



Strategic Dialogue Cycle 3

DIT Self Evaluation Report

Submitted to Higher Education Authority

28th June 2016

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INTRODUCTION

Dublin Institute of Technology (DIT) is currently engaged in two major change projects which will shape not only the future of the institution but will also have a major impact on Dublin City and Region.

The development of a single campus at Grangegorman will see all DIT activities moving from more than thirty buildings located around the city to one city-centre campus at Grangegorman. In addition to providing excellent physical facilities, the new campus will facilitate significantly increased interaction and collaboration between academic disciplines; will enhance the student academic and social experience; and will further intensify engagement with industry and community partners. In the last two years, since the first 1200 students and staff members relocated to Grangegorman, the campus has begun to give new life to an area of the city that has suffered from a lack of physical development and investment, and from low participation in higher education. The arrival of a major institution of higher education supports infrastructural investment, including the Cross-City Luas line which will serve the campus, as well as local business development, and educational and employment opportunities.

Meanwhile, progress towards designation as a Technological University for Dublin, in partnership with Institute of Technology Blanchardstown (ITB) and Institute of Technology Tallaght (ITT), provides a catalyst for our three institutions to re-shape our systems, operations and services so as to better serve the future educational needs of our students and to collaborate more effectively with our partners nationally and internationally. Serving the Dublin region from our three designated campus locations, we are now embarking on the development of a Digital Campus which will enable us to further facilitate students by seamlessly connecting services, learning pathways and resources. The TU4Dublin Alliance has progressed to the final stage of the four-stage application process and we are now focused on meeting the criteria outlined for a successful application.

These two strategic goals underpin our commitment to enhancing the quality and relevance of our core academic provision for all of our target groups; growing our international reach and our research capacity; and deepening our engagement with partners in the community, in industry and in academia.

This report details our progress against performance targets agreed with the Higher Education Authority, including those relating to the development of the new Grangegorman campus and the development of the Technological University for Dublin, as well as the range of educational priorities identified by Government.

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target and data source	Commentary	Final target, end 2016	Summary
To be an active participant in the Dublin/Leinster Pillar II cluster, so as to enhance DIT's contribution to Dublin's regional development.	Number of active collaborative initiatives	Four initiatives, namely: 1. DRHEA 2. The Green Way 3. The Global City Innovation Initiative, 4. The Creative Dublin Alliance.	A. Maintain current engagements in collaborative initiatives B. As agreed with the HEA, DIT along with its partners ITB and ITT have continued to develop its 'sub-cluster' i.e. the TU4D Alliance, as its main activity under this objective for the Dublin/Leinster Pillar II. See Section 7 for details.	A. The specific collaborative initiatives with which DIT sought to maintain engagement are given here:- 1. <u>DRHEA</u> – Though no longer a formal network, DIT has maintained relationships with members of the Alliance, examples of which are:- (i) the partnership with DCU in the PRTL-funded Environmental Sustainability & Health Institute, and (ii) the partnership with TCD in the SFI-funded CONNECT research cluster. 2. <u>The Green Way</u> initiative has been subsumed into Sustainable Nation Ireland. DIT has been an active leader and participant in many of its initiatives. See http://sustainablenation.ie/ 3. For DIT, the <u>Global City Innovation Initiative</u> has aligned naturally with 'Activating Dublin' – See a report on activity by clicking here:- Activating Dublin Report 4. The Creative Dublin Alliance work completed, DIT connectedness to the creative sector remains strong via music and art at major public venues. B. For progress on the TU4Dublin and Grangegorman please see Section 7.	DIT will continue to maintain engagement in collaborative initiatives, with TU4Dublin and Grangegorman as the priority projects. These form the main planks of DIT's regional development agenda. The 2 major change initiatives enable DIT, with its partners, to contribute significantly to the region's development, particularly in terms of:- 1. The provision of technological education, equating to 25% of all students in Higher Education in the region; over 1 in 3 new entrants in STEM disciplines; and half of all learners studying at levels 6&7. 2. Skilled graduates - with over 6,000 graduating annually (TU4D) of which more than 1,000 are postgraduates. 3. Continuing to support access to higher education - almost 1,000 new entrants in DIT come from targeted under-represented groups. 4. Research capacity in the region comprising currently, across the TU4D partners, :- 11,000 m ² of research laboratories, 1,400 academics and researchers, almost 500 FTE research students and a network of over 250 start-up businesses.	Progress the implementation of TU4Dublin and the Grangegorman campus development in lines with the project plans.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target and data source	Commentary	Final target, end 2016	Summary
					<p>CONT'D</p> <p>The Grangegorman Campus is a major national higher education project that will contribute enormously to the rejuvenation of a key area of Dublin's inner city underpinning the educational, economic, social, creative & cultural and environmental fabric of the city overall. A joint development with HSE, on completion the campus will have the following space:-</p> <p>Education & Research – 150,000m² Health facilities – 60,000m² Industry & Science Park –50,000m² Student Accommodation-50,000m² Sports/Recreation – 15,000m² Food & Retail – 8,000m² Cultural – 5,000m²</p> <p>with 20% open space for access by staff, students and local communities.</p> <p>The campus will accommodate the full student population of DIT, bringing together 25,000 students, 2,000 staff from over 30 existing locations onto one new state-of-the-art campus.</p> <p>In addition to direct employment of estimated 5,000 construction jobs during construction, it is expected that additional employment will be created on campus through the commercial, research and retail activity on site. See the 'Joining up the Dots II' report (link below¹) for further details. General details at http://dit.ie/grangegorman/</p>		

