Mission-based Performance Compact

2018-2021

between

Trinity College Dublin, the University of Dublin

and

The Higher Education Authority

Date: 4th February, 2019

Context

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

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

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

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

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

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

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

The principles of State funding support

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

- Institutional autonomy balanced with public accountability for high quality outcomes; and
- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

Contents

1. Establishment of the Compact

The Higher Education Authority and the Higher Education Institution agree that:

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

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

2.   Performance Funding Framework

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

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

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

3   Mission and Strategy Statement

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

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

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

Changes to the mission and strategy statement

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

- Any significant change that it proposes to make to its mission during the term of the Compact

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

It should be noted that preparations are currently progressing for the College's next Strategic Plan to run from 2020 – 2024 and this may affect goals and objectives in the current Plan that may impact this Mission-based compact.

Trinity College Dublin, The University of Dublin: Strategic Plan 2014-2019

As a university of global consequence, we will be known for realising student potential and for research and scholarship that benefits Ireland and the world.

We provide a liberal environment where independence of thought is highly valued and where all are encouraged to achieve their full potential. We will:

- Encompass an ever more diverse student community, providing a distinctive education based on academic excellence and a transformative student experience;
- Undertake research at the frontiers of disciplines, spurring on the development of new interdisciplinary fields and making a catalysing impact on local innovation and on addressing global challenges
- Fearlessly engage in actions that advance the cause of a pluralistic, just, and sustainable society.

The Strategic Plan is structured around nine Goals which identify actions that further our mission of teaching, research and engagement. The Goals align well with the Key System Objectives and, hence, our contribution to achieving these national objectives is linked to success in our own strategic objectives.

Alignment of Strategic Plan and Key System Objectives:

Key System Objective 1	Strategic Plan Goal	Action
Provide a strong talent pipeline combining knowledge, skills and 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	Goal 1 – Strengthen Community	Increasing the percentage of under-represented groups; Increase flexible and online delivery
	Goal 3 – Renew the Trinity Education	Provide more opportunities for internships and student mobility; Develop mutually beneficial relationships with employers
	Goal 5 – Build Valuable Partnerships	Support Innovation Ecosystem
	Goal 6 – Research for Impact	E3 Learning Foundry

Key System Objective 2	Strategic Plan Goal	Action
Creating rich opportunities for national and international engagement which enhance the learning environment and deliver a strong bridge to enterprise and the wider community	Goal 1 – Strengthen Community	Building a global community; Presenting Trinity as a world-class educational institution; Developing strategic international partnerships
	Goal 3 – Renew the Trinity Education	Provide more opportunities for internships and student mobility
	Goal 5 – Build Valuable Partnerships	Support Innovation Ecosystem
	Goal 6 – Research for Impact	Research excellence strategy – international and national engagement

Key System Objective 3	Strategic Plan Goal	Action
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	Goal 5 – Build Valuable Partnerships	Office of Corporate Partnership and Knowledge Exchange; E3 Learning Foundry; Trinity Business School; Trinity @ Grand Canal Quay
	Goal 6 – Research for Impact	Research Excellence Strategy

Key System Objective 4	Strategic Plan Goal	Action
Significantly improve the equality of opportunity through education and training and recruit a student body that reflects the diversity and social mix of Ireland's population	Goal 1 – Strengthen Community	Increase recruitment from non-traditional entrants and achieve a broader representation of students from throughout the island of Ireland
	Goal 2 – Promote Student Life	Support and enhance the transition to university

Key System Objective 5	Strategic Plan Goal	Action

Demonstrate consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality and academic excellence	Goal 4 – Activate Talents	Support the continuing development of a distinctive research-inspired Trinity education with ongoing research and training programmes in academic practice

Key System Objective 6	Strategic Plan Goal	Action
Demonstrate consistent improvement in governance, leadership and operational excellence	Goal 4 – Activate Talents	Keeping the governance structures of the university under review to ensure that they meet with best international practice
	Goal 8 – Demonstrate Institutional Leadership	Pursuing institutional and School-level Athena SWAN Awards

