

1<sup>st</sup> September 2019 – 31<sup>st</sup> August 2020

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| <p><b>Institution Name</b></p>                   | <p><b><i>Waterford Institute of Technology</i></b></p>  |
| <p><b>Overview of institutional progress</b></p> | <p>Waterford Institute of Technology (WIT) remains focussed on its strategic goals, as set out in the Compact. The Institute continues to make steady progress towards these goals and against performance targets, though progress has been impacted by the COVID-19 pandemic and the Institute’s engagement in the Technological University process.</p> <p>The Compact process has been a valuable tool for WIT, providing focus for management time and effort on key goals aligned to the wider institutional strategic plan. Strengthening the Institute’s strategic capacity and enhancing strategic (rather than operational) decision-making capability has been a theme across the current planning cycle with an increasingly focussed and data-informed management approach a key element of the Institute’s effort (see Priority 6b below). Embedding benchmarks and targets within our own planning cycle has been a benefit of the Compact process, though the usefulness of some measures and the appropriateness of some targets has only been tested when attempting to deliver them, as indicated in comments below. More nuance and flexibility in recording benchmarks and setting, recalibrating, and revisiting targets is required in the next Cycle.</p> <p>It must be noted that in the latter half of the 2019-20 academic year management at WIT was absorbed to a great extent in reacting to the impact of COVID-19 and, alongside this, accelerating progress towards designation as a Technological University. The Institute’s management capacity has been challenged, along with the rest of the higher education sector, in responding to the uncertainties initiated by the COVID public health crises whilst also addressing the TU agenda.</p> <p>Other constraints indicated in previous reports remain. While WIT continues to meet and exceed the expectations of local, regional and national stakeholders, as well as, in large part, the targets established as part of this process, the lack of capital investment, the inflexibility of the (national) approach to workload allocation, the general lack of resources, reflective of an over-reliance on Exchequer funding, and the ongoing (and successful) management of our deficit place severe constraints on the Institute. Notwithstanding these constraints, the Institute has retained its high performance across multiple domains and has achieved the following:</p> <ul style="list-style-type: none"> <li>• steadily grown its number of flexible and part-time learners;</li> <li>• increased the scale and quality of research activity;</li> <li>• improved rates of student progression and retention;</li> <li>• continued to support regional industry through knowledge transfer and a high-quality pipeline of graduates;</li> <li>• continued to develop its profile internationally and to recruit international students;</li> <li>• enhanced its strategic capability and positioned itself better to avail of the opportunities presented through the Technological University and associated merger process.</li> </ul> |

The coming months see WIT conclude its current strategic planning cycle and, in effect, wind down the organisation as it prepares to become a Technological University under new governance and management arrangements. This valedictory SER is therefore an opportunity to reflect across the lifetime of the planning cycle as well as one more recent (2019-20) developments.

**Please note:** Each numbered heading below refers to the Key System Objectives, as provided in the *System Performance Framework 2018 – 2020*.

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

The Institute’s approach to this system objective has been multi-faceted. Building on its tradition of providing education programmes and research that responds directly to regional needs, the Institute continues to enhance its programme portfolio and continues to calibrate that portfolio according to the needs of employers, society, economy and the community more generally. The Institute has been responsive to skills needs but also has attempted to orient its activity strategically and, informed by current research strengths, to predict and address future skills needs. In this sense, the Institute sees its role as more developmental than (simply) responsive and service-oriented.

WIT is acutely aware of the transforming nature of learning in the light of changing employment patterns and career pathways. The Institute has invested substantially in developing IT infrastructure in support of digitally-enhanced learning and in creating the necessary skills base amongst academic practitioners—all with the intention of creating greater flexibility in programme delivery. Capacity building in support of technology-enhanced learning has been a priority for WIT for the period under review and placed WIT in a strong position when it came to responding to the challenges of COVID. There has been an obvious acceleration in these development brought on by the need to respond to the COVID-19 crisis. The WIT Community of Practice (CoP) relating to digitally-enhanced learning has significantly increased its activity levels and academic staff engagement with the CoP has grown exponentially.

The Institute has developed its approach to validating the employability of graduates through issuing Employability Statements. As indicated below, this was developed as a pilot initiative across multiple departments. The Institute has also adapted its career support services in the light of COVID-19 and has trialled online fairs and other supports.

**Strategic Priority 1a: Enrolment of flexible learners**

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| <p><b>i. Institution Strategic Initiative</b></p> | <p>(1) Further development of the Institute’s online and digitally-enhanced teaching capability<br/>                 (2) The enhancement of the flexible programme portfolio to increase across all Schools the number of Minor and Special Purpose awards available to Part-Time learners<br/>                 (3) Further expand initiatives in CPD</p> |   |  |  |
| <p><b>(a) Key Performance Indicators</b></p>      | <p><b>Pre-compact Baseline</b></p>  | <p><b>Sept 2018-Aug 2019 Progress</b></p>                 | <p><b>2019/2020 Interim Target</b></p> | <p><b>2019/2020 Actual</b><br/>                 (Reporting period 1 Sept 2019 – 31 Aug 2020)</p> |
| <p>Number of part-time enrolments</p>             | <p>1,540</p>  | <p>1,931<br/>                 against target of 1,840</p> | <p>2,165</p>                           | <p>1,985<br/><br/>                 (Source: WIT SRS Returns, March 2020)</p>                     |

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| <p><b>(b) Interim targets, commentary and data source</b></p> <p>While the target is not achieved based on the SRS, the July stimulus enrolment indicates a nett recruitment that would exceed the target, hence we propose categorising this target as Achieved.</p> <p>Source: WIT SRS Returns, March 2020 (n=1,985) supplemented by July Stimulus recruitment (n=223), total 2,208</p> | <p>The upward trajectory of the Institute’s performance in increasing part-time learner enrolments continues. Embedding lifelong learning (LLL) provision within the academic schools, with strong central co-ordination and support, is critical to guaranteeing the quality of provision and the alignment of the part-time curriculum with the full-time curriculum as well as with research. This also produces an “academic dividend” for those academic departments due to the dynamism and closeness to current and emerging skills needs which subsequently informs portfolio development generally within the Department. WIT’s strong view is that positioning LLL in this way guarantees quality and currency and ensures LLL is not seen as a peripheral and expedient activity. The enhancement of the flexible programme portfolio (listed as strategic initiative (2) above) will be achieved in this way, as well as by enhancing the range and depth of programmes available for lifelong learners across disciplines, and less so by targeting particular minor or special purpose awards.</p> <p>In addition to WIT’s extensive ongoing portfolio of LLL provision – including several major awards in the STEM areas – WIT also has very actively engaged with national LLL funded programmes including Springboard+ and the Human Capital Initiative. The “July stimulus” has also been important in addressing the shorter-term skills needs of learners in the region. WIT is operating on the basis that all three funding programmes will continue in some form into the future. The March 2020 SRS figures do not take account of subsequent recruitment through the “July stimulus” initiative which would add 223 to the enrolment figures. WIT has ambitions to grow LLL provision in the non-Springboard/HCI areas, including in the social and cultural domains within the region. The areas of digital skills and green technology have also been highlighted in national policy and strategy and will be an area of focus in the next twelve months.</p> <p>With regard to digitally-enhanced learning and teaching (strategic initiative (1)), please see Strategic Priority 5b below.</p> |
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**Strategic Priority 1b: Preparation for employment**

