HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

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	University College Dublin
Name and email address of contact person	Ms Maureen Quinn president@ucd.ie
Date of submission	11 April 2022

Section B: Overview of Institutional Strategic Development and Performance
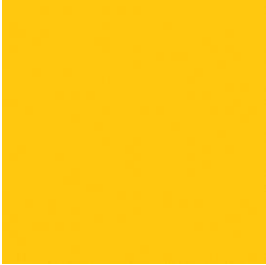
| Critical Reflection

Max. 5,600-character limit (750-800 words approx.) | From the outset of the Strategic Dialogue, initiative, UCD has fully engaged with the Higher Education Authority in respect of our Mission Based Performance Compacts. UCD continues to fully support, engage in, and work to enhance this very important aspect of the development of higher education in Ireland.

Our Mission Based Performance Compacts are clearly aligned with the UCD Strategic Plan 2020-2024 and are also aligned with our institutional Key Performance Indicators (KPIs). UCD's Compacts have drawn out some clear objectives within our overall Strategic Plan on which we have placed a particular emphasis for delivery. Notwithstanding the very significant challenges of the past two years, UCD has delivered a very strong performance against our stated objectives and has secured the relevant available funding from the HEA.

The past two years have, of course, been unique in the challenges that have been presented to both UCD, all of our colleague HEIs, and the HEA. Covid-19 suddenly and fundamentally changed the manner in which UCD operated many of its key activities and the flexibility and dedication shown by all of the members of the UCD community, academics, staff and students, has been critical in enabling UCD to continue successfully through this very difficult period. As we come out of the Covid-19 period, UCD continues to drive forward its strategy and in particular, to return to the campus-based experience which is a centrepiece of our educational and research environment.

Overall, UCD has found the Self-Evaluation process to be very helpful. We have delivered against the targets we have agreed with the HEA over the period of the current Compact and we continue to see this process as very important in ensuring that there is clarity at all levels in terms of our institutional priorities and how these match to the achievement of stated national objectives for higher education. We continue to see the Compact process as a significant help to ensure that there is an appropriate alignment between UCD's objectives, national priorities and the best use of resources.

The primary driver of UCD's institutional priorities is and will continue to be our Strategic Plan. As the HEA is aware, UCD's strategic plan was launched in December 2019. This plan, UCD Strategy 2020 – 2024 'Rising to the Future' builds on the successes of our previous strategic plan and is designed to position UCD to take on varied challenges such as creating a sustainable global society and understanding the transformations possible through digital technology.

The HEA will also be aware that there will be a change of President at UCD over the coming period. In this regard, the strategy is likely to be reviewed and any changed priorities will be referenced and targets agreed as part of future Compacts. This will be done in dialogue with the HEA.

Throughout both cycles of the process: |

	- UCD senior management team, including the President have been available at all times to discuss and progress the UCD Compact. - UCD performed strongly against objectives throughout the both the first and second cycle of the process and the entirety of funding contingent upon the process was awarded in every relevant year. - UCD has fully engaged with the Higher Education Authority in the development of our Mission Based Performance Compact and all deadlines have been met - UCD is anxious to continue the excellent work already completed during this process and stands ready to engage with the Higher Education Authority to further progress this initiative. UCD has also set 12 Key Performance Indicators (KPI) and targets against which we wish to benchmark ourselves. These have been agreed with the UCD Governing Authority and shared with the HEA. It must be further stated that the continued underfunding of higher education in Ireland presents a rate-limiting constraint of the development of both UCD and our colleague institutions. This issue has be raised with the HEA on many occasions in the past and there is no need to reiterate the arguments here. However, the continued development of the Irish higher education sector and consequently the continued relevance of this process is critically dependent on some sort of agreeable resolution to the funding issue over the coming period.

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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.)*	UCD has made significant progress with reference to Key System Objective 1 in the area of career development and employability. The Human Capital Initiative heightened awareness across the university at undergraduate and graduate levels of the importance of skills and employability, and generated interest from a wide range of disciplinary areas resulting in a number of projects being awarded funding across disciplines and with other institutions. For the last four consecutive years of the QS World Rankings, UCD has maintained its position within the top 80 universities in the world for graduate employability and as No 1 in Ireland. We have developed an institutional employability statement and each disciplinary area has outlined very clear career pathways as part of our UCD Undergraduate Prospectus. Career development and employability at UCD is complemented by a range of professional supports, including UCD Careers Network (Belfield and Blackrock) for whom students' career development is the primary function and mission. A team of Career professionals offers career coaching, personal and professional development opportunities and support for progressing into graduate study and graduate employment. Dedicated and specialised career support is tailored for students from undergraduate through to PhD. We were moving consistently towards achieving our KPIs until March 2020 when COVID-19 displaced a number of activities and focus shifted to supporting our students in a primarily online context. Although COVID-19 prevented a full presence on campus, UCD clubs and societies continued to engage with students through online platforms including a new Online Student Events Calendar; whic had an open rate in excess of 20,000 students per email. However, engagement with sports was significantly impacted by the pandemic. During the pandemic UCD continued to support students with internships and professional placements subject to public health guidelines and in the context of the academic requirements of their programmes