The university will shortly commence work on developing the objectives to be incorporated into the next strategic plan. As well as identifying new initiatives, the plan will continue to advance successful strategies from the current plan. A third Global Relations Strategy (GRS III) will build on the existing strategy which has seen the proportion of the entire student body from outside the EU grow from 8% in 2012/13 to 15% in 2017/18. Other significant strategic initiatives well into the development phase are the E3 Learning Foundry in Engineering, Environment and Emerging Technologies that will underpin expansion in the Schools of Engineering, Natural Sciences and Computer Science and Statistics to supply skilled graduates and grow research and industry collaboration. Trinity @ Grand Canal Quay will bring together world class research, enterprise, programming and public space and a cultural connector. Large capital projects underway include new student accommodation and the Trinity Business School.

4.   Development Plans and Key System Objectives

Section summary

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

- Institutions should detail a maximum of two institutional strategic priorities under each of the six framework headings.

- Each strategic priority should be accompanied by a description of the strategic initiatives, currently being implemented, or to be implemented over the three-year timespan of the compact (academic years 2018 – 2021).

- These strategic initiatives should be described with reference to the high-level targets as set out in the framework.

Objective 1	Providing a strong talent pipeline combining knowledge, skills and employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability
Objective 2	Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community
Objective 3	Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe
Objective 4	Significantly improves the equality of opportunity through education and training and recruits a student body that reflects the diversity and social mix of Ireland's population
Objective 5	Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality and academic excellence
Objective 6	Demonstrates consistent improvement in governance, leadership and operational excellence

4.1   Key System Objective 1

Providing a strong talent pipeline combining knowledge, skills and employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability.

High Level Targets:

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

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

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

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

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

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

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

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

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

Strategy summary

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

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

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

Strategy summary:

Trinity's Strategic Plan, and in particular Goal 1 Strengthen Community, Goal 3 Renew the Trinity Education, Goal 5 Build Valuable Partnerships and Goal 6 Research for Impact, link directly with Key System Objective 1 to provide a strong talent pipeline which responds effectively to national and international needs.

Trinity provides a distinctive education based on academic excellence and a transformative student experience. Our curriculum continues to evolve in light of new discoveries in disciplinary knowledge, pedagogy, and also in the recognition that the context in which our graduates participate is ever-changing, particularly in terms of expectations of students, employers, and of society at large. Earlier phases of the Trinity Education Project (which delivers Goal 3 of the Strategic Plan) brought consensus across the whole university regarding four graduate attributes – to think independently, to communicate effectively, to act responsibly and to develop continuously – which represent the qualities, skills and behaviours that our students will have the opportunity to develop during their time at Trinity. These contribute to the personal and intellectual development of our students and prepare them for a life of global citizenship with the ability to contribute to the workplace of the future.

The Trinity Education Project has developed a programme architecture which provides more opportunities for learning outside a student's core discipline, for study abroad through student exchanges and for internships. The new academic year structure is being implemented in 2018/19 and this will facilitate assessment at the end of each semester. There has been much focus on enabling academic staff to introduce more diverse forms of assessment appropriate to their subject.

Admission to Trinity's programmes in Science have been revised into four separate entry routes (Biological and Biomedical Sciences, Chemical Sciences, Geography and Geosciences and Physical Sciences) starting in 2018/19. Since our last Compact report, the University Council has agreed to reduce the number of entry routes into joint honors programmes in arts, humanities and social sciences (the Two Subject Moderatorship Programme or TSM) from 172 to 62 with effect from 2019/20. The next stage of this work will be to identify and develop new subject combinations which build on Trinity's strengths and respond to international and to national trends.

However, we are concerned, as highlighted in *Language Connect: Ireland's Strategy for Foreign Languages in Education 2017-2026*, about the decline across the sector in the number of applicants through the CAO for language programmes. Partly to mitigate this and recognising the importance of providing opportunities for learning outside the discipline, from 2020/21 onwards a suite of language modules will be available to students for whom the study of a foreign language is not part of their core programme. We are also changing the ways in which students are admitted to Modern Language programmes.