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| <p><b>i. Institution Strategic Initiatives</b></p> | <p>(4) Strengthen support for student career development through issuing programme level employability statements to all students. This represents a validation of the skills and competencies acquired in the course of the programme and while at WIT.</p> <p>(5) Design and pilot a career development programme that encompasses all phases in the learner life cycle in at least two academic areas by 2020.</p> <p>(6) Publish an agreed student charter outlining commitments to student career development by 2019.</p> <p>(7) Develop a detailed, comprehensive and centralised data set of employers and industry contacts by 2019.</p> |   |  |   |
| <p><b>ii. Key Performance Indicators</b></p>       | <p><b>Pre-compact Baseline</b></p>  | <p><b>Sept 2018-Aug 2019 Progress</b></p>   | <p><b>2019/2020 Interim Target</b></p> | <p><b>2019/2020 Actual</b><br/>(Reporting period 1 Sept 2019 – 31 Aug 2020)</p> |
| <p>Employability statements</p>                    | <p>To date the Institute does not issue formal employability statements</p>   | <p>Pilot projects planned in 16 programmes across the Institute and in all Schools.</p> | <p>75 U/G<br/>100 P/G</p>              | <p>10%<br/>(pilot across 100% of academic departments)</p>                      |

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| <p><b>iii. Interim targets, commentary and data source</b></p> <p>The Institute is on course to meet its target of issuing employability statements during the 2020-2021 academic year. We propose a “partially achieved” classification here to recognise that work is in progress.</p> <p>Source: WIT Registry catalogue of programmes for which employability statements have been issued</p> | <p>The Institute continues to develop employability statements (initiative (4)) with a view to issuing them for all programmes in S2 2020-21. WIT piloted employability statements across all departments on a pilot basis in 2019-20. The delay in issuing these statements across all programmes was in part down to COVID-19.</p> <p>The Institute enhanced its career support services for learners (initiative (5)), building on an extensive programme of career-focussed and career development initiatives that also include activities supported directly by academic departments and programme boards. In 2019-20, largely in response to COVID-19, the Careers Centre ran a virtual Career and Employability Week. The Centre has also conducted a number of needs analysis surveys in order better to configure its communications to students. This has led to the Centre expanding its social media presence.</p> <p>Furthermore, the Careers Centre is implementing a CRM system in 2020-21 (initiative (6)). This system will centralise all careers-focussed communications with students and enable a much more systematic and structured engagement between students, the Centre and prospective employers. Notwithstanding, co-ordinating the multiple employer contact points and routes for industry engagement remains a challenge for the organisation and will need to be prioritised into the future. The Institute is also challenged to develop further the “career development programme that encompasses all phases in the learner life cycle” indicated above—greater co-ordination between Schools, programme boards, the Careers Centre, and other units in the Institute in terms of careers support will be enabled by the CRM.</p> <p>The Institute has published a student charter (initiative (7)) (<a href="https://www.wit.ie/about_wit_documents_and_policies/wit-student-charter">https://www.wit.ie/about_wit_documents_and_policies/wit-student-charter</a>). The charter involves the Institute committing to deliver, for every student, “a qualification that is recognised within the national framework of qualifications and is valued as a qualification of quality that enables career progression”.</p> |
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## 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;

In keeping with WIT's traditions, the Institute strives to be an outward-facing organisation. Targets set in this Compact should be framed within the overarching ambition of WIT to be amongst the top 100 "young universities" by 2030. The Institute's focus in particular is on functioning as a strong regional anchor institution that attracts talent from outside and generates significant intellectual capital that can be mobilised for regional social, cultural and economic benefit.

A significant population of international students gives expression to WIT's global ambitions, to its commitments to encouraging diversity, and to its ability to attract talent into the South East. The Institute continues to engage with a large number of international partners and to develop academic programmes and research collaborations. The Institutes is refining its strategy for international recruitment in a competitive, rapidly-changing environment, with enormous recruitment challenges arising in the light of COVID-19 travel restrictions.

WIT is one of the higher performing Irish HEIs in knowledge exchange. The Institute has developed a highly effective innovation ecosystem driven by excellent research. The Institute plans to expand further its capacity in this area, expanding significantly its research activity in the light of Technological University designation. Greater co-ordination between knowledge transfer-related industry connections, connections that arise through the Careers Centre, and industry-related activities at School level remain a priority into the future.

### Strategic Priority 2a: International Student Recruitment

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| <b>i. Institution Strategic Initiatives</b>  | (8) The Institute plans a modest increase in international student numbers based on priority markets. The Institute is at the beginning point of a re-development of its approach to internationalisation and is currently initiating a new set of market strategies and an overarching plan to deliver on a new set of institutional targets more closely aligned with national ambitions. |                                    |                                 |   |
| <b>ii. Key Performance Indicators</b>  | <b>Pre-compact Baseline</b>   | <b>Sept 2018-Aug 2019 Progress</b> | <b>2019/2020 Interim Target</b> | <b>2019/2020 Actual</b><br>(Reporting period 1 Sept 2019 – 31 Aug 2020) |
| Number of International Students<br><br>The source is SRS return filtered to include International, International Exchange, and International Repeat, that is, students who are not in receipt of "Free Fees" and who are classified as "Non EU" | 304   | 306<br>against target of 315       | 330                             | 308<br>(Source: WIT SRS Returns, March 2020, Non EU=Y, Fees=2)          |

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| <p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p>We have not met the target for non-EU student recruitment and therefore propose a “partially achieved” classification.</p> <p>Source: WIT SRS Returns, March 2020, NonEU=Y, Fees=2</p> | <p>The Institute continues to support and track Irish government policy with regard to internationalisation and with regard to a number of priority markets. The Institute’s student returns effectively show a steady-state with regard to international student numbers. In an increasingly competitive environment with rapidly shifting global socio-political contexts, this represents a reasonable performance (but flagged as amber because we have not met our target). The Institute has consolidated its recruitment from China so that it now forms about 30% of the international cohort. The collapse of a recruitment pipeline from Brazil has been compensated for by increased enrolment from China in recent years.</p> <p>The period covered by this report has been one of reflection for WIT in international education as WIT has sought to consolidate its approach and attempt to clarify its priorities within the international student recruitment sphere. With regard to China, the Institute has focussed attention on a very small number of priority partners with the view to developing deeper, more strategic and sustainable relationships across undergraduate and post-graduate education and in research and innovation. The creation of a “joint college” with one partner is a major strategic initiative. The Institute has made some progress in clarifying its approach to North America, with an initial focus on a number of priority partners on innovation and research domains where there has been some success. This has not translated into student numbers at this point.</p> <p>The Institute recognises that international trends are moving away from traditional models towards more home-based trans-national educational provision. The evolution of the governance, financial and quality assurance infrastructure to support large-scale delivery of programmes abroad and the management of remote campuses is a considerable challenge. In the short term, the Institute’s strong focus is on internationalization as a broad suite of initiatives that includes (especially in the light of COVID-19) internationalisation at home, remote or online study “abroad”, internationalisation within the curriculum, and so on. In the international sphere, WIT is planning for a future without the mass mobility of the past.</p> |
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**Strategic Priority 2b: Partnerships, Innovation & Knowledge Transfer<sup>1</sup>**

