been developed and vision document

	Environment and Emerging technologies.		Environment and Emerging technologies.	has been approved by TCD Board.
	Staff: student ratios	Current discipline-focused staff.	Increase in staff numbers in line with student numbers.	New staff recruitment is in line with student recruitment - 54% of the new staff have been recruited.

| **SP 1.1 Commentary**

Max. 1,400-character limit (200 words approx.) | Currently the E3LF is assigned a 'green' RAG status. Recognising that there have been a number of delays directly related to COVID-19, the project has positive progress as follows:

Student Recruitment / Introduction of New Programmes:

• Student recruitment increased by 20% since 2016/17

• Overall, 97% of the student targets were achieved in 2021/22.

• New courses commenced including Columbia dual degree in Science programme, Joint Honours Computer Science and Geography, Environmental Science and Engineering, and MSc in Smart and Sustainable Cities.

Staff recruitment

• 54% of the projected new staff have been recruited.

• The additional staff are enabling the development of the new programmes and growth in student numbers in existing courses and growth in research activities.

Progress on Capital Project

• A number of enabling projects have been completed and construction works to the new E3 Learning Foundry (7,288m2) building has commenced. | **Colour rating for this Strategic Priority:** Green |

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
KSO 2 Summary Statement *Max. 4,200-character limit (550-600 words approx.)*	INTERNATIONALISATION In 2020/21, there were 4,266 registered full-time students from outside Ireland from 118 countries. This represented 25% of the student body. Among these, we had 59 students under partnership agreements with other institutions including Columbia University, Thapar Institute of Engineering and Technology, Manipal Academy of Higher Education, Beijing Foreign Studies University and the University of Michigan-Shanghai Jiao Tong University Joint Institute. The number was significantly lower than in 2019/20 (208) due to the impact of the pandemic on travel. By October 2021, there was recovery with 131 students registered under partnerships with other institutions. We also signed three new international exchange agreements and two new Erasmus agreements in 2021/22. While there was a substantial impact due to Covid-19 in 2020/21, Trinity maintained significant global connectivity and remained committed to diversifying the student population. In early 2020, the concern was that there would be a collapse in new international student registrations together with returning students possibly deferring for the year. The IUA predicted up to an 80% reduction in the former and 20% in the latter. In fact, Trinity experienced a reduction of 16.8% for students from outside Ireland with the greatest reduction noted in single semester/one-year visiting students, followed by non-EU postgraduate taught students. Despite the ongoing pandemic, Trinity has experienced significant recovery in international student registrations in 2021/22. While many universities cancelled all mobility programmes in 2020/21, Trinity decided, where it was possible, students who wished to pursue an exchange would be fully supported. OTHER ACHIEVEMENTS - Our network of exchange partner universities continued to expand to support our ambition that 40 - 45% of Trinity students may have an international experience as part of their undergraduate programme by 2023/24. - We are currently ranked 12th most international university in the world by Times Higher Education, and second highest in the EU in terms of Internationalisation. - In March 2021, Trinity launched a pilot Masters in Global Challenges for Sustainability (first student intake in September 2021), delivered under CHARM-EU, to test the novel concept of a European University https://www.charm-eu.eu

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- Trinity Global commenced a project to develop a suite of 7 modules linked to the UN's Sustainable Development Goals in collaboration with university partners supported by HEA funding of €350k

Note on Strategic Priority 2.1 table below: There was an incorrect baseline given for Mobility which should be 12.5% not 15% (450 students or 15% was the ambition for the first year of the compact).

TRINITY EAST PROJECT

The pre-development phase of the Trinity East project has been successfully completed. There is now a fully assembled site for the development of a future campus. This was achieved through the purchase of privately owned warehousing, a building swap with a local developer to create a contiguous site, and the purchase of freehold from the IDA. A period of strategic review is now underway in which we will assess institutional needs, strategic priorities and budgetary requirements.