Strategic Priority 1.1 Career development and employability	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words approx.)*
	# of student members across all societies	13,065	+ 5% across all societies	12,522 uniques members, which is 8.8% below target. The restrictions imposed by

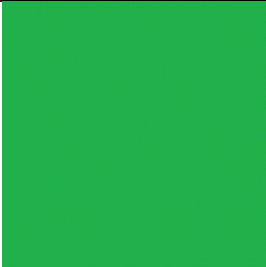|				pandemic has significantly impacted on student engagement with societies
	% increase in No. Student members of sports clubs	5,562	+ 5%	2,193 unique members, which is 60.6% below target. The pandemic impacted sports very significanly.
	# students participating in on campus volunteering	1,000	+ 20%	686 of which 606 were Peer Mentors and 80 Access Leaders Target not met. The pandemic impacted on student enagement and volunteering.
	# of participants in internships and work placements	1,360	+ 30%	In 2020/21 a total of 1,415 students participated in academic internships, which is below the target. Covid impacted on opportunities to participate in internships & work placements
	# Student enrolments in co-curricular awards	100	1,000	In 2020/21 a total of 407 students registered to co-curricular awads. This is well below the target, again covid has had a significant impat on enrolments

| SP 1.1 Commentary

Max. 1,400-character limit (200 words approx.) | Although student engagement with co-curricular awards did not reach their target UCD Careers has identified new opportunities to engage students in their career development and employability. Over the time period of the compact UCD Careers Network has enhanced their provision through the implementation of a new virtual Careers Centre in partnership with Abintegro Ltd. Known at UCD as 'My Career', the introduction of an extensive platform of information, tools, advice and learning is democratising access to career supports which are now available virtually 24/7, 365 days per year. While at the very earliest stage, student engagement levels are encouraging with 16,375 logins recorded and 29,290 activities completed online.

Although projected targets for student engagement with sports clubs & societies were not met, due to COVID-19, student engagement continued in various formats. With the support of the UCD Student Services team, sports clubs and societies created their own bespoke virtual events resulting in 650 online student events from September to December 2020 alone. Events ranged from sports club officer workshops where over 400 members attended training and development opportunities to live virtual debates with the L&H society.

Placements and internships continued to be effected by the pandemic, however, many students engaged with with online opportunities | **Colour rating for this Strategic Priority:** Amber |
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| Strategic Priority 1.2

UCD will continue to recognise the importance of the employability of our students and adopt as appropriate to each discipline employability statements for all disciplines in all HEIs by 2020 | Key Performance Indicators | Pre-compact Baseline 2018 | Overall Target 2018-2021 | August 2021 KPI Value

Max. 210-character limit (30 words approx.) |
|---|---|---|---|---|
| | % programmes with employability statements in place | n/a | Put in place employability statements for all disciplines | Institutional Statement on Emplyability in place.

Each disciplinary area has clear pathways set out in the UCD Undergraduate Prospectus. |

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SP 1.2 Commentary	UCD has achieved green status with reference to the publication of its Institutional Statement on Employability which sets out its ambition for employability across all discipline areas https://www.ucd.ie/registrar/t4media/UCD%20Career%20and%20Skills%20Statement.pdf	Colour rating for this Strategic Priority: Green
Max. 1,400-character limit (200 words approx.)	In addition each disciplinary area has outlined clear career pathway, details of whih can be found in the UCD Undergraduate Prospectus https://www.myucd.ie/ucd-prospectus/ so that students thinking about their future areas of study can see where their undergraduate degree can lead.	

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.) | UCD made significant progress against the ambition of its Global Engagement Strategy, despite the impact of COVID-19 from January 2020 onwards. 9,590 international students (EU and non-EU combined) studied on UCD Dublin campuses in 21/22, representing 28.9% of all UCD students in Dublin and bringing fantastic diversity to the UCD community with students from 151 different countries.

The establishment of two new joint international colleges in China in 2020– Chang'an-Dublin International College of Transportation (CDIC) and Guangzhou-Dublin International College of Life Sciences and Technology (GDIC) was a highlight. This alongside the renewal of our contract with Beijing University of Technology to extend our collaborative arrangement in running Beijing-Dublin International College (BDIC) until 2030, is testimony to our consolidated position as Irelands' leader of engagement in China. UCD's three international colleges in China - Beijing-Dublin International College (BDIC), CDIC and GDIC – now enrol over 2,500 students, in addition to a further 2,200 students in other transnational programmes.