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| <p><b>i. Institution Strategic Initiative</b></p> | <p>(9) Target RDI funding to expand our centres’ infrastructure and capabilities to increase innovation partnerships, collaborative research and consultancy opportunities;</p> <p>(10) Enhance institutional information and support systems to better co-ordinate and capture research and knowledge transfer partnerships;</p> <p>(11) Grow the number of students and participants involved in enterprise, entrepreneurial development and innovation programmes</p> <p><i>Please note that we have revised the strategic initiatives here. Those listed replace the original initiatives which, for information, were: (1) Increasing the activity of two centres SEAM (South East Applied Materials Research Centre) and PMBRC (Pharmaceutical and Molecular Biotechnology Research Centre); (2) Expansion of the ArcLabs research and innovation centre; (3) Grow the number of start-ups linked to the “NDRC at ArbLabs programme”.</i></p> |
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<sup>1</sup> Please note the change in title for this Strategic Priority.

| ii. Key Performance Indicators  | Pre-compact Baseline<br>(Dec 2019 actual delivered v targets)  | Jan - Dec 2020 Targets | Jan - Dec 2020 Actual |
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| Licenses/Options/Assignments  | 10 (7)   | 8                      | 2                     |
| Registered Spin-outs  | 2 (2)  | 1                      | 0                     |
| Research agreements with industry wholly funded (>€25k)   | 4 (3)  | 4                      | 4                     |
| Research agreements with industry wholly funded (<€25k)   | 69 (85)  | 85                     | 61                    |
| Research collaboration agreements with industry part funded (>€25k)   | 9 (10)   | 10                     | 8                     |
| Research collaboration agreements with industry part funded (<€25k)   | 6 (3)  | 3                      | 1                     |
| IDFs  | 8 (12)   | 14                     | 7                     |
| Priority Patent applications filed  | 5 (5)  | 5                      | 2                     |
| Consultancy agreements  | 180 (10)   | 12                     | 40                    |
| <p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p>Given the exceptional nature of 2020, we consider our performance against the metrics sufficient to merit an “Achieved” rating.</p> <p>Source: WIT Technology Transfer Officer returns to KTI for year ending December 2020.</p> | <p>The Institute has concentrated investments through its staff, structures, policies, programmes, infrastructure and networks, to enable and fund partnerships and to enhance the impact of research and the innovation capacity of the region.</p> <p>Knowledge transfer targets are set by Knowledge Transfer Ireland (KTI) based on the calendar year and hence presented here are year-end outputs for 2019 and 2020. In 2019 WIT performed well in terms of targets. We exceeded targets for Licences/Options/Assignments (LOAs), research agreements (RA) between €25-500k wholly or partially funded by Industry, and most notably a very significant increase in the volume of direct consultancy for external parties. Of note also were the two spin outs in Life Sciences, the first in this discipline area for WIT, emanating from investments in research spanning more than ten years. At the end of 2019, the ArcLabs Innovation Centre directly supported more than 30 companies in the centre and 45 through programmes such as the South East Accelerator and New Frontiers.</p> <p>Achievement of knowledge transfer metrics for 2020 have been severely impacted by COVID. Many industry partners were forced to pivot their business priorities, pushing out or pausing research programmes. This led to project delays in closing out LOAs and a lower level of research partnerships. WIT research centres remained operational in a managed environment in order to support and service critical needs of companies, as is evidenced by the high level of consultancy contracts delivered on in 2020. In relation to spin outs, this</p> |                        |                       |



is and will remain a challenge given the refocusing and prioritisation of some centres on publications and PhDs and the need for critical retention of high quality Principal Investigators and Post-doctoral researchers in our sector as we transition to a Technological University. Likewise incubating companies in ArcLabs have been challenged during 2020 with some encountering layoffs, delayed investments and loss of earnings. WIT transitioned support offering (South East Accelerator, New Frontiers and Start Up Weekend) to virtual delivery. The performance of our three Technology Gateways continue to meet metrics for the delivery of innovation partnerships and solutions to industry in line with Government objectives and established targets.

### 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;

WIT remains among the top performing institutions in the IOT and TU sectors in research and in 2019-20 finalised its Research Strategy, *WIT Research Fusion: a Strategy for Connected Impactful Research 2020-2023*, which will guide developments in research into the future. We continue to maintain a number of very high performing research centres and have structures in place to cultivate research amongst individual academics as well as career structures for those active in research. Creating a vibrant research environment requires a population of research students and the Institute has made progress in that regard.

Research is a pillar of the Institute's Technological University proposition and, as such, requires continued enhancement. In the period under review, in this context, we focussed therefore on:

1. *Enhancement in research infrastructure, governance, career and organisation.* We deployed our Research Connexions scheme offering a number of options to enable academic research active staff enhance their research profile and activity. We also designed a novel UK Joint professorial scheme across the institute. We created structures and governance to facilitate the creation of WIT's very first Research Institute (it will formally launch in March 2021).
2. *Developing graduate studies.* We undertook a root-and-branch review of the new structured PhD programme and have redesigned the graduate studies office and support structures.
3. *Developing mechanisms that support our research community to attract research funding, enhance research capacity and enable research dissemination.* In conjunction with our Connexions scheme, we ran a number of "masterclasses" for researchers in the area research funding, management and supervision to supplement the general CPD portfolio of staff.
4. *Developing our structures and activities to enable a culture of open innovation and partnership to maximise impact for the region, economy and wider society.* In addition to enhancing activity across domains of existing high performance, WIT launched the South/Southeast "SEE-Space" research network with colleagues in MTU in order to combine expertise in Space4.0 and ICT and create impact for Society, Economy and the Environment. The approach of the network is to foster collaborations with industry by providing academic support for research and development in the areas of earth observation, cybersecurity, THz communication and quantum communication.

The research community in WIT has also had to learn to adapt their operating model and tailor expectations for project deliverables during COVID-19. Costed and no-costed extensions from many of the funding agencies have been welcomed by faculty, students and stakeholders, through the impact of the pandemic is still unfolding for researchers and their projects and will continue into 2022.