In the meantime, an 'early activation' project will deliver the first phase of the development with the establishment in 2023 of an Innovation Hub called 'Portal' for which detailed design was completed in 2021, with the associated tender to be published in the Spring of 2022. Trinity has further developed the Grand Canal Innovation District (GCID) concept and in the summer of 2021 developed a charter document and launched a GCID steering group with key local innovation actors including industry, Dublin City Council and government agencies to deliver the charter. A 320m2 ground floor unit at Trinity East, Unit 18, opened in September 2021 designed for community groups, corporates and local stakeholders to connect and upskill. Themes include creative arts, climate, and technology in the community.

Strategic Priority 2.1 International Students to represent 15% of full-time students by 2020.	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words approx.)*
	Full-time International Students	4,403	5,918	4,266
	Full-time EU Students	1,658	2,187	1,652
	Full-time Non-EU Students	2,745	3,731	2,614

	Percentage Enrolments which are International	27%	32%	25%
	Outward Mobility: EU and Non-EU	*15% or 450 students*	20% or 555 students	14.4% or 434 students
	% mobility including School-level – internal report	29% or 784 students	No specific target set	34% or 931 (internal report for 2019/20 academic year)

| **SP 2.1 Commentary**

Max. 1,400-character limit (200 words approx.) | % FULL TIME INTERNATIONAL

The figure for 2020/21 shows that Trinity had 4,266 full-time international students (25% of all full-time students). The original Compact target was 32%.

NOTE:

In 2019/20, 30% of Trinity's full-time student body was international. This reduction is due to the impact of COVID-19. As of 28 February 2022, 31% of full-time students are international.

% GRADUATE MOBILITY

Trinity returned a baseline as 12.5% for the purposes of the HEA Compact and, applying the same methodology, has returned 14.4% for mobility in relation to 2019/20 graduates. Please note:

Many of the mobility opportunities undertaken by our students are at School level and/or do not fall within the traditional HEA definition of mobility (e.g. placements). This means that historically, while much of our student mobility data has been maintained internally, it has not be included in HEA Compact returns. The true figures are higher than reported to the HEA. (see internal report figure above).

The mobility data that is being returned as part of the HEA compact is retrospective (i.e. our most recent graduate data is for 2019/20 graduates). These students would mainly have had their mobility opportunities in the academic year 2018/19. | **Colour rating for this Strategic Priority:** Amber |

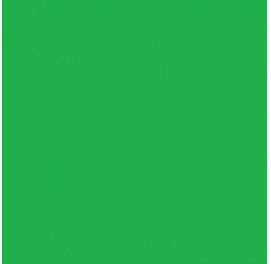| Strategic Priority 2.2 Trinity @ Grand Canal Quay	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words approx.)*
	Deliver Trinity @ Grand Canal Quay (now Trinity East)	N/a	Continue implementation of masterplan	The first phase of the master plan development, an Innovation Hub called 'Portal', is currently under way. This project will act as an early activation of the 'Trinity East' campus.
SP 2.2 Commentary *Max. 1,400-character limit (200 words approx.)*	The predevelopment phase of the Trinity East project has been successfully completed with the removal of a number of constraints. There is now a fully assembled site for the development of a future campus achieved through the purchase of privately owned warehousing, a building swap with a local developer to create a contiguous site and purchase of the freehold from the IDA. A period of strategic review is currently underway in which we will assess our institutional needs, strategic priorities, and budgetary requirements. In the meantime, an 'early activation' project will deliver the first phase of the development with the establishment in 2023 of an Innovation Hub called 'Portal' for which detailed design was completed in 2021 with the associated tender to be published in the Spring of 2022. Trinity has further developed the Grand Canal Innovation District (GCID) concept and in the summer of 2021 developed a charter document and launched a GCID steering group with key local innovation actors including industry, Dublin City Council and government agencies to deliver the charter. Unit 18 opened in September 2021. This is a 320m2 ground floor unit at Trinity East designed for community groups, corporates and local stakeholders to connect and upskill. Themes include creative arts, climate and technology in the community.	**Colour rating for this Strategic Priority:** Amber		