Responsiveness to the COVID-19 pandemic has naturally been at the forefront of UCD's mind with a significant focus on ensuring the safe and coordinated arrival of new international students to Ireland, and the management of travel safety and risk for outbound students and staff.

In support of other areas of UCD's Global Engagement Strategy, a Global Engagement Seed Fund was created in 2020 to provide funding to faculty and staff to advance and deepen global partnerships, and ten innovative initiatives were funded. UCD hosted a Global Partnerships Forum in April 2021, which served as an opportunity for current partners to hear from UCD and thought leaders on the future of global university partnerships and to discuss new ways of working. |
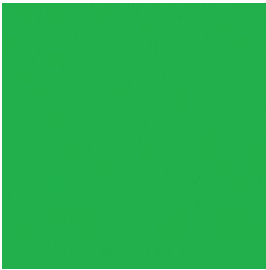|---|---|

	Finally, UCD participated in 25 successful applications for funding for Erasmus+ Key Action 2 and Jean Monnet projects worth a combined value of €25.9 million between 2018 to 2020. In addition, the provisional results of the 2021 call indicate that UCD has been awarded an additional eight Erasmus+ KA2 and JM projects, and it is anticipated that these will have a combined value of min. €3.3 million, which is a key highlight for the institution.		

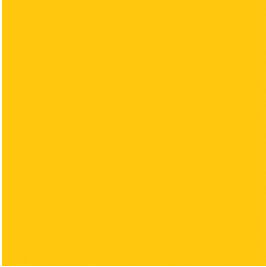| Strategic Priority 2.1 Attract and retain and excellent and diverse cohort of students, faculty, and staff	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words approx.)*
	# of Non-EU Student FTEs (non-EU fee-paying student equivalent full-time load)	No baseline	No specific target	UCD Non-EU Student FTEs grew by 31% between 2018 amd 2022.
	# International Students Based on Nationality (proportion of Irish to non-Irish students	No baseline	No specific target	Between 2017/2018 and 2021/2022, the number of international students studying at UCD (in Ireland) grew from 7,789 to 9,590 in September 2021, with students from number of countries 136 to 151
	International Market consolidation and expansion	UCD works actively in 4 major international markets (North America, China, India and SE Asia/NE Asia)	Develop and consolidate 3 additional markets (Middle East, Latin America and Sub-Saharan Africa)	During this period, UCD position in priority markets further consolidated, with significant advancement made in the Middle East and Africa (Nigeria and Kuwait). Improved position was recorded in Latin Amer

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	Offer to Acceptance Rate	Offer to Acceptance rates between 40-50%	45%	Offer holder conversion is a key priority for UCD Global Centres, UCD Global staff and Academic Units, recognising that competition for best academic talent is fierce amongst peer competitor institutions.
	Acceptance to Registration Rate	Acceptance to Registration rates between 78-88% (based on 2015/16- 2017/18 data)	83%	Targeted and personalised campaigns to better influence accepted students has been very impactful. This alongside strong supports from Global Centres has influneced outcomes
	Amount (€) secured in Funding agreements	No baseline	New sponsorship agreements secured with funding agencies in mature and developing markets	UCD have significantly improved position with existing sponsors, most notably the State of Kuwait for whom UCD is a 'distinguished' (preferred) University Partner.
SP 2.1 Commentary *Max. 1,400-character limit (200 words approx.)*	International student recruitment is increasingly complex, and influenced by a multitude of factors, such as the international competition for students, developments in visa policies towards international students, and improving quality of provision of higher education in home countries. Outside the obvious and most visible impact of COVID most recently, the overall slowing of the growth rate of international students; the rise of English-taught programmes in Europe; the ambitious expansion of Asian universities and the changes to the student visa policies are just a few of the factors shaping the future of international student mobility and the environment in which UCD operates. Since Brexit, competition from the UK has become significantly more aggressive in non-EU markets, where British institutions are leveraging their strong institutional profiles and	**Colour rating for this Strategic Priority:** Green

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	reputations, to replace lost enrolment of European students, neccessitating that UCD continues to position strongly with audiences			