#### Strategic Priority 3a: Graduate Student Enrolment

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| <p><b>i. Institution Strategic Initiative</b></p> | <p>(12)WIT President's PhD Scholarship Programme (including the recently launched joint TUSE scholarship fund)</p> <p>(13)WIT PhD co-fund scholarship programme</p> <p>(14)Support for research funding applications in areas of strategic importance that will lead to the recruitment of research postgraduate students, including time release scheme for faculty.</p> <p>(15)Enhance the breadth and depth of generic skills training and discipline specific training offered to research postgraduate students</p> <p>(16)Promote the development of inter-disciplinary research postgraduate programmes between WIT Schools and use experience gained to prepare WIT researchers for successful applications for Horizon Europe FP9.</p> |
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|  | <p>(17) Implement the redesigned Graduate studies model to support a decentralised, school-based model that supports student &amp; supervisors within the school.</p> <p>(18) Build on strategic alliances such as with the Society Economy Environment Space Network with MTU and ITC and internationally with RIT to increase PhD student numbers</p>  |                                    |                                 |   |
| <b>ii. Key Performance Indicators</b>  | <b>Pre-compact Baseline</b>  | <b>Sept 2018-Aug 2019 Progress</b> | <b>2019/2020 Interim Target</b> | <b>2019/2020 Actual</b><br>(Reporting period 1 Sept 2019 – 31 Aug 2020) |
| Graduate Student Enrolment<br><br>(baseline source is SRS for 2016-2017, registered PhD Students, FT and PT enrolments)  | 148  | 150<br>against target of 170       | 185                             | 156<br><br>(Source: WIT SRS Returns, March 2020)                        |
| <p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p>While we have not reached the expected targets, the trajectory for PhD recruitment remains upwards. We suggest a “Partially Achieved” classification.</p> <p>Source: WIT SRS Returns March 2020</p> | <p>WIT remains committed to national objectives with regard to the recruitment of additional research postgraduates, as well as to the targets set out in our own Strategic Plan, and to the targets within the Technological University legislation. The Institute notes the strong emphasis in the TURN report on building supervisory capacity as a critical area for investment into the future in the Technological Universities.</p> <p>WIT has targeted an increase in PhD students by 25% with the goal of securing approximately 20% of the IOT PhD numbers by the end of 2021. The approach by the Institute between 2019 -2020 has involved a review and redesign of our graduate studies service, structure and resources to provide an enabling, Schools-based, student-centric system.</p> <p>With full national employment and the impact of the global Covid-19 pandemic during this period, attracting and recruiting a range of funded and co-funded PhD students for all of our programmes has proven challenging. However, we have managed to develop some momentum towards our target. We have also targeted additional recruitment to our DBA, joined an additional SFI Research Centre (LERO), commenced a number of strategic partnerships such as the SEE Space Network and collaborations with, amongst myriad others, Rochester Institute of Technology (RIT) and have increased our WIT scholarship scheme in an attempt to increase our graduate student numbers. We expect these initiatives to come to fruition in the coming period.</p> |                                    |                                 |   |
| <b>Strategic Priority 3b: Research Activity</b>  |  |                                    |                                 |   |
| <b>i. Institution Strategic Initiative</b>   | <p>(19) Full roll-out of the institute’s “Connexions scheme” in order to “release” academic staff from their teaching allocation</p> <p>(20) Introduce a ‘Researcher mentoring scheme –the Odyssey Programme’ to empower &amp; facilitate senior researchers guide and direct early stage researchers to improve and increase their research activity.</p> <p>(21) Proactively join new SFI Research Centres</p> <p>(22) Target specific EU call in areas of specialism</p> <p>(23) Investment in a Computerised Research Information System (CRIS), Grant Management System and Customer Relationship Management System.</p>  |                                    |                                 |   |

|  | (24) Introduce the WIT / UK Professorship Scheme to enhance research capacity at school level and strategically target international funding.                         |   |  |  |
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| ii. Key Performance Indicators   | Pre-compact Baseline  | Sept 2018-Aug 2019 Progress   | 2019/2020 Interim Target                     | 2019/2020 Actual<br>(Reporting period 1 Sept 2019 – 31 Aug 2020)     |
| <p>Total competitive research funding from EU sources</p> <p>Source: The data is derived from WIT RSU data on research funding for the respective calendar year. This has been calculated by querying the RSU funding database for all grants approved in the calendar year-to-date funded by European Commission sources (including H2020, Erasmus, Open Call, ERDF, Interreg projects)</p> | <p>€5.98 million*</p> <p>* this figure differs from the figure in the Compact, as a number of projects were approved in late December and have now been included.</p> | <p>€8.1 million against updated target of €6.28 million (adjusted consistent with baseline)</p>   | <p>€6.58 million*</p> <p>*updated target</p> | <p>See below. We propose revisions to these targets and returns.</p> |
| <p>Research Active Staff</p> <p>Source: the Forfas HERD (Higher Education Research and Development Survey)</p>   | <p>364</p>  | <p>The next reporting period will cover the years 2018-2019 inclusive where the observable trend has been an increase in staff paid by research project budgets (n=134, which is +5 on the last survey). Visibility of actual research staff fluctuations is not clear and more accurate data will not be available in light of this until the next report is compiled Q1 2020.</p> | <p>405</p>                                   | <p>338</p>   |
| <p>Peer Reviewed Publications</p> <p>Source: Number of peer reviewed publications per</p>  | <p>116</p>  | <p>YTD 85 against updated target of 162.</p> <p>The YTD figure clearly does not include publications for</p>  | <p>145</p>                                   | <p>131 (2019)<br/>125 (2020, YTD)</p>                                |

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| annum as per Web of Science database |  | Q4 2019. We anticipate approximately 40 additional publications in this period, as per previous years. |  |  |
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**iii. Interim targets, commentary and data source (maximum of 300 words)**

WIT has exceeded its target for funding from Europe. Some changes in how research active staff are recorded in HERD gives the impression of a reduction in active staff, but our view is that other measures give contrary indications. The Institute falls just short of the annual publication count but remains a strong performer. For these reasons, we suggest an “Achieved” classification here.

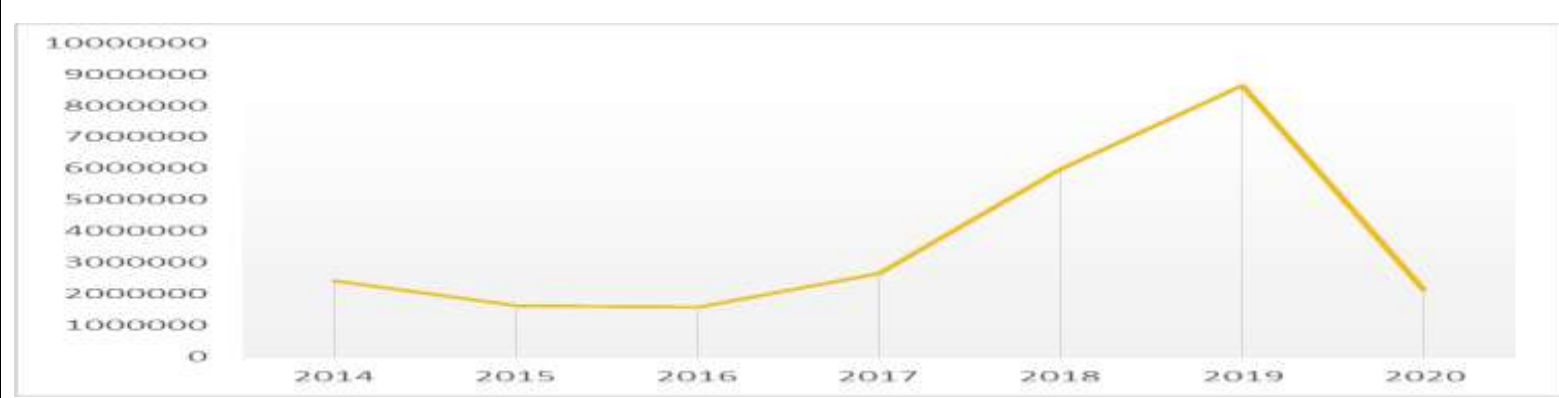
Sources:

- WIT RSU
- HERD report
- Web of Science

*Funding:*  
 The targets for funding above require explication and recalibration. The Institute’s overall target for funding from the H2020 programme was €20 million. The Institute’s published figure for the end of 2020 for H2020 stands at €17.3 million with more funding to come, giving us confidence we will meet the H2020 target. Combining the H2020 drawdown with other European and international funding sources, we will have exceeded €25 million in funding in the period. We were in error in setting the annualised targets in the Compact independently of the overall strategic aim and without taking account of the inevitable drop-off in funding per year at the end of the H2020 cycle. The Institute’s performance overall in EU funding (including H2020) is, for clarity, as follows:

| Year         | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       | 2020       |
|--------------|------------|------------|------------|------------|------------|------------|------------|
| <b>Total</b> | €2,424,181 | €1,634,550 | €1,570,774 | €2,647,393 | €5,983,186 | €8,654,900 | €2,130,442 |

The fall-off in funding at the end of the cycle is reflected in the following graph:



The COVID-19 pandemic has had a negative impact on our success in securing new national and EU awards over the last academic year with many of projects put on hold, deferred or delayed. Some of the EU Horizon 2020 funding calls have been pushed forward into early 2021 (e.g. Green Deal) and this has affected the level of new awards secured in 2019-2020. In spite of these challenges WIT remains the leading IOT performer in terms on accessing EU H2020 funding.

*Staff Research Activity:*

Adjustments to the HERD survey instrument and calculation of research active staff has resulted in a re-profiling of some of the Institute's academic staff. This is reflected in the reduced numbers. Some of our industry-based projects were slow to commence in early 2020 resulting in less research staff being recruited. Extracting research active data from legacy systems in the Institute, although improving, remains challenging. The TU process has clarified various approaches and will assist in developing even more robust systems into the future, as well the acquisition of a CRIS (computerised research information system) that will profile individual research active staff in addition to their outputs, publications, student supervision and on. The plan is to implement this system in Q3-4 2021.

*Publications:*

Given the pressures of managing online teaching activity and online assessments during COVID-19 and the reporting period, many academic researchers have been unable to leverage research outputs (including publications) during this period.

#### 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

WIT in its published strategy and vision statement is clear on being determinedly “an accessible university that offers a wide range of learning opportunities, access and progression routes and flexible modes of engagement with learning that reflect learner needs and societal change”. As indicated above, the Institute continues to grow lifelong learning enrolments in areas of strategic importance partly informed by this commitment to equality of opportunity. WIT also retains a full range of programmes across all Schools at levels 6 to 10 on the National Framework of Qualifications, has grown Apprentice numbers, and has proactively engaged with Further Education providers through a “links” scheme to facilitate learner transition to higher education, all with the view of remaining accessible.

The Institute has developed a specific focus on accessibility for learners with disabilities as part of a wider group traditionally under-represented in higher education. We have reconsidered our approach below in the light of this greater emphasis.

The Institute has engaged with the Sanctuary movement and has made some progress towards developing an application for College of Sanctuary designation. The Institute launched a number of scholarships directed at learners in direct provision in Q2 2020 for 2020-21 entry as well as in support of learners already in the Institute. The Institute also undertook a number of other activities in conjunction with the Waterford Sanctuary movement.

The appointment of a Vice President with responsibility for Equality, Diversity and Inclusion is an important strategic development in WIT that will impact on the overall approach to equality of opportunity.

#### Strategic Priority 4a: Evidence base on Access

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| <b>i. Institution Strategic Initiative</b> | (25) Deliver a comprehensive institute wide WP Data Framework, complete with proposed implementation plan with matched timelines and identification associated resource requirements.<br>(26) Set up and resource an access, participation and data retention implementation sub-group. |  |                                 |  |
| <b>ii. Key Performance Indicators</b>      | <b>Pre-compact Baseline</b>   | <b>Sept 2018-Aug 2019 Progress</b>   | <b>2019/2020 Interim Target</b> | <b>2019/2020 Actual</b><br>(Reporting period 1 Sept 2019 – 31 Aug 2020)  |
| WP Data Framework and implementation plan  | No institute wide data framework  | Due to lack of resources (long-term absence) the WP data project did not take place. A shorter-term project is planned in 2019 to review the data to inform access-related decisions and build a more reliable, robust data set. | Reliable, robust data set       | As indicated below, the Institute has revised its plans regarding this action and has focussed exclusively on developing data in relation to students with disabilities. |

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| <p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p>We propose “Partially achieved” in recognition that we have changed our approach in this priority area and focussed on a new body of students.</p> <p>Source: confirmation of roll-out of Disability Attribute System from WIT SLL.</p> | <p>The Institute has re-evaluated this priority and has refocussed its strategy on developing data systems to ensure more effective support for students with disabilities, an increasingly large cohort within WIT as is evident from 4b below.</p> <p>WIT SLL has put significant effort into building a “Disability Attribute System” with the support of WITs Computer Services Department. This system allows the Disability Office to enter details of the reasonable accommodations that a student is approved for following needs assessment. This has enabled the Disability Office to retrieve, with increased accuracy and confidence, data for reporting to the HEA (e.g. data required for e-cohesion and for the Resource Allocation Return for the HEA Fund for Students with Disability (FSD)).</p> <p>Furthermore the basis of this system has enabled the Disability Office to develop and implement a web facility called the “Reasonable Accommodation System”. This system is now live and enables academic staff to view the reasonable accommodations of the students they teach in compliance with GDPR. The records are available in real-time and ensures that the most up to date information is available to the relevant academic staff to ensure they are aware of the reasonable accommodations.</p> <p>The securement of part-time administrative support for this system has greatly helped to embed and develop the system. In addition, it has ensured that data pertaining to e-cohesion, FSD, Student Assistance Fund (SAF), and other reports is accurate. Online systems for the application and assessment of the SAF have also been developed and implemented. These have resulted in a more streamlined application and assessment process for applicants and provided us with data that we have used to help inform our processes for SAF. For example, we have identified cohorts and groups that did not make applications for SAF and have subsequently worked with these groups and offered information sessions to them etc.</p> |
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**Strategic Priority 4b: Access for under-represented groups**