The new E3 Institute in Engineering, the Environment and Emerging Technologies will make a significant contribution towards achieving the goal of ensuring Ireland is a leader in STEM education. Building on Trinity's established expertise we will enable new research around global challenges, create new curricula in STEM and increase the number of graduates in these areas of global demand. The E3 Institute will emphasise enterprise, creativity, teamwork and critical thinking as part of the overall education experience and students will engage in project-based learning, working in teams across the disciplines of engineering, the natural sciences and computing. Central to the vision of the E3 Institute is the construction of the Learning Foundry, a state of the art 6,086 square metre facility based on the main Trinity campus which will deliver new teaching facilities and an innovative interactive learning space for undergraduate and postgraduate students. The Schools of Engineering, Computer Science and Statistics, and Natural Sciences will share the new Learning Foundry which will be a launchpad for a new kind of education experience for students with a focus on collaborative and project work. It will have capacity for 1,800 additional places for students of Science, Technology, Engineering and Mathematics (STEM) which constitutes an increase of 50% STEM places over ten years. [See Appendix 2, press release]

Key System Objective 1

Priority 1: Deliver the first phase of the E3 Institute – the Learning Foundry which will increase STEM students in the university by 50% over ten years

2016/17 baseline: E3 Strategic and Business Plan in Development

2018/19: E3 Business Plan approved by Board; E3 Foundry Design Team in Place

2019/20: E3 Learning Foundry design complete

2020/21: E3 Learning Foundry construction started (subject to planning permission)

4.2   Key System Objective 2

Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community.

High Level Targets:

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

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

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

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

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

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

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

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

Strategy summary

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

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

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

Strategy summary:

'Every great advance that Trinity has made has been in partnership with others; it is partnerships that enable Trinity to enhance its standing as a place of learning, and Ireland's reputation...'[1] Within our next strategic planning period successful partnerships will contribute to the delivery of the objectives of E3 Learning Foundry and the Trinity @ Grand Canal Quay Campus.

During the period of this Strategic Plan, Trinity has embarked on a successful Global Relations Strategy as part of Goal 1 Strengthen Community recognising the benefits a diverse and international study body brings. Mirroring the national policy *Irish Educated Globally Connected – An International Education Strategy for Ireland, 2012-2020*, the focus is on building and maintaining quality partnerships and enhancing the student experience for international and domestic students. Trinity has recently entered into a number of prestigious international partnerships including Columbia University in the City of New York, University of Science and Technology, Beijing and Beijing Foreign Studies University. The internationalisation strategy has seen the proportion of the entire student body from outside the EU grow from 8% in 2012/13 to 15% in 2017/18 (the 2014/15 institutional profile shows Trinity with the highest number of full-time international students across the university sector). This growth trajectory benchmarks favourably against UK comparators such as the University of Glasgow, University College London and Lancaster University[2]. Trinity was one of only four universities in Europe shortlisted for the 2017 EAIE Institutional Award for Innovation in Internationalisation, which seeks to recognise a European higher education institution that demonstrates institutional best practice within a European context. Trinity is ranked 27th in the 2018 Times Higher Education for International Outlook.

Trinity has been an active participant in the Erasmus programme for 30 years and, as part of the Global Relations Strategy, the number of undergraduate students engaging in student exchanges in non-EU universities has increased. Trinity has engaged with universities in the USA, Canada, Australia, New Zealand, China, Hong Kong, Japan, Korea and Singapore in efforts to increase the number of students availing of exchanges outside the EU and currently works with 247 partners under the Erasmus+ programme.

The next Global Relations Strategy (GRS3) 2019/20 - 2023/24 (Goal 1 Strengthen Community) provides an opportunity to have a more holistic strategy and includes other desired outputs including partnerships and student mobility. While continued growth in non-EU students and revenue remains a strong ambition, this strategy introduces identification and development of new engagement. GRS3 will deliver the vision of a university with a globally representative community, with a number of dual degree programmes and opportunities for all students to spend time in leading universities globally (Goal 3 Renew the Trinity Education). The number of students engaging in outward mobility will increase by 20% by the end of this five year strategy. Trinity will also continue to engage with partners, including our LERU partners (Goal 6 Research for Impact) to increase research placements and internship.