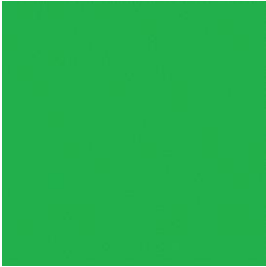| Strategic Priority 2.2 Provide students with opportunities to develop interpersonal, intercultural and life skills; Develop a distinctive global culture	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words approx.)*
	# of students engaging in outbound mobility	UCD sent out 602 students on outbound exchange and traineeships in 2017/18, but this figure does not capture all outbound mobility.	Growth in outbound student mobility in line with KPI established in 2018/19	In the 2020/21* academic year, a total of 691 UCD students participated in outgoing mobility. *Mobility was suspended in Autumn 20, & commenced in Spring trimester 21.
SP 2.2 Commentary *Max. 1,400-character limit (200 words approx.)*	During the period between September 2018 and August 2021, 2,448 UCD students had an international exchange experience. This figure includes a semester, year-long exchanges, virtual volunteering, Universitas 21 short-term mobility, and Erasmus Traineeship activities. From September 2018 to August 2020, the number of students participating in outgoing mobility showed a steady increase. This was halted in September 2020, when the planned mobilities for the Autumn trimester were suspended due to the COVID 19 pandemic. When activity resumed in January 2021, 691 students were able to participate, physically or virtually, in mobility. With applications already in train for the 2021/22 year by August 2021, the numbers had begun to approach pre-pandemic levels despite some travel restrictions still in place. UCD Global has assigned a target of the overall growth of 15% in outbound mobility by 2024. By August 2021 over 1800 students had been processed through the annual UCD Mobility			**Colour rating for this Strategic Priority:** Green

	Management system, with over 900 being selected and traveling on exchange in the 21/22 academic year. It is expected that the 2022/23 numbers will exceed those of 2019/20, outlining that projected growth is on-target.	

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.)*	UCD is strongly committed to excellence in research and innovation and to delivering impact locally, nationally and globally. During the period UCD published its new strategy for research, innovation and impact. The strategy, 'Shaping the Future' builds on the UCD strategy, 'Rising to the Future', which sets out four central objectives. The first of these is to 'increase the quality, quantity and impact of our research, scholarship and innovation'. This is retained from our previous strategy, while our cross-cutting themes have been reduced to four. These are: ● Creating a sustainable, global society ● Transforming through digital technology ● Building a healthy world ● Empowering humanity These four themes will shape our research, our education and how we behave as an organisation and community. We are bringing our significant resource in our student base, our staff and our networks to bear in an integrated way. During the most recent period, UCD has seen particular growth in collaborative research, with other universities, and also with industry. This has helped to grow overall research funding and activity, and to provide new partners and pathways to achieve societal and economic impact. UCD continues to achieve research excellence with impact, contributing strongly to Ireland's position in European innovation scorecards.

Strategic Priority 3.1	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value**

				Max. 210-character limit (30 words approx.)
Increase the quality, quantity and impact of our research, scholarship and innovation.	# of impact case studies	39	81	77 against a target of 81
	# of publications in Scopus listed journals	3,369	3,681 (growth of 3% per annum)	5,010 against a target of 3,681
	# of spin-outs	4	5	6 against a target of 5
	# of licences	21	25	24 against a target of 25
SP 3.1 Commentary *Max. 1,400-character limit (200 words approx.)*	UCD continues to be highly successful in research, innovation, and impact. UCD has 5,010 publications in Scopus listed sources in the period. This reflects continued growth in successful research activity at UCD, and is 36% ahead of the target UCD has successfully 'mainstreamed' the concept of impact within research and innovation, and has developed tools and supports to assist researchers in capturing, and communicating impact. We revamped our toolkits and supports over the course of 2021 and led a sectoral initiative to help colleagues across the country to develop impact in their own institutions. The excellence and impact of UCD's research was recognised by a number of national awards in 2021. Prof Michelle Norris won the IRC Impact Award for her significant contributions to housing policy and urban development. Prof Liam Gallagher won the 2021 SFI Researcher of the Year Award for the excellence and impact of his achievements in cancer research, while Dr Dara Stanley was awarded the SFI Early Career Researcher in recognition of the far-reaching impact of her work on pollinators. UCD has developed 77 impact case studies. Challenges arising from Covid19 left the academic community with less time available to develop impact case studies, despite best efforts. 6 new UCD spin-outs were registered with the Companies Registration Office 24 licenses were also issued			**Colour rating for this Strategic Priority:** Green
Strategic Priority 3.2	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value**

Diversify our funding base in support of our key research priorities			*Max. 210-character limit (30 words approx.)*
	€ amount of EU funding and % growth over baseline	€17M	+13%	€17.9m (5% over pre-compact baseline against a target of 13%)
	€ amount of industry funding % growth over baseline	€4.5M	+7%	€6.8m (51% increase on pre-compact baseline against a target of 7%)

| **SP 3.2 Commentary**

Max. 1,400-character limit (200 words approx.) | Funding outcomes were again strong with UCD recording another very successful funding year in 2019/20, securing over €132M in new awards (Source: UCD RMS).