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| <p><b>i. Institution Strategic Initiatives</b></p> | <p>(27)Gather and collate data on all access activities across institute and map onto WIT Strategic Plan and National Access Plan</p> <p>(28)Identify appropriate priority areas and restructure associated activities to support academic integration into one Academic School on a pilot basis.</p> <p>(29)Align numerical planning targets, through the development of quota based target approaches, with those of the National Plan for Equity of Access to Higher Education</p> <p>(30)Identify other appropriate indicators of socio-economic disadvantage</p> <p>(31)Re-assess current formal partnership agreements for existing and potential access activities with external sectoral stakeholders</p> <p>(32)Re-frame existing pre-entry support programmes to focus on a) key transition points in education b) geo-profiling indicators c) rebalance between targeted and universal interventions.</p> <p>(33)Work in collaboration with relevant national bodies to investigate a pilot restructuring of the current WIT undergraduate SED entry routes to facilitate additional entries from the target cohorts.</p> |   |  |   |
| <p><b>ii. Key Performance Indicators</b></p>       | <p><b>Pre-compact Baseline</b></p>   | <p><b>Sept 2018-Aug 2019 Progress</b></p> | <p><b>2019/2020 Interim Target</b></p> | <p><b>2019/2020 Actual</b><br/>(Reporting period 1 Sept 2019 – 31 Aug 2020)</p> |
| <p>Disability, new entrants</p>                    | <p>261</p>   | <p>371 against target of 265</p>          | <p>267</p>                             | <p>394</p>  |
| <p>Traveller, new entrants</p>                     | <p>0</p>   | <p>2 against target of 1</p>              | <p>1</p>                               | <p>4</p>  |
| <p>Mature, new entrants</p>                        | <p>277</p>   | <p>265 against target of 255</p>          | <p>270</p>                             | <p>290</p>  |



**iii. Interim targets, commentary and data source (maximum of 300 words)**

WIT has exceeded its targets across all three groups and considers this Achieved.

Source: HEA Equal Access Survey

The Institute is acutely aware of its regional remit when it comes to the enrolment of learners from groups underrepresented in higher education. As required by the region, delivering high quality education across the national framework, in full-time and part-time modes, to learners with widely varying needs and expectations, remains the focus for the Institute and a continuing challenge.

The Disability Office has seen a year on year increase in the enrolment of students with disabilities and in students with disabilities availing of institutional supports. Specifically:

- During the academic year 2017/2018, 523 students registered with the disability office.
- During the academic year 2018/2019, 544 students registered with the disability office.
- During the academic year 2019/2020, 584 students registered with the disability office.

Therefore, between the academic year 2017/2018 and the academic year 2019/2020, there has been a 12% increase in students availing of disability supports.

This upward trajectory brings a need for sustained development of disability support services, to support the needs of disability students and also to deliver on the Institutes legal responsibilities under the Disability Act 2005 and Equal Status Acts 2000-2018. Projects such as the HEA Innovation Fund and PATH have provided for development of transitioning pre-entry and immediate post-entry supports to students with disabilities. However, growth in numbers of students with disabilities entering WIT necessitates additional financial support. This remains a challenge.

It is notable that in September 2020 WIT participated in the DARE scheme (Disability Access Route to Education) for the first time. This has contributed to increased numbers of students with disabilities entering WIT and will likely positively impact on an increased trajectory of students with disabilities entering WIT in the future.

WIT has a long history in relation to the enrolment of mature learners. Again, the numbers show an upward growth trajectory. WIT continues to seek to calibrate its approach to the provision of student supports and services in a manner that recognises the diverse needs of the learner population. WIT recognises, and seeks to respond to, the greatly differing type and level of supports required by students from groups that do not have a tradition of attending third level education.

### 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;

WIT's published student charter sets out the expectations students may have of the Institute with regard both to academic delivery and learner supports and the overall learning environment ([https://www.wit.ie/images/uploads/About\\_PDF/WIT\\_Student\\_Charter.pdf](https://www.wit.ie/images/uploads/About_PDF/WIT_Student_Charter.pdf)).

WIT has considerably refined its approach to non-progression and retention over a number of years and has a comprehensive, holistic programme in support of student progression and persistence. The Institute has considerably developed its evidence base to allow for targeted, informed interventions in support of retention and progression and these are underway at School, Department and programme level. It is clear that continued and targeted attention is required particularly at institute, programme and module level to achieve positive outcomes.

The COVID-19 pandemic has greatly accelerated progress with regard to digitally-enhanced and online learning; from March 2020, effectively all of WIT's programmes, with the exception of programmes of a largely practical kind, have been delivered remotely. The Institute was in a strong position to scale-up to this level of provision through increased investment in (a) staff capacity and training supporting technology enhanced learning, (b) central supports, and (c) hard and soft infrastructure and equipment. The enhancements in remote delivery should be read in conjunction with the Institute's broader strategies relating to lifelong learning as described in 1 above.

#### Strategic Priority 5a: Non-progression

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| <b>i. Institution Strategic Initiative</b>   | (34) Student Transition, Engagement, Progression and Success (STEPS) strategy with initiatives including: <ul style="list-style-type: none"> <li>• WITStart – Student Orientation</li> <li>• P2P (Peer Mentoring programme)</li> <li>• BYTE (Broadening your third level experience)</li> </ul>  |                                    |                                 |   |
| <b>ii. Key Performance Indicators</b>  | <b>Pre-compact Baseline</b>  | <b>Sept 2018-Aug 2019 Progress</b> | <b>2019/2020 Interim Target</b> | <b>2019/2020 Actual</b><br>(Reporting period 1 Sept 2019 – 31 Aug 2020) |
| Number of non-progressing students   | 412  | 406<br>against target of 350       | 300                             | 335   |
| <b>iii. Interim targets, commentary and data source (maximum of 300 words)</b><br><br>WIT has classified this as “Partially Achieved”. The trajectory is clearly positive but we have not achieved the target set out. | <p>WIT has been using absolute numbers to measure performance with respect to retention and progression. However, as the first year student numbers have been increasing, the use of absolute student numbers as a measure of retention performance may be misleading and relative measures may be more appropriate. WIT recognises HEA return figures show the relative improvement in non-progression rates from 20% to 16% overall between academic years 2018-19 to 2019-20 compared to 2017-18 to 2018-19. Future compacts will revisit the KPIs for this domain. Specific initiatives are described below.</p> <p>The WIT STEPS strategy is informed by research into student persistence. The strategy places peer-to-peer support at its centre. The strategy directly impacts on student persistence by assisting with developing a sense of belonging amongst new students from early on, cultivating networks that assist students transition to college.</p> |                                    |                                 |   |