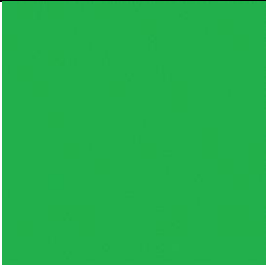| KSO 3:	Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.
KSO 3 Summary Statement *Max. 4,200-character limit (550-600 words approx.)*	Trinity was awarded €150.4m in funding in the competitive Horizon 2020 program (2014 - 2020). This is a testament to the excellence of the research conducted at the university. The amount is the largest for any HEI in Ireland and is almost 1.3 times greater than that awarded to the next highest Irish university. Another research quality metric is that Trinity researchers were awarded 43% of all ERC (European Research Council) Investigator awards nationally under Horizon 2020. Trinity ranked in 38th position of all Higher and Secondary Education Institutions in Europe under the EU Horizon dashboard. Furthermore, research excellence is also evident in the number and level of collaborative agreements with industry which exceed the baseline by more than 30%. It is also noteworthy that the level of repeat business shows that these relationships are growing. The translation of research to impact is demonstrated by the fact that, in the last three years, more Trinity companies have attained High-Performance Start-Up (HPSU) status than in the preceeding 10 years. This positions Trinity as a leader in campus company formation in Ireland, delivering 25% of the total of HPSUs from universities from 16% of the total overall available funding for this activity. The quality of our spinouts is reflected in the external investment of €200m raised since 2017 and by high-profile aquisitions such as the €380M Roche purchase of Inflazome.

Strategic Priority 3.1 Increase research projects between enterprise and the university to >20% over the 2014 baseline for each year of this Compact	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*
	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.	Increase the research projects between enterprise and the university to >20% over the 2014 baseline for each year of the Compact	The number of collaborative agreements with enterprises exceeded the target in each year from 2018 - 2021, delivering on average 63 projects against a target of 48.

SP 3.1 Commentary	Trinity has performed well in winning collaborative research projects with industry in the period of 2018 - 2021, exceeding the target of 48 industry funded research projects by 30% in each of the three reporting years. This performance was also reflected in the actual expenditure by industry on research, a key indicator and proxy for the impact of the university's research, which grew by 30% over the period of this compact.	**Colour rating for this Strategic Priority:** Green
Max. 1,400-character limit (200 words approx.)		

Strategic Priority 3.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value
Secure on average €18million per year of this compact in a cumulative H2020 total of €139 million.				*Max. 210-character limit (30 words approx.)*
	€m funding secured from H2020	The baseline metric is the total funding drawn down during the previous program, FP7, which was €96m in total.	To secure an average of €18m per year of the Compact resulting in a cumulative H2020 target of €139m.	In the period 2018 - 2021, Trinity exceeded the yearly target of €18m, delivering an average of €26m per year resulting in a H2020 total of €150.4m exceeding the original target by 8% and the FP7 total by 56%.

SP 3.2 Commentary	At the start of the 7 year EU Horizon 2020 programme (2014-2020), Trinity initiated an ambitious Research Diversification Strategy, setting a stretch target for the university to achieve €154m, well in excess of the performance in previous FP7 program which delivered €96m. Trinity researchers' performance in the highly competitive H2020 program resulted in a total of €150.4m which is a testament to the excellence of the research conducted at the university. This is the largest for any HEI in Ireland and is almost 1.3 times greater than that awarded to the second highest Irish university. The quality of the research is indicated in the fact that Trinity researchers won 43% of all	**Colour rating for this Strategic Priority:** Green
Max. 1,400-character limit (200 words approx.)		

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	ERC (European Research Council) Investigator awards nationally in Horizon 2020. Trinity ranked in 38th position of all Higher and Secondary Education Institutions under the EU Horizon Europe dashboard which ranks research awards income.