Performance against targets for EU funding increased by 5% from the baseline figure to €17.9m in 2020/21 (Source: UCD RMS). EU funding can be cyclical in nature and there was a lag in programme calls between Horizon 2020 and the new Horizon Europe programme that impacted performance in 2021. We are already seeing strong performance in the first round of calls from the new programme that will see us register in excess of €25M in EU funding in 2021/22. The EU Research Office was put in place in 2018 to focus on research income generation, pipeline development and increased EU research impact. It has been particularly effective in increasing the number of UCD researchers participating in EU research programmes by supporting UCD researchers to take on lead coordinator roles that enhance both the funding awarded to Ireland and also its profile in the EU.

Importantly, industry funding, principally through co-funding partnerships, performed significantly over target. UCD has continued its investment in the Research Partners team to assist researchers in identifying and pursuing major collaborative research programmes that are typically co-funded by industry partners. | **Colour rating for this Strategic Priority:** Amber |

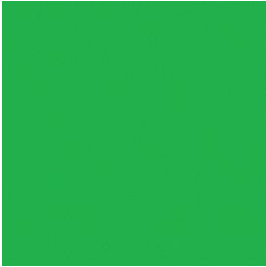| **KSO 4:**	**Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population**

| KSO 4 Summary Statement

Max. 4,200-character limit (550-600 words approx.) | UCD continues to promote a diverse and inclusive scholarly community, characterised as a 'University for All', - a unique response to the HEA's national access policy, that promotes diversity; fosters inclusion, appreciates the contribution of all students, and strives to remove the barriers to access, participation and success.

The challenges of COVID-19 changed how UCD ALL delivered on its objectives as they relate to the compact, moving from face to face to online. All access supports and services were successfully migrated from face-to-face to virtual delivery. For example, the staff of Access & Lifelong Learning maintained regular contact with students, offering additional supports to those who were identified as vulnerable or in need. Staff prioritised contact for those on the Sanctuary programme, low income, students with disabilities, mature students, University Access, Open Learning students, and those who reported challenges including isolation and care responsibilities. A series of online webinars was provided to help students adapt to studying at home. A wide range of virtual resources was shared with students to help them maintain their connection with the university and their enthusiasm for learning. In addition, the Cothrom na Féinne scholarship application was migrated online.

The Student Access Leaders and Digital Ambassadors offered virtual guidance for students needing additional IT support. A range of schemes were adapted, including the Laptop Loan scheme, Needs Assessments for students with disabilities moved to online format, and in collaboration with UCD Teaching & Learning, guidance was offered to ensure that the needs of access students were accommodated. |
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| Strategic Priority 4.1

Develop and implement a suite of responses to widen access and ensure participation by diverse student cohorts, including students with disabilities, mature students, part-time students, students from communities experiencing disadvantage, Irish Travellers/ethnic minorities, lone parents, refugees, asylum seekers | Key Performance Indicators | Pre-compact Baseline 2018 | Overall Target 2018-2021 | August 2021 KPI Value

Max. 210-character limit (30 words approx.) |
|---|---|---|---|---|
| | Widening Participation Students as % of total undergraduate students | Revised baseline:

5,444/17,343 = 31.4% using the new methodology (Appendix - Access Key Performance Indicators - Rational and Methodology) | Revised Target 2021: 33% | 34.6%

This has been achieved thriough a series of activities including: flexible pathways to study, PATH Creative Arts Summer School, outreach programme, flexible part-tim |

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and those given leave to remain.				
SP 4.1 Commentary *Max. 1,400-character limit (200 words approx.)*	University for All is a whole-institution approach, directed by the Widening Participation Committee (WP), and enabled by UCD Access & Lifelong Learning Strategy 2020-2024 Enabling a University for All. The University's strategic plan set an ambitious target whereby 33% of students would be drawn from diverse communities. We are proud to have exceeded our goal to record significant progress: The undergraduate student population comprised 34.6% (2021) students from access backgrounds. We are also making progress in developing an extended range of entry routes for all 35 programmes, with the full range of pathways offered by 8 programmes. Furthermore, ¼ of under-graduate admission places was reserved for access students. UCD undertook to develop and implement a suite of responses to widen access and ensure participation by diverse student cohorts. Evidence of success can be seen in our participation rate, which continues to increase and now stands at 34.6%. We have extended the suite of student supports, extended the outreach and engagement programme, and provided the largest access scholarship programme in Ireland. We continue to offer support package to students seeking International Protection.			**Colour rating for this Strategic Priority:** Green

Strategic Priority 4.2 To support and enable the University to develop an institution wide, universally designed and inclusive approach to access, participation and success	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*
	Roll out of 'University for All' action plan	No baseline	Implement 'University for All' action plan	Implementation is being delivered through leadership (UCD Widening Participation Committee); UCD Access Leaders, local implementation plans, data & resources, Universal Design, dissemination & promotion