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| <p>Source: There are several categories of activity that are identified and examined as part of this calculation. These include: Comparing SRS activity at March with the data from the previous March; Examining Year 1 with Year 2 the following year and Year 2 the year after that; Examining Year 1 with Year 1 the following year and Year 1 the year after; Examining rate codes and registration status of students.</p> <p>Undertaking these steps is needed to account for the whole gamut of student activity such as repeat attend, deferrals, withdrawals and registering on new programmes and is a fundamental step towards constructing robust metrics for student non-progression. Data is sourced from internal systems.</p> | <p><b>StartWIT:</b><br/>StartWIT involves initial orientation and a schedule of activities throughout the first semester. While in previous years the focus of orientation was on administrative processes (registration, issuing of student cards and so on), StartWIT activities are more focused on helping students to find their feet, providing opportunities to interact with their peers and support their social and academic integration. A dedicated website acts as a portal for all information relating to the programme (<a href="https://start.wit.ie/">https://start.wit.ie/</a>). During StartWIT Orientation 2019/2020 there were 87 individual course programmes facilitated with over 163 breakout sessions. Extensive work has taken place to support academic departments, academic staff and current students to lead orientation sessions. Staff training sessions for course leaders and academic leads has been delivered and there has been an expansion in student-led transition activities with 43 student ambassadors trained to help deliver sessions during orientation and 22 student volunteers. WIT also introduced a Parent and Family orientation in 2019/2020 to assist families. Throughout the semester, additional activities take place in partnership with the Students' Union and academic staff including social, study and support sessions and events. The expansion achieved in StartWIT has been supported by the HEA Innovation and Transformation fund.</p> <p><b>P2P:</b><br/>P2P is the Institute's peer mentoring programme. Developed from researching and identifying models of best practice, this model, by providing opportunities to form social connections, assists new students in becoming members of social networks and to access and leverage supports from membership of those networks. P2P is co-ordinated and led by Student Life and Learning, however collaboration with the academic Departments is core. Students from second year and above are recruited and trained by SLL on the role of a mentor with mentors typically assigned groups of between 5-8 first year students and commit to supporting, referring and distributing important information to these groups throughout the year. SLL provide ongoing support for the mentors. The P2P programme continues to expand and, from a starting point of 3 programmes in 2015-16, the P2P programme is now active in 6 programmes across three Schools (Health Sciences, Business and Humanities). In addition, a Senior Mentor programme was established in the 2018/19 academic year as a pilot programme in the Department of Sport and Exercise Science with senior mentors being able to pursue a 10 credit Special Purpose Award in Peer Mentoring.</p> <p><b>BYTE:</b><br/>The predominant focus of BYTE during the period under review has been to examine the feasibility of implementing transition activities and/or a structured peer mentoring programme in the Department of Architecture which is located physically distant from the main centre of WIT operations. As part of this a number of activities took place involving SLL, students and staff to encourage a sense of connection to the Institute. All of the first year students within the department took part in departmental team building session. A review is currently taking place to scope and determine the most appropriate programme to support the students that is congruent with the structure of the department and the responsive to student needs.</p> |
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**Strategic Priority 5b: Digital and online learning**

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| i. | <b>Institution Strategic Initiatives</b> | <p>(35) Recruit students to at least one fully online programme (of at least 10 credits) in every Department over the course of WIT's Strategic Plan.</p> <p>(36) Spend 35% of WIT's overall training budget on staff training in the area of technology enhanced learning.</p> |
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|   | <p>(37) Develop Community of Practice in the area of TEL.</p> <p>(38) Increase the engagement of staff across all WIT Schools in researching their TEL practice, by securing appropriate funding and encouraging relevant research output.</p> <p>(39) Develop, publish and implement a digital learning strategy.</p> <p>(40) Evolve the online learning environment and increase the availability of associated learning technologies to staff and students.</p> <p>(41) Evolve partnerships to facilitate the continued development of the online learning environment.</p>   |   |                                   |   |
| <b>ii. Key Performance Indicators</b>   | <b>Pre-compact Baseline</b>  | <b>Sept 2018-Aug 2019 Progress</b>  | <b>2019/2020 Interim Target</b>   | <b>2019/2020 Actual</b><br>(Reporting period 1 Sept 2019 – 31 Aug 2020) |
| Programmes in online/blended mode   | 5%   | 5% against target of 10%<br><br>*WIT indicated intention to adjust target to % of flexible learning programmes to more accurately demonstrate progress. | 20%* target as set out in Compact | All programmes are delivered in blended format                          |
| <b>iii. Interim targets, commentary and data source (maximum of 300 words)</b>  | <p>As indicated above, the COVID-19 pandemic has accelerated exponentially engagement with online teaching, the development of online and blended programmes and materials, and consequently the demand on services. The Institute's investment and planning pre-COVID-19 put it in a strong place to respond to the increased demands. The Institute has scaled up very considerably in the latter part of the period under review here.</p> <p>WIT has invested in hard infrastructure in support of online learning. This includes the provision of an e-learning delivery pod in every School that allows for state-of-the-art broadcasting and supports content development at a professional level. WIT has migrated to Zoom as the major platform for teaching, Zoom is supported within the WIT virtual learning environment Moodle. The Institute has migrated its digital architecture better to support teaching and the remote learning environment. More recently, the Institute has explored new innovations in software, including the use of Augmented Reality and related platforms to deliver programmes with practical skills elements remotely.</p> <p>The Institute in the period under review put in place an online engagement advisor who works with programme teams and students to help deliver an enhanced level of online interactivity with a particular focus on non-academic supports. This role will evolve in the coming period to support Instructional Design. There will be a pilot programme in Instructional Design in Q1 2021 in the School of Education. The Institute has also sought to build capacity in Universal Design for Learning (UDL) and plans to launch a pilot initiative before the end of 2021.</p> <p>The unit that is at the centre of much of the activity in online and digitally-enhanced learning has been the Institute's Centre for Technology Enhanced Learning (CTEL) (<a href="http://ctel.wit.ie/">http://ctel.wit.ie/</a>). CTEL facilitates the Institute's Community of Practice in this area. Furthermore, the Centre runs Moodle clinics, offering one-on-one supports for individual faculty, and many other staff training and</p> |   |                                   |   |
| We propose that this is classified as Achieved, not solely on the basis of the response to the COVID crisis but also on the basis of investment and planning through 2019-20. |  |   |                                   |   |

support initiatives. In addition to the extensive training provided by CTEL, a number of accredited programmes are offered through the Department of Education, including a Certificate in Technology Enhanced Learning (30 ECTS credits, NFQ L9). The Institute has also facilitated a range of visiting expert speakers to address relevant topics such as micro-credentials, UDL in the online environment, and a range of other themes supporting technology-enhanced learning.

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

As indicated in previous compacts, the Institute fully endorses the Governance Framework for Institutes of Technology (2018), has adopted the framework at the Governing Body (January 2018), and is implementing the required processes and procedures to ensure full compliance. The Institute is fully committed to robust and transparent governance to ensure it retains the confidence of students, stakeholders, and staff.