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.)*	A key strategic objective of the Strategic Plan, 2020 - 25 Community and Connection, is to increase the percentage of undergraduate students from non-traditional backgrounds entering Trinity undergraduate programmes to 25% by 2025. Current data indicate that 25.3% of student admissions to undergraduate programmes entered Trinity via Alternative Admission Routes, which represents an increase of 1.7% compared to 2019/20 (23.6%) and meets the strategic objective of 25%. However, we are keenly aware of the need to reach out to category B candidates, those who are doubly disadvantaged, and other low SES groups. Despite our intensive outreach activities with DEIS schools and underrepresented groups, admissions by these cohorts remain stubbornly low, though increasing slowly year on year. In an effort to further increase our efforts in this regard, Trinity established expansive regional and national outreach activities as well as education programmes with students, teachers, parents, and other education providers across different communities. The aim of these outreach initiatives is to increase recruitment from a wide and diverse pool of possible candidates. Trinity Access21 (TA21) and its linked Postgraduate Certificate in 21st Century Teaching and Learning are expressions of these efforts, and the impact of these initiatives is being carefully managed through tailored engagement with their stakeholders (see Trinity Case Study). Other initiatives to raise awareness and increase participation are the national College Awareness Week Campaign – spearheaded by Trinity – and the PATH Leinster Pillar 2 project, especially the Community Mentoring strand. These strategic initiatives are platforms for providing information, advice, and guidance on HE opportunities and training of underrepresented students groups through access to mentors. Trinity recognised the need to introduce a further education and training (FET) admissions route with established quotas to our undergraduate programmes. This work is on-going and there has been moderate success in attracting FET applications. In order to support this work, a further education and training to higher education Project Officer post was created and this post solidifies the university's commitment to expanding entry routes, available places and the number of students progressing from FET centres.

Access is a whole College effort and Trinity encourages all programmes across the three Faculties to reserve places for access students. Ensuring representation from all the access categories can be challenging for reasons outside of the university's control. Applicants may receive an offer to another HEI course, there may not be available places, there may be a mis-match between an applicant's preference and their eligibility for that course and so on. Verifying data can also be a challenge and the establishment of the Widening Participation Working Group allows for annual benchmarking and monitoring of targets and verification of data: the cross-functional composition of this group helps to identify and maximise supports for an increasingly diverse student body.

The COVID-19 pandemic has put considerable strain on resources and Trinity is confident that our intensive efforts and swift responses have been effective in supporting both the well-being and academic needs of our most disadvantaged students.

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.	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*
	# of FET entrants	No baseline	60	In this period, 96 students entered Trinity via the FET route as follows: 2018/19 = 14; 2019/20 = 22; 2020/21 = 60. There is an upward trajectory, which continues into 2021/22 (63).
	Liberal Arts progression numbers to programmes in Arts, Humanities and Social Sciences	No baseline	Increased progression from the FET sector will be achieved through (a) expanding the Liberal Arts progression numbers to programmes in Arts, Humanities and Social Sciences;	2020/21 data Tota l= 54 as follows: QQI-FET = 24 TAP ETB (also FET) Facilitated Entry = 30

	Progression rate from Maths for TEM QQI award to STEM courses;	No baseline	(b) making use of the Maths for TEM QQI award as a route for entry to STEM courses;	Maths for STEM has been accepted for newly approved route to Dental Technology. Maths for STEM has been accepted by Computer Science for TR033 (approval pending). No FET students presenting Maths for STEM
	# of places available in Science and Nursing QQI progression	No baseline	c) increasing the number of places available in Science and Nursing QQI progression; and	Dental Technology = 2 Approved as FET admission route in 2022. Computer Science = 5 New FET route to TR033 agreed for 2023, approval pending. FET routes to Joint Honours Computer Science under discussion.
	# of entry routes from FE	No baseline	(d) establish a number of new FET routes to the university	Trinity has 105 programmes that students can access via FET. New FET route to Dental Technology approved for 2022. New FET route to Computer Science agreed for 2022 and

			routes to TR033 Science pending
	# of HEAR/DARE entrants	2016/17 Baseline 10 HEAR/DARE entrants	28	HEAR/DARE entrants (B candidates double disadvantaged) 2018/19 = 7 2019/20 = 14 2020/21 = 21 TOTAL = 42