The Global Relations Office has an international student experience team that focuses on the delivery of a quality student experience through liaison with key stakeholders internal and external to Trinity, providing a specialised service to international students in Trinity through the International Student Support hub at the Global Room. The Global Room is a central element of the International Student Experience and is managed by the Global Relations Office. It is a student support hub and event space for all students, with a focus on the international student community. There are also a number of Global Officers within this team that work between the Global Relations Office and the Schools in Trinity that they are assigned to. Their objectives vary but their work is predominantly to support internationalisation at School level by;

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[1] Introduction to the Strategic Plan 2014-2019
[2] See https://www.timeshighereducation.com/news/uks-lower-ranked-universities-take-non-eu-students-hit

- contributing to student recruitment or partnership development/support;
- delivering marketing and event initiatives;
- delivering international student support at School level;
- organising and managing alumni and advancement activities;
- providing international student experience and student support within their Schools.

As part of GRS3, we would like to continue this model and further embed internationalisation by appointing Global Directors in each School with delegated responsibility for the development of academic external relations on behalf of their School. The Global Director will have a role in encouraging and facilitating student mobility and the development of academic partnerships, particularly in supporting the Global Relations Office to focus on the most relevant potential partners based on School links.

The strategic project to deliver Trinity @ Grand Canal Quay recognises that universities act not just as catalysts but as active actors in achieving economic and social impact. Globally, leading universities are now delivering on an innovation mission and partnering with industry to lead the innovation cycle. Trinity already has a proven record as a leader in producing entrepreneurs and is in the ideal geographical location to establish an innovation campus. Trinity has benefitted from the experience of Kendall Square, Boston and Imperial and UCL in London in scoping the vision. The campus Trinity @ Grand Canal Quay will bring together four key ingredients that combined will facilitate the establishment of an innovation district that will be transformational for Dublin and Ireland: world-class research, enterprise, programming public space and cultural connector (Goal 5 Build Valuable Partnerships).

Trinity has also established annual targets for the number of spin out companies agreed with Knowledge Transfer Ireland under the TTSI-3 funding program. Our performance-to-target can vary from year to year as Trinity's focus is on reaching our own quality standard for each company. A key measure of quality is how successful our companies are in meeting the High Performance Start-Up (HPSU) criteria of Enterprise Ireland. We have had a particularly good year in 2018 with six campus companies being approved, four of whom now receive HPSU support and funding. The global benchmark in this field is KUL in Belgium who typically produce 5 to 6 new companies per year.

The €60m University Bridge fund was established in 2016 with a mission to 'invest in companies built from research generated at all Irish Universities and third level institutions'. UCD and TCD collaborated to create the fund with a joint investment of €5m. The European Investment Fund joined as a major funder, together with Bank of Ireland, Allied Irish Bank and Enterprise Ireland. Whilst not all companies will win investment from this fund, it is anticipated that over the life of the fund, 50% will be invested in companies originating from UCD and TCD.

The presence of the fund is helping to catalyse the creation of a new generation of campus companies for Trinity through a close collaboration with Atlantic Bridge (who manage the fund) and the Tech Transfer team in Trinity Research and Innovation.

Key System Objective 2

Priority 1: International students to represent 15% of full-time students by 2020.

2016/17 baseline: of the full student body (15,480); 3,784 had a country of domicile outside Ireland – 24%

2018/19: 29%

2019/20: 31%

2020/21: 32%

Priority 2: Trinity @ Grand Canal Quay

2016/17 baseline: Commence feasibility assessment activities

2018/19 target: to deliver masterplan

2019/20 target: to implement masterplan

2020/21 target: to continue implementation of masterplan

Priority 2: Trinity @ Grand Canal Quay

4.3   Key System Objective 3

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

High Level Targets:

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

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

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

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

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

6. Increase applied research in the Institutes of technology.

Strategy summary

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

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

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

Strategy summary:

Trinity's position as one of the world's leading universities is due in the main to our research, scholarship, and capacity to address issues of global, societal and economic importance. Our strength lies in the breadth and excellence of our expertise; from individual-scholars and thought-leaders, to large multidisciplinary teams, each delivering research of national and global importance. Drawing on our disciplinary strengths and emerging cross-disciplinary thematic focus areas, Trinity has established internationally visible research, evidenced through the growing number of internationally funded researchers and research projects, research centres and institutes of scale. The latter seek to maximise our impact in specific fields such as ageing, neuroscience, nanotechnology, telecommunications and the digital humanities. Each brings together the necessary critical mass of facilities and research excellence to engage and benefit the wider stakeholder community: industry, government, national and international funding agencies and the general public. Our international reputation is evidenced by the invitation to join the League of European Research Universities (LERU) in 2017, significant funding received for the Global Brain Health

Institute, and the single largest philanthropic donation, together with €15m from the Department of Education and Skills, for the E3 Learning Foundry in Engineering, Environment and Emerging Technologies (Goal 6 Research for Impact). [See Key System Objective 1.]

As part of the work to deliver Goal 5 Build Valuable Partnerships of the Strategic Plan, the university initiated a targeted research diversification strategy for H2020 which provides training, proposal bootcamps, and teaching buyout and was benchmarked with other universities in terms of service provision. The stretch target set was €154m for H2020, based on success rates achieved across Europe of about 21%. H2020 has in reality seen success rates on average of 12%. As a consequence of the supported strategy, Trinity's current share of the HEI sector is 26% and Trinity has won 50% of the total Irish draw-down on the ERC programme to date.

At the same time Trinity initiated a five-year industry engagement strategy in 2014 with a target of doubling the level of research and development investment from industry. This target was reached in 2018 and the numbers continue to improve, supported by investment in the industry engagement team. The large SFI-funded centres, including AMBER, CONNECT and ADAPT, primarily drive this industry engagement. Further growth will depend on renewed and/or increased engagement by industry with the SFI centres.

With funding from Knowledge Transfer Ireland, Trinity has established a pilot project to conduct a detailed market evaluation to determine both the scale of supply and demand for a consultancy unit representing the full range of Trinity's expertise and the results of this work will inform future KPIs.

Whilst noting that postgraduate research numbers have decreased by approximately 20% at TCD over the last two years, it should be noted that the numbers of postdoctoral researchers and research fellows is increasing correspondingly with postdoctoral researchers increasing from 436 in 2017 to 503 in 2020 and research fellows almost doubling from 87 in 2017 to 161 in 2020. It should also be noted that there is a sectoral decrease in the number of postgraduate research students which is due, in part, to decreased levels of funding opportunities available to potential research students.

Key System Objective 3

Priority 1: Increase research projects between enterprise and the public research system by 20% by 2020

Target: increase the research projects between enterprise and the university to >20% over the 2014 baseline for each year of this Compact

Priority 2: Secure HEI Horizon 2020 target of €550m in funding by 2020

Target: to secure on average €18m per year of this Compact resulting in a cumulative H2020 total of €139m

4.4   Key System Objective 4

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

High Level Targets:

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

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

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

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

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

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

Strategy summary

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

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

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

Strategy summary:

As our Strategic Plan Goal 1 Strengthen Community articulates, the 'Trinity community is ultimately defined by those who are enrolled as students. Through our access and admissions policies, Trinity seeks to enrol students with a broad range of talents and with the ability to engage with the kind of education the university offers.' Our strategic approach aligns with the National Access Plan with particular attention given to the areas of priority target groups, data collection systems, mainstreaming and research. Our Trinity Access Programmes (TAP) actively engage with primary and secondary Dublin-based DEIS (Delivering Equality of Opportunity in Schools) schools. Our activities include outreach programmes and teacher professional development. Since 2014, 302 teachers from 11 Dublin DEIS secondary schools have participated in the Postgraduate Certificate in 21st Century

Teaching and Learning and 1,100 students from the same schools participated in a pilot programme to raise awareness of pathways to College. In 2017/18, 304 registered 'access' students across our programmes are from DEIS schools in the greater Dublin area. Our outreach is extensive, and in 2017 one in every six schools in Ireland participated in 'College Awareness Week', of which 113 were Dublin-based schools, with 25 from DEIS schools. TAP is directly linked with 20 primary schools in the greater Dublin region, and on average 750 primary school children engage in on-campus activities each year. TAP also works closely with 30 secondary schools in the greater Dublin region, and during a two-year period, from 2016 to 2018, 3,600 secondary school students participated in on-campus outreach activities.