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	Status of UCD Student Experience Mapping project and Student Success Strategy	No baseline	Complete a UCD Student Experience Mapping project and develop a Student Success Strategy	Both completed. Student Success Stategy embedded in the approved Education and Student Experience Strategy 2020-2024.
SP 4.2 Commentary *Max. 1,400-character limit (200 words approx.)*	We are leading the way with the development and implementation of 'University for All', which served as a catalyst for the development of the 'Toolkit for Inclusive Higher Education Institutions' (Kelly and Padden 2018). A digital version of this Toolkit has been developed. University for All Implementation Plans have been developed by all six Colleges, as well as key support units and services. Universal Design is a core requirement of implementation: we are leading a programme of Universal Design (UD) training in Ireland. Throughout the University, we are implementing measures to inculcate UD knowledge and skills, and through the Faculty Partner Programme are enabling academic colleagues to model good practice across all our academic disciplines. With a diverse student community comes a responsibility to ensure that all students feel included, to promote equality of opportunity and that potential to succeed is realised for all. In line with the National Teaching and Learning Forum's tool kit on Student Success plans are in place to identify the student engagement success measures in both the learning and extracurricular environment. Student experience mapping recommendations endorsed.			**Colour rating for this Strategic Priority:** Green

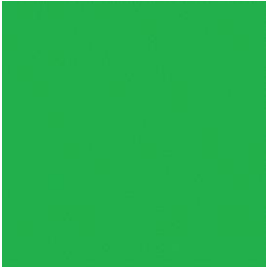| KSO 5:	Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence
KSO 5 Summary Statement *Max. 4,200-character limit (550-600 words approx.)*	During 2020/21 the Institutional Quality Improvement Steering Committee monitored the implementation of the Institutional Quality Improvement Plan which was submitted to QQI in June 2020 and outlined the University's response to each of the Review Team recommendations. As highlighted in last year's report, UCD's approach to implementing the recommendations mirrored our core values of excellence, creativity, integrity, collegiality, engagement and diversity. In June 2021 the UCD Governing Authority approved the Institutional Quality Improvement Progress Plan (IQIPP) which provided a one-year update on implementing the recommendations. In June 2021 the UCD Governing Authority approved the Institutional Quality Improvement Progress Plan (IQIPP) which provided a one-year update on implementing the recommendations. The IQIPP was submitted to Quality and Qualifications

		Ireland QQI) in July 2021. A total of 18 recommendations were identified with 50 associated actions by the UCD Steering Committee, with eight embedded within the UCD Strategy for Education and Student Success. 36% of these actions were completed by June 2021 and the remaining are currently in progress to agreed timelines.		

Strategic Priority 5.1 Total Quality Management	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words approx.)*
	Engagement with institutional level cycle of quality review	No baseline provided	By the end of the HEA compact period, we aim to have engaged in an institutional level cycle of quality review	During 2020/21 the Institutional Quality Improvement Steering Committee monitored the implementation of the Institutional Quality Improvement Plan which was submitted to QQI in June 2020
	ISSE Taught Programme response rate	ISSE Taught: 27% in 2018	30%	Studentsurvey.ie response rate for 2021 was 31.8% which is ahead of target
	ISSE PG Research Students response rate	ISSE PGR: 39.2% in 2018	40%	Studentsurvey.ie response rate in 2021 was 29.3%, which is below the target. Research students felt very disconnected from the university due to limited opportunity to be on campus due to COVID.
	Roll out of Assessment Enhancement Implementation Framework	No baseline provided	By 2020 develop a user friendly guide for staff and students on	Assessment resource published

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			assessment and redesign UCD's module feedback system	
SP 5.1 Commentary *Max. 1,400-character limit (200 words approx.)*	UCD submitted its Annual Quality Report to QQI in March 2021, providing details of the University's internal quality mechanisms and their development, along with reporting on quality implementation, developments, and enhancements for the reporting period 2019/20. The template was revised for 2021 and included the submission of Case Studies. UCD submitted three case studies – GRB Drop-In Clinics for Graduate Research Board; Maintaining and Enhancing the Undergraduate Student Orientation Experience During the COVID-19 Pandemic; and Delivering Unit Quality Reviews Remotely.			**Colour rating for this Strategic Priority:** Green