SP 4.1 Commentary *Max. 1,400-character limit (200 words approx.)*	A FET Project Officer has been in post since August 2021 prioritising outreach, recruitment and targeted post-entry support to this student cohort with the aim of increasing applications, progression and retention. FET student ambassadors were also recruited to increase a sense of community within this cohort. Covid limited opportunities for in-person engagement but online activities were well attended. Provision of Maths for STEM classes on Trinity campus in collaboration with Coláiste Dhulaigh was suspended for 2021 and this is likely to impact FET admissions to Engineering in 2022. The intention is to run this programme in 2022/23 and advertise it widely. A FET route to Dental Technology was approved for 2022 entry. Agreement has been reached to open 5 places in Computer Science for FET entry in 2023. Several institutional barriers have been identified that pose a risk to the goal of increasing FET admissions. In response, a proposal has been developed to apply the existing Recognition of Prior Learning (RPL) policy to FET applications, to significantly increase the number of eligible applications from FET students. The number of students entering Trinity through DARE continues to increase year on year, with 297 entrants in 2020/21, compared to 270 in 2019/20. The number of admissions through HEAR has increased by 33% (208) compared to the previous year.	**Colour rating for this Strategic Priority:** Green

Strategic Priority 4.2 Increase enrolments from DEIS Schools by ensuring that every such school will be participating in a HEI-led access programme	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words approx.)*
	Engagement with DEIS schools	2016/17 Baseline: In-depth engagement with 20 DEIS schools	In depth engagement with 40 DEIS schools	In depth engagement with 67 DEIS schools. 40 "Leader" DEIS schools (20 primary, 20 seconday) + 27 "Network" DEIS schools via the Schools of Distinction programme.
SP 4.2 Commentary *Max. 1,400-character limit (200 words approx.)*	Trinity Access partnerships have continued to grow in the last year. We have both expanded and deepened our engagements with schools and educators and have a growing number of school partnerships. The broad reach of our Tech2Students initiative in 2020/21 created new school connections. These contacts and the growth of our teacher-led community of practice contributed to a large increase in the number of schools taking part in the Schools of Distinction programme. This programme provides an opportunity for schools to develop, implement and assess three core practices in education - Leadership in Learning, Pathways to College and Mentoring. We continue to provide professional development opportunites for an ever-growing number of teachers and principals through the Postgraduate Certificate in 21st Century Teaching and Learning and we have developed a community of practice for educators, including conference and teachmeet events, informal online chat groups and resource sharing. 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 this has been firmly embedded within the education system, including the official DEIS school reports. Between March 2020 and August 2021, all of our programme delivery moved online, in response to the pandemic.			**Colour rating for this Strategic Priority:** Green