The university is currently undertaking a longitudinal research project linked to our schools' outreach work and has renewed outreach and admissions processes to attract the priority groups. In partnership with other HEIs, Trinity has secured PATH funding and will lead on a cross-institutional mentoring programme to integrate current undergraduate students who represent the six National Access Plan target groups in DEIS schools/communities across Leinster. Each year, 750 mentors, reflecting the profile of widening participation students, will be placed in DEIS schools.

Trinity is committed to increasing our FET to HE student progression and increasing our number of 'double disadvantaged' students (DARE and HEAR eligible). 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; (b) making use of the Maths for TEM QQI award as a route for entry to STEM courses; (c) increasing the number of places available in Science and Nursing QQI progression; and (d) establish a number of new FET routes to the university. Increased 'double disadvantage' numbers will be achieved through targeted, collaborative work with DARE institutional colleagues and our partner second-level schools.

Progression rates are 97% for students coming through the Trinity Access Programme which compares more than favourably to the 85% national progression rates identified by the HEA (Goal 2 Promote Student Life).

There are a number of dependencies to achieve these targets - sustained philanthropic funding and support for the continued development of CAW, TA21 and 21C SOD. FET to HE progression routes rely on robust recruitment, orientation and support and a programme to expand awareness of the Maths for STEM at FET level.

In TCD, there are a number of support services in place to support all students including those 'at risk' students. The primary source of support is the unique tutorial system that exists in TCD. The mission of the Tutorial service is to provide high-quality opportunities for student development in an inclusive, caring and cost-effective way consistent with the academic mission of College. The Senior Tutor's Office accomplishes this by recruiting, training and supporting a group of Tutors from the College academic community.

The Tutorial Service is one of several student services provided by College and comprises the Senior Tutor's Office and over 250 Tutors. The Senior Tutor's office is headed by the Senior Tutor who is elected by the Tutors for a period of three years, renewable once, and formally appointed by the Board. The Senior Tutor is supported by one administrative officer (Student Support Officer) and one executive officer. The main function of the Senior Tutor's Office is to run the College Tutorial Service. Each undergraduate student in TCD is assigned a Tutor on entering College. Tutors are members of the academic staff who, in addition to their normal academic duties, are appointed to provide personal and academic support to undergraduate students. Tutors are responsible for promoting the development and welfare of the students in their 'chamber' (the group of tutees allocated to a Tutor). Their main function is to advise, listen to concerns, help tutees deal with concerns as far as possible and refer more serious issues to the appropriate student service or outside agency. The service is confidential. Tutors also act as advocates for students in relation to the institution.

The aims and objectives of the Tutorial Service are to: (i) provide support and advice for individual undergraduate students, (ii) organise the Orientation Week for Freshers, (iii) run the College financial assistance programme, (iv) provide input into a number of College committees, and (v) coordinate related services and activities for College.

In addition, Student Counselling offers free, confidential and non-judgemental support to registered students of TCD who are experiencing personal and/or academic concerns. The team of qualified counsellors and learning strategists are committed to promoting and protecting wellbeing and success throughout a diverse student body. The Counselling Team is staffed by experienced clinical and counselling psychologists/psychotherapists who are registered with the Irish Council of Psychotherapy (ICP) or the Psychological Society of Ireland (PSI) and who offer online, one-to-one and group counselling services.

The Transition to Trinity Officer also provides support to incoming new entrants to help them adapt to their new environment through a 'Trinity in Twelve Weeks' programme. This programme is on a week-by-week basis in the first semester to assist and support incoming students to make the most out of College, enhance their study skills, manage their money and everything else they need to succeed.