Strategic Priority 5.2 Digital Teaching and Learning	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*
	New virtual learning environment – No KPI provided	No baseline provided	Individual student-facing information regarding student engagement with the VLE and their success within their programmes and modules in advance of terminal assessments. Academic, programme and support staff-facing information regarding student engagement such that students in danger of failing modules or failing to progress can be identified for support and appropriate	All modules and programmes have been transitioned to the new VLE, a small number of modules remain outside the platform due to specific requirements to use linked specialised software

			intervention earlier than is currently the practice.	
	Technology enhanced learning strategy in line with statutory quality assurance guidelines – No KPI provided	No baseline provided	Clarity for learners and employees on UCD's approach to the use of digital learning, and the associated responsibilities of faculty, staff and students.	Technology enhanced learning strategy is embedded in the Education and Student Success Strategy: Theme 4 Technology Enhanced Learning
SP 5.2 Commentary *Max. 1,400-character limit (200 words approx.)*	There has been rapid development of UCD's digital teaching and learning provision following the transition to a new VLE (Brightspace) in January 2018. Further developemnts in technology enhanced learning include the Technology Enhanced Learning for All Series. The TEL All series is jointly hosted by UCD Teaching and Learning and UCD IT Services in conjunction with UCD's College and School Leaders of Teaching and Learning and the Educational Technology Advisory Network (ETAN). The 2021 event was themed Technology Enhanced Learning for All: Insight by Hindsight which aimed to provide an opportunity for faculty across UCD to share their experiences of teaching and assessing online. In addition, a student panel who shared their experience of learning online was included. Launched in March 2021, Ally is a content accessibility tool that helps build a more inclusive learning environment and improve the student experience by helping students take clear control of course content with usability, accessibility and quality in mind. Ally will assist both with the University's objective of University for All and the Universal Design principles for teaching and learning, providing the student population with alternative options to receive their learning materials.	**Colour rating for this Strategic Priority:** Green	

KSO 6:	Demonstrates consistent improvement in governance, leadership and operational excellence.
KSO 6 Summary Statement	The Code of Governance for Irish Universities (2019) was adopted by the UCD Governing Authority in February 2019. The Code replaces the 2012 document and reflects the updates of the Code of Practice for the Governance of State Bodies (2016), where relevant to the education sector.

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Max. 4,200-character limit (550-600 words approx.)	The Code is designed to ensure that universities meet the highest standards of corporate governance and it provides a framework for the application of best practice taking account of developments in respect of oversight, reporting and legislative requirements.
	The UCD Governing Authority complies with the principles set out in the Code and existing legislative provisions continue to apply to the universities on matters that are also the subject of the Code. As such, there is a simple approach to reviewing and updating existing approved documents to ensure that relevant elements of the Code are clearly articulated. This includes:
	- Reviewing the terms of reference for the Audit and Risk Management Committee and the Finance Remuneration and Asset Management Committee;
	- Reviewing and updating the UCD Governing Authority Manual on the structure of the authority and its code of practice and procedures;
	- Reviewing and updating the schedule of reserved decision making.

Strategic Priority 6.1 Compliance with Public Sector Procurement Requirements	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*
	% compliance with public sector procurement policies and procedures including non-pay expenditure	At the time UCD prepared its Compact document for the HEA in October 2018, UCD made a declaration in its 2017 financial statement that it had identified 70 suppliers for the 2017 financial year, with a combined transactions value of €4.6m, for which national public procurement guidelines were not applied. UCD's declaration for the following financial year in its 2018 financial statements showed a continuing reduction	The University have as key objective of achieving 100% compliance with public sector procurement policies and procedures and all non-pay expenditure is required to be procured in accordance with these policies and procedures.	The level of expenditure that has been assessed by the Finance Office as non-compliant with public sector procurement requirements for the financial year ending 30th September 2021 amounted to €6.6 million

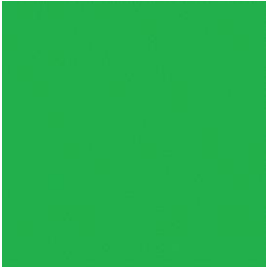University College Dublin, Self-Evaluation Report 2022

		in the level of non-compliant expenditure where the university identified expenditure totalling €3.9m on contracts with 50 suppliers related to non-compliant procurement procedures.		
SP 6.1 Commentary *Max. 1,400-character limit (200 words approx.)*	The level of expenditure reported in the 2020 Statement of Governance and Internal Control as being non-compliant with public sector procurement requirements amounted to €4.6 million and this represented 3% of UCD's total spend above the €25,000 tendering threshold for financial year ending 30th September 2020. The level of expenditure that has been assessed by the Finance Office as non-compliant with public sector procurement requirements for the financial year ending 30th September 2021 amounted to €6.6 million across 61 suppliers. New compliant procurement arrangement have already been put in place in respect of contract relating to €0.9m of the non-compliant expenditure and competition for a further €2.9m are currently in progress. A multi-annual procurement plan detailing expected major procurement competitions was completed in 2020 and 2021 and submitted to the Education Procurement Service and the Higher Education Authority. The University plans to replace the current manual contract database with an online tool which will generate notifications, in a timely manner, of contact due to expire, allowing sufficient time for tender processes to be run.			**Colour rating for this Strategic Priority:** Amber
Strategic Priority 6.2	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*