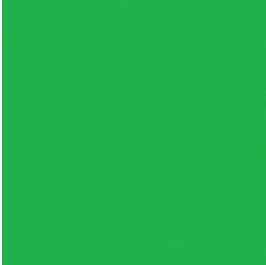| KSO 5:	Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence
KSO 5 Summary Statement *Max. 4,200-character limit (550-600 words approx.)*	Trinity has significantly strengthened the quality of its learning environment during this period, advancing strategic objectives in professional development [Special Purpose SPCert, the Graduate Teaching Assistant (GTA) Module] and assessment (the Trinity Assessment Framework) and remains committed to enhancing student learning through development and facilitation of research-led approaches to teaching and learning. Trinity Teaching and Learning (TT&L) has supported a wide variety of educational initiatives and provided leadership on pedagogy and curriculum reform in the delivery of the university's educational mission. During this reporting period, the Academic Practice Unit in TT&L has supported a wide variety of educational initiatives to provide leadership on pedagogy and curriculum reform and has redesigned its professional development programmes. The Covid-19 pandemic has had a significant impact on the delivery of our education and Trinity had to transition rapidly to remote teaching, learning and assessment. Against this backdrop, the demand for professional development in digital learning across Trinity was enormous and unprecedented and TT&L provided direct pedagogy support to over 1,500 academics and in excess of 5,000 students in the pivot to online during the summer of 2020. This was extremely challenging as staff and students had to adapt quickly to an online environment where their first concern was digital literacy followed by sound pedagogy practices. In 2020/21 the SP Certificate module was adapted to a blended model and module materials were revised to address digital pedadogy imperatives; both the Certificate and and the GTA module continue to grow and engage participants from across College. The pandemic significantly increased staff participation in professional academic development and a recent quality review in 2021 commended the Academic Practice Unit for the range, scale and quality of its teaching and learning activities and noted the positive impact on School and College cultures linked to participation on the Special Purpose Certificate and the GTA module. In May/June 2021, TT&L conducted a large scale survey of Trinity Student and Staff experiences of Teaching, Learning, and Assessment during the 2020/21 academic year. Key objectives of the survey were to: • identify digital TLA strategies that worked well for staff and students, and challenges therein; • explore staff and student concerns and preferences regarding future programme delivery and assessment; • determine the professional development and support needs of staff as they prepare digital TLA approaches within their programmes. Results from this survey have ascertained the teaching, learning and assessment digital practices that will continue and will be supported post-pandemic at Trinity. Resulting professional development in this area is ongoing and, at the time of writing, there is a

second GTA module in development which focuses on core pedagogic competences in digital assessment and feedback. Building on Trinity's commitment to 'next generation teaching and learning' and to implementing a digital learning strategy (one of the goals of the Trinity Strategic Plan 2020 - 25), TT&L supported by the HEA T&L fund, is currently building capacity for digital education at personal, disciplinary, and organisational levels, building on institutional, national and international pedagogical research and best practice. The scarcity of funding, time, and professional academic practice practitioners remains a challenge to realising our T&L strategic objectives. As yet, the HEA Teaching and Learning fund has not been distributed for the 2021/22 academic year and without this fund our ability to build further digital pedagogy practices and to support a growing number of students and staff is significantly reduced.

Strategic Priority 5.1 Implement from 2018 CPD framework for all academic staff	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words approx.)*
	Level of 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 in2017/18.	Measure and review the implementation of the Assessment Framework	The ongoing implementation of the Assessment Framework is evidenced in the significant change from end-of-year exams to a more diverse range of assessment practices embedded in the undergraduate curriculum.
	# of graduates from the Special Purpose Certificate	Baseline of graduates from the Special Purpose Certificate in 2017/18: 15	Increase the number of graduates from the Special Purpose Certificate by 20%	85 graduates of SP Cert during this period, representing an increase of 467%. 415 staff registered in 2021. The increase is largely due to the Pandemic and the need for digital competency.

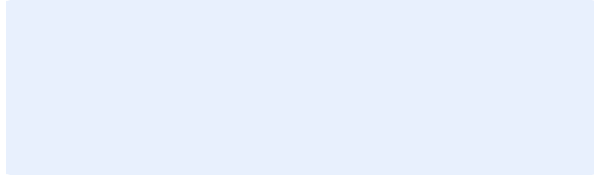|	# of academics attending academic practice and digital learning professional development opportunities that are not-for-credit	No baseline	Increase – no specific target	During this period, Academic Practice hosted 103 not-for-credit workshops/events with 2,145 attendees.
SP 5.1 Commentary *Max. 1,400-character limit (200 words approx.)*	The Trinity Assessment Framework was assessed as part of the Academic Practice offering through a Quality Review in March 2020, where it was commended for engaging 'many of those in leadership roles to work in partnership with Academic Practice on strategic initiatives […] around assessment.' Academic Practice has led institution-wide research and an accompanying survey on student and staff experiences of Teaching, Learning and Assessment at Trinity in 2020/21. This has determined (a) which aspects of digital assessment should be retained post-pandemic, and (b) the approaches to support staff to develop digital assessment that is pedagogically relevant. In response, the TAF has supported the embedding of evidence-based advanced pedagogic competencies in digital assessment, tailored to the needs of specific disciplinary contexts. The SP Cert has increased the number of graduates during this period by 467%, with 415 staff registered. It was very positively reviewed by the Academic Practice Quality Review which commended its 'quality, value and standing'. The SP Cert now integrates face-to-face and digital teaching and learning strategies within a coherent, pedagogically-effective framework, and continues to build a community of educators across College. During this timeframe, Academic Practice also hosted over 100 not-for-credit CPD opportunities with over 2,000 attendees.			**Colour rating for this Strategic Priority:** Green
KSO 6:	**Demonstrates consistent improvement in governance, leadership and operational excellence.**			
KSO 6 Summary Statement	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)."			