The Institute has striven over recent years to improve strategic decision making and enhance strategic capacity, supported by the appointment of a VP for Strategy in 2017. Institute strategy has become a more visible and embedded part of Institute decision-making and now features as a standing item on the agenda of the Governing Body. The Strategic Dialogue process has been helpful in enhancing strategic capacity and the Institute has striven to align the Performance Compact with the Strategic Risk Register, the Strategic Plan, and other processes. However, the operational realities associated with the COVID-19 and the Technological University in particular have meant that progress in more deeply embedding strategy in decision-making has been slower than expected.

The Strategy Office has been successful in ensuring greater engagement between WIT and the external policy development environment and has ensured that a substantive WIT contribution has helped shape regional development and national strategies.

As indicated in the Compact, the Institute fully subscribes to addressing issues relating to gender representation, student opportunity and progression, career development and the working environment as highlighted in the Athena Swan process. The Institute has moved to reframe the Athena Swan process within a larger set of institutional commitments to EDI. WIT anticipated a revised application in 2020 but work remains ongoing and has been somewhat overtaken by TU developments.

### Strategic Priority 6a: Athena Swan

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| <b>i. Institution Strategic Initiative</b> | (42)Athena Swan Bronze Award                              |  |   |   |
| <b>ii. Key Performance Indicators</b>      | <b>Pre-compact Baseline</b>                               | <b>Sept 2018-Aug 2019 Progress</b>   | <b>2019/2020 Interim Target</b>                   | <b>2019/2020 Actual</b><br>(Reporting period 1 Sept 2019 – 31 Aug 2020) |
| Athena Swan Bronze Award                   | The institute does not have the Athena Swan Bronze Award. | Target was to achieve the Award by 2019, but its application was unsuccessful. | Revised Athena Swan application and Bronze Award. | Athena Swan application in development                                  |

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| <p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p>While the Institute has not achieved the targeted Athena Swan award, other initiatives indicate that WIT is being proactive in EDI, especially the appointment of a senior Executive with responsibility in this area. We propose “Partially Achieved” to reflect this.</p> | <p>The Institute has sought to re-frame its approach to Athena Swan within a set of broader initiatives in support of Equality, Diversity and Inclusion.</p> <p>The Institute has created a senior Executive role with responsibility for EDI. This Vice President role was advertised in 2020 and is expected to be filled Q2 2021. This role gives practical expression to the Institute’s commitments to equality, diversity and inclusivity.</p> <p>The Institute continues to ensure policies and practices at the Institute are aligned with best practice in EDI. Of note especially are revisions to the Institute’s Dignity and Respect Policy and the Institute’s development of an Open, Transparent and Merit-Based Recruitment (OTM-R) Policy for the Effective Recruitment and Selection of Funded Research Staff. The OTMR will be rolled out for all recruitment processes in 2021. The HR function at WIT has been entirely restructured to help facilitate this.</p> <p>The Institute continues to operate within the commitments set out in the HRS4R framework for researchers.</p> <p>The Institute is currently preparing for an Athena SWAN application. The Institute has made a number of improvements in the light of feedback from the last application and has defined enhanced structures for additional supports to embed gender equality. The President of the Institute leads all gender equality initiatives.</p> |
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**Strategic Priority 6b: Building Strategic Capacity**

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| <p><b>i. Institution Strategic Initiative</b></p> | <p>(43)Investment in management capacity through training and development initiatives<br/>(44)Ensuring strategic plan and performance against targets is visible within the organisation</p> <p>Note: we have added these strategic initiatives here.</p>                                       |  |   |  |
| <p><b>ii. Key Performance Indicators</b></p>      | <p><b>Pre-compact Baseline</b></p>  | <p><b>Sept 2018-Aug 2019 Progress</b></p>  | <p><b>2019/2020 Interim Target</b></p>          | <p><b>2019/2020 Actual</b><br/>(Reporting period 1 Sept 2019 – 31 Aug 2020)</p>  |
| <p>Strategic Capacity Building</p>                | <p>WIT does not declare quantitative measures associated with this priority. The actions associated with the priority include:</p> <ul style="list-style-type: none"> <li>•Regular reporting to GB on performance;</li> <li>•Timely submission and agreement of Performance Compact;</li> </ul> | <p>GB briefed regularly on strategic plan.<br/>Mid-cycle report on strategic plan published.<br/>Data dashboard developed and populated for use by GB.<br/>HEA Compact submitted and agreed.<br/>Reports issued on a regular basis on:</p> <ul style="list-style-type: none"> <li>• Non-progression</li> </ul> | <p>Compliance with governance requirements.</p> | <p>WIT continues to invest in strategic capacity building through management training and support and through embedding strategic thinking at Executive and Governing Body levels within the organisation.</p> |

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|  | <ul style="list-style-type: none"> <li>• Analysis and reporting on data to inform management decision-making</li> </ul> | <ul style="list-style-type: none"> <li>• Unit Cost</li> <li>• SRS and overall recruitment profile</li> <li>• Resource allocation (timetabled hours)</li> </ul> |  |  |
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| <p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p>Strategy is a standing item at the Governing Body and there are regular reports to GB on progress against strategic targets. The alignment of the Strategic Plan with the Risk Register is also a positive development. These suggest an “Achieved” classification against this priority.</p> | <p>The evolution of governance and management structures continues nationally across all State bodies and within higher education and the technological education sector. WIT has participated in and contributed to policy in support of this evolution. WIT is keenly aware of the obligations and expectations on institutions relating to (a) more regular reporting on performance and (b) the integration of local institutional strategy with wider national priorities and focus. This presents challenges particularly in situations where external factors impinge on operational reality, such as is the case with COVID-19 and the attempts by the Institutes to respond. WIT has developed robust risk processes to clarify and help manage situations where there is operational necessity and strategic purpose become misaligned. The relationship between the Institute’s Risk function (and broader governance), strategic ambition, and operations continues to be further developed and its efficacy reviewed.</p> <p>WIT has put resources in place to manage its strategic plan. The further integration of Executive decision making, strategic planning, and wider institutional governance continues to be a focus for WIT. WIT has invested in an institutional research function but continues to develop its capacity.</p> <p>Members of WIT management have participated in THEA-organised leadership training programmes with the express purpose of building management capacity in the organisation. A new staff Learning and Development Policy has been approved by the Governing Body in late 2020 and activity is currently under way to facilitate the roll out of the objectives of that plan.</p> <p>The TU process has allowed the Institute to further clarify strategic priorities in the light of future merger and re-designation. It has also encouraged the development of management capacity through the creation of management-led working groups and the evolution of new decision-making structures and processes.</p> |
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(45) **Signature:** *Of the President or on behalf of the President (please sign in space below)*

|                   |  |
|-------------------|--|
| <b>Signature:</b> | <br><i>Dr Richard Hayes, VP Strategy</i> |
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|              |                      |
|--------------|----------------------|
| <b>Date:</b> | <i>15 March 2021</i> |
|--------------|----------------------|