¹ <http://ggda.ie/assets/Joining-up-the-Dots-II.pdf>

2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Baseline	Interim target, 2015/16	Progress against 2015 target and data source	Commentary	Final target end 2016	Summary
To be the HEI of choice in arts, tourism, business, engineering, built environment, science & health for career-focused education	Numbers of students recruited under selected categories:-	Year 2010/11	Year 2015/16	Year 2015/16 (Data taken from March 2016 SRS)	It is noted that targets for all bar one of categories under this indicator have been achieved. Relevant commentary is provided below and in Section 4.	Year 2016/17	
	1. Number of new full-time undergraduate entrants	1. 2,900	1. 3,500	1. 3,683	The target has been achieved, showing some increase in the number over 2014/15. This is consistent with the steady pattern of previous years for DIT and the sector as a whole (as seen in Figure 1.), where only 2 of the HEIs in the greater Dublin region showed major growth in new entrants in the period since 2010-11. The change across different disciplines has varied, with some programmes in business and law for example seeing an increase in new entrants and the construction area generally experiencing an uplift. Other areas remained relatively constant, whilst those showing decreases resulted from weak demand or reduction in places because of resourcing issues. It is expected that the target for 2016/17 will be achieved.	1. 3,700	
	2. Number of full-time undergraduates	2. 10,600	2. 11,500	2. 12,575	This target has once again been exceeded and has been a pattern consistent with the universities in the greater Dublin region as seen in Figure 2. In DIT this has resulted from improved student retention across the Institute which is the out-working of strategy put in place in recent years. Further details on retention are provided in Section 3.	2. 12,750	

Institution objective	Performance indicator	Baseline	Interim target, 2015/16	Progress against 2015 target and data source	Commentary	Final target, end 2016	Summary
CONT'D							
	3. Number of all part-time undergraduate students	3. 3,700	3. 3,000	3. 3,346	Traditionally, DIT has been the largest provider of part-time education nationally. For a period there has been a drop in enrolments due to economic reasons. However, following an internal review that led to the redesign of some programmes and introduction of other new programmes, the Institute has seen renewed growth since 2012-13 – see Figure 3 for comparative enrolment numbers for all levels. Whilst the trend has been for postgraduate numbers to increase, the number of undergraduate enrolments in DIT once again held steady at around 3,400. With offerings in the corporate education area very strong, it is expected that the 2016/17 target will be achieved.	3. 3,500	
	4. Number of postgraduate students (FTE)	4. 1,700	4. 1,700	4. 1,856	This target has been achieved, primarily through the part-time provision that DIT has on offer. The comparative trend can be seen in Figure 4 . There has been a slight year-on-year increase in 2015/16 and the target for 2016/17 is judged to be about right in the current environment.	4. 2,000	
	5. Number of postgraduate research students (FTE)	5. 400	5. 450	5. 389	This was recognised as a 'stretch' target and although not quite achieved, significant progress was made in reinvigorating the recruitment of research students. See Section 4 for further commentary on this item	5. Final target of 650 (FTE) is the estimated 4% research student enrolment for TU designation. It will be a combined total for the TU4Dublin consortium.	

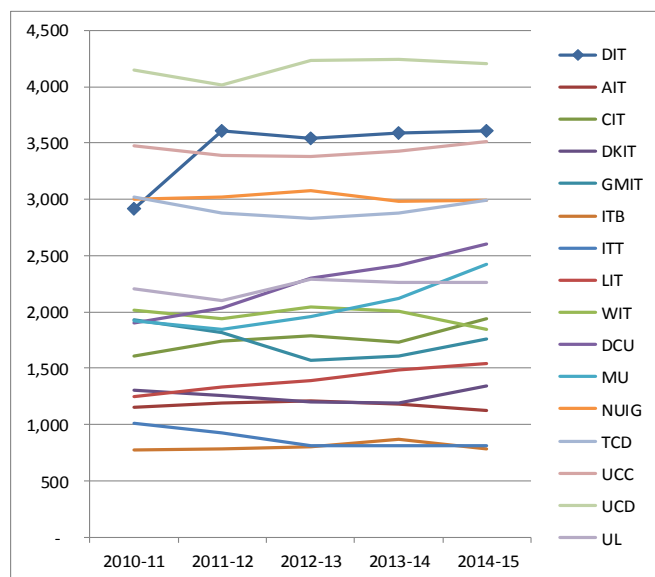


Figure 1 - New entrants for selected HEIs - 2010-11 to 2014-15

Source – HEA Statistics

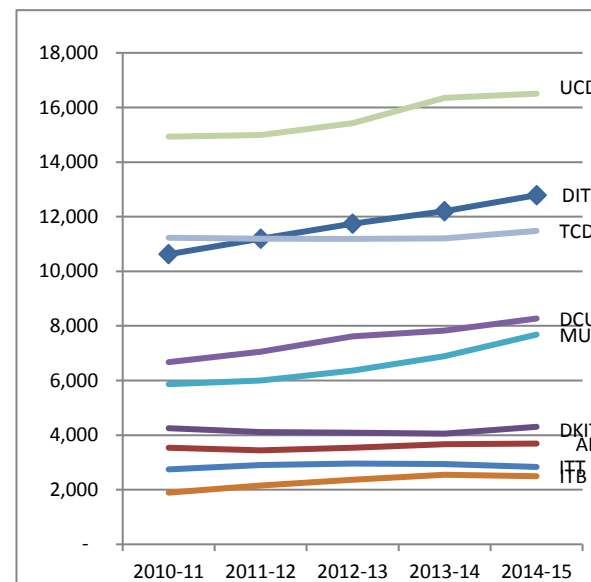


Figure 2 – Fulltime Undergraduate Enrolments for HEIs in greater Dublin region- 2010-11 to 2014-15

Source – HEA Statistics