Max. 4,200-character limit (550-600 words approx.)	The values of inclusivity and equality are being pursued actively through concrete initiatives which have seen the representation of women in senior and decision-making positions increase dramatically over the last decade. For example, both the Provost and the Vice-Provost/Chief Academic Officer are female, as is the Chief Operating Officer. Progress continues apace, as documented in the Strategic Priority 6.1 section 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 2021/22 with Trinity's ranking of 6th in the world for gender equality (THE Impact Rankings 2021, 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	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*
	% of female Chair Professors	Baseline 2016/17: 25% of Chair Professors are female	35% of Chair Professors will be female	Representation of women among Chair Professors in Trinity increased significantly from 25% in 2016/17 to 32% in 2021. For various reasons, recruitment of Professors deaccelerated for a time in 2020/21.
SP 6.1 Commentary *Max. 1,400-character limit (200 words approx.)*	Equal gender representation among Chair Professors is progressing with 34% of Chair Professors in March 2022 being female. Ongoing efforts by the university to meet this objective include: A dedicated Senior Appointments Team that coordinate all Chair recruitment, with gender equality as a key priority. Benchmarking at discipline level is conducted usi external, objective expertise to ensure applicant gender targets are determined and met in line with the market analysis. Unconscious Bias Observers are in place as standard at all stages of recruitment. Brochures for appointments are designed to ensure that tone and content appeal equally to female as well as male candidates.		**Colour rating for this Strategic Priority:** Amber	

| | Revisions to the College's Senior Academic Promotions Policy have aimed to ensure greater equity in processes and outcomes. The policy now requires the university's Board to have regard to gender targets when setting the overall indicative quota for promotions. A 2021 update to the senior academic promotions process further addressed the accommodation for 'personal circumstances', whereby the candidate indicates the likely impact of periods of time out for leave so that this can be taken into account ensuring that the promotions process assesses a merit relative to opportunity to accrue that merit. | |

Strategic Priority 6.2 HEIs to have attained an Athena SWAN bronze institutional award by 2019.	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*
	# of Athena Swan Departmental Bronze awards	No baseline	Increase the number of School awards	The target was met. The number of School Athena SWAN awards held since 2018 has increased fivefold during the reporting period (increasing from three to fifteen).
	Progress towards Athena Swan Institution Silver Award	Trinity has a bronze institutional award as of 2015.	Trinity will be making good progress towards an institutional silver award	The relevant interim target to increase the number of School Athena SWAN awards has been successfully achieved. Completion of this goal ensures that we remain on course to achieve an institutional silver award.

| SP 6.2 Commentary Max. 1,400-character limit (200 words approx.) | Trinity is committed to fully embedding gender equality throughout all structures and processes through the framework of the Athena SWAN process and has made major progress towards achieving this aim since 2018, with a number of significant developments as detailed in previous sections. Institutional leadership of gender equality has been ensured via the appointment in November 2019 of a part-time Associate Vice-Provost for Equality, Diversity and Inclusion, who sits on the senior management team - this position was converted to that of a full time post in August 2021. An 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 the Equality Officer who was already in place. Athena SWAN Self-Assessment Teams (SATs) have 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 and share good practice. | **Colour rating for this Strategic Priority:** Green |

Section D: Signature

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

Name of signatory	Professor Linda Doyle
Title	Provost
Signature	
Date	6 April 2022