TCD also provides the following support services to students:

- Careers Advisory Service
- Chaplaincy
- Day Nursery
- Disability Service
- Student Health Service
- Sports and Recreation

Key System Objective 4

Priority 1: Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from further education access programmes

Baseline: 2016/17: FE to HE progression 40

2018/19 target: 45

2019/20 target: 50

2020/21 target: 60

Baseline: 2016/17: DARE and HEAR eligible (double disadvantage): 18

2018/19 target: 22

2019/20 target: 25

2020/21 target: 28

Priority 2: Increase enrolments from DEIS Schools by ensuring that every such school will be participating in a HEI-led access programme

Baseline 2016/17: in depth engagement with 20 DEIS schools

2018/19 target: in depth engagement with 30 DEIS schools

2019/20 target: in depth engagement with 40 DEIS schools

2020/21 target: in depth engagement with 40 DEIS schools

4.5   Key System Objective 5

Demonstrate consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality and academic excellence.

High Level Targets:

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

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

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

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

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

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

Strategy summary

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

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

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

Strategy summary:

Trinity has recently introduced a tenure track path as the primary mechanism by which the university recruits early career academic staff. Appointments are made on an initial five-year fixed-term contract. Continuation beyond the initial term, through the issuing of a permanent contract, is based on the completion of three annual reviews and a tenure interview in the fourth year. It is essential that each new appointee has clarity about what the university expects in terms of research, teaching and engagement and is supported in achieving their objectives. A development programme has been designed to support academic staff in the early period. New appointees are also provided with an academic mentor to support their academic and personal development. A blended learning course enabling Professional Skills for Research Leaders is available. It combines online modules (developed by Epigeum, involving a consortium of 22 universities in six countries), research master classes and a mentoring component.

A mentor programme, the Momentum Programme, is also in place to support academics who are more established in their careers and who would benefit from support in new leadership responsibilities or who are looking towards the next stage of their careers (Goal 4 Activate Talents).

A key aim of the Trinity Education Project is to encourage the adoption of new and relevant pedagogies, especially those relating to assessment, curriculum design and development, and the uptake of digital technologies. To enable this renewal, [The Centre for Academic Practice and eLearning](#)y is focused on supporting academic and academic-related professional staff through professional development in teaching and learning. There is currently an institution-wide focus on assessment as we move to semesterised assessment in 2018/19. This professional development support is provided at different levels and in a variety of contexts e.g. programme directors, leaders of teaching and learning, and academic/professional staff at all stages of their career. It aims to:

- Highlight, disseminate and embed successful teaching and learning practices in Trinity;
- Align to existing for-credit professional development offerings such as the Special Purpose Certificate in Academic Practice;
- Align to related and interconnected areas such as electives, co-curricular learning, and pedagogy development;
- Enable professional development in the face-to-face, blended and online environments;
- Support the development of ample resources for the proposed assessment framework;
- Develop and disseminate guidelines and resources to support staff designing and delivering new pedagogies including digital pedagogy.

Key System Objective 5

Priority 1: Implement from 2018 Continuous Professional Development Framework for all academic staff

Trinity will continue to implement its major undergraduate change programme, which involves professional development of academic staff, and will seek opportunities to link the relevant professional development of its staff, especially with respect to assessment approaches, to the National Professional Development Framework. [The Centre for Academic Practice and eLearning](#) (CAPSL) Teaching and Learning programme includes a 15 ECTS Special Purpose Certificate in Academic Practice and academic development in teaching, learning and digital teaching and learning that is non-accredited. The Centre will support the implementation of the Trinity Education Project by developing resources and a training programme to support the implementation of the Assessment Framework across all our programmes.

As part of this objective, we will:
- Effect culture change around assessment that will lead to a willingness to review assessment loads across programmes, resulting in reduction, where appropriate, in summative examinations across all programmes as well as greater diversity in forms of assessment that will benefit student learning;
- Develop and/or enhance teaching and learning professional development and support needs for academic staff and teaching assistants/demonstrators.