Devolved budgetary system	End of year balance on core teaching and research activities	The university has generated annual surplus on its core teaching and research activities of circa €0.5m over the last five years and at the 30 September 2018 its cumulative revenue reserve on its HEA Funding Statement amounted to €2.4m.	The university has a key objective to achieve a break-even position on its core teaching and research activities in the light of declining State Funding.	The Governing Authority at its meeting in June 2021 approved a budget with a net deficit of €3.0 for the University's core teaching and research activities for the financial year ending 30th September 2022
SP 6.2 Commentary *Max. 1,400-character limit (200 words approx.)*	The Governing Authority at its meeting in June 2020 approved a budget with a net deficit of €8.9 for the University's core teaching and research activities for the financial year ending 30th September 2021. The projected deficit was reflective of the University's best estimate at the time of the impact of COVID-19 on its operation and in particular on student recruitment. The University achieved a surplus of €2.9 million on its core teaching and research activities for the financial year ending 30th September 2021, which was largely attributable to higher student fee income compared to budget. The University did generate a surplus of €34.76 million on its consolidated activities for the year. Current management account projections reflect a surplus of €3m in respect of the University's core teaching and research activies for the financial year ending 30th September 2022	**Colour rating for this Strategic Priority:** Green

Strategic Priority 6.3 Removing Barriers to Equality	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words approx.)*
	Engineering programmes – female % of total entrants First Preference rate	No baseline	>25% entrants	Entrants 2018/2019 =28% Entrants 2019/2020 =34% Entrants 2020/2021 =35%

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	Progression rate Retention rate		>95% retention	Retention 2018/2019 =98% Retention 2019/2020 =96% Retention 2020/2021 =97%
	ICT programmes – female % of total entrants First Preference rate Progression rate Retention rate	No baseline	>25% entrants >95% retention	Entrants 2018/2019 =17% Entrants 2019/2020 =22% Entrants 2020/2021 =20% Retention 2018/2019 =96% Retention 2019/2020 =95% Retention 2020/2021 =100%
	Mean Gender Pay Gap Full Professor Professor Associate Professor Lecturer/Assistant Professor Above Bar Lecturer/Assistant Professor Below Bar Teaching Researcher	No baseline	<3%	Under review: UCD EDI Unit and Institutional Research are currently reviewing how UCD calculates GPG in line with the new Gender Pay Gap Information Act 2021. Source: gov.ie ,UCD EDI Uni
	Success Rate by Gender:	No baseline	Targets set annually	2020/21 -Success Rate

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	Associate Professor (m:f) Professor (m:f) Full Professor (m:f)			Associate Professor: (M 37%:F63%) Target 51% F Professor: (M53%:F47%) Target:39%F Full Professor: (M50%:F50%) Target:36.5%F Source:UCD Promotion & Grading Unit (2021)
	Gender balance in the appointment of Heads of School	No baseline	Increase in the number of female appointees to Head of School roles, reaching ≥40% of new appointments by 2019)	2017/2018 =26% F 2018/2019 =29% F 2019/2020 =26% F 2020/2021=29% F Source= UCD Academic Structure
	# Schools applying for the Athena Swan Bronze Accreditation	1 school	20	20 UCD schools were acredited by 2021. This is ahead of UCD AS 2022 target of 20 schools Source:UCD EDI Unit internal tracking 2022
	Culture and engagement survey – % giving favourable score for EDI	70%	79%	There was a high level of awareness of EDI with 87% of respondents aware of EDI initiatives and 83% aware of the gender equality action plan.

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				Source: UCD EDI survey (May 2021)
SP 6.3 Commentary *Max. 1,400-character limit (200 words approx.)*	UCD renewed its institutional Athena SWAN bronze award in September 2020 with a new Gender Equality Action Plan 2020 - 2024 consisting of over 70 actions with a broad range of targets and success measures. UCD was also successful in obtaining two SALI funded Full Professor posts in the 2020/21 round and committed to funding a further 2 Full Prof posts amounting to four Full Prof posts available using the principles of the SALI initiative. Effective September 2021, the UCD senior management committees are now all gender balanced as follows: Acdemic Council 48.5% (F) and 51.5% (M), UMT 42% (F) and58% (M), GA 55% (F) and 45% (M). An EDI Survey took place in 2021 with a completion rate of 35% (target in new GEAP) and the report has been published. A comprehensive revised EDI Straetgy 2021 - 2024 has recently been approved re-enforcing UCD's committement to the EDI agenda to enhance UCD's inclusive environment and remove barriers.			**Colour rating for this Strategic Priority:** Green

Section D: Signature

Name of signatory	Professor Mark Rogers
Title	Acting President
Signature	
Date	8 April 2022

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