Target 2018/19:
  i.   Increase the number of graduates from the Special Purpose Certificate (SP Cert) by 20% (baseline 15 in 2017/18)
 ii.   Roll out a programme of work to support the implementation of the Assessment Framework
iii.   Roll out the Teaching Assistant Online Module, developed in 2017/18, with a target of 50 graduates in 2018/19.

Target 2019/20:

    i.   Increase the number of graduates from the Special Purpose Certificate by 20% (baseline 15 in 2017/18)

    ii.   Continue to support the implementation of the Assessment Framework across all programmes

    iii.   Devise a process for maintaining change to the assessment culture in the long term

    iv.   Increase participation in the Teaching Assistant Online Module by 30%.

Target 2020/21:

    i.   Measure and review the implementation of the Assessment Framework

    ii.   Align new professional development opportunities to the National Professional Development Framework

    iii.   Increase the number of graduates from the Special Purpose Certificate by 20%

    iv.   Quality review the Special Purpose Certificate to national Professional Development Framework

    v.   Increase the number of graduates from the Special Purpose Certificate by 20%

    vi.   Increase number of academics attending academic practice and digital learning professional development opportunities that are not-for-credit

4.6　Key System Objective 6

Demonstrate consistent improvement in governance, leadership and operational excellence.

High Level Targets:

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

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

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

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

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

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

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

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

9. Implementation of recommendations from rolling governance reviews;

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

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

Strategy summary

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

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

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

Strategy summary:

Trinity is committed to a form of governance that continues to enable the university to achieve its mission in an effective and accountable manner. Recognising its ongoing importance, Trinity will continue to promote responsible self-governance and to advance transparency in decision-making in the promotion of our academic mission of teaching and research (Goal 4 Activate Talents). The

University remains compliant with the Governance of Universities Code 2012 and is actively engaged in respect of the development of a revised Code of Governance for the sector.

The university has recently appointed a Chief Risk Officer (CRO) to support and direct its risk management and compliances frameworks. The CRO will act as a key support in managing and maintaining best practice risk management and operational planning across the university.

Goal 8 of the current Strategic Plan – Demonstrate Institutional Leadership – articulates Trinity's commitment to equality and diversity. We are committed to creating an inclusive, diverse and pluralist community and a positive environment in which all can participate, and all are recognised fully for their contributions. Trinity has developed a tailored implementation plan for the 2016 Expert Group recommendations, with specified action owners and timelines. This has been aligned with Trinity's institutional Athena SWAN Gender Action Plan and implementation of both is monitored by a Gender Equality Implementation Subcommittee of the Equality Committee, which reports directly to Board, chaired by the Vice-Provost/Chief Academic Officer, reporting in turn directly to the Provost.

Trinity received an Athena SWAN bronze institutional award in 2015 and will apply to renew its bronze award in November 2018. This requires implementation of the institutional Gender Action Plan agreed in the successful 2015 application, analysis of progress made and areas for further improvement, and development of further actions to address any ongoing or new issues identified.

The institution is also encouraging and supporting Schools to apply for awards. This embeds Athena SWAN principles throughout the university and also brings Trinity closer to being eligible to apply for an Athena SWAN silver award, which is the next goal following bronze renewal.

Key System Objective 6

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

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:   35% of Chair Professors will be female

Priority 2: HEIs to have attained an Athena SWAN bronze institutional award by 2019

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

5. Annual Compliance Statement

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

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

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

6.   Agreement

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

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

Signed: _____

Date: ____14 | 2 | 2019____

Chief Executive, Higher Education Authority

Signed: _____

Date: ____5 FEB, 2019____

Vice-Provost, Trinity College Dublin, the University of Dublin

Signed: _____

Date: _____

Provost and Chair, Board, Trinity College Dublin

Appendices

We Trinity College Dublin, University of Dublin include the following appendices with our performance compact.

List the appendices here:

☐	Appendix 1: Strategic Plan 2014-2019
☐	Appendix 2: Press Release for E3 Learning Foundry in Engineering, Environment and Emerging Technologies, 25 May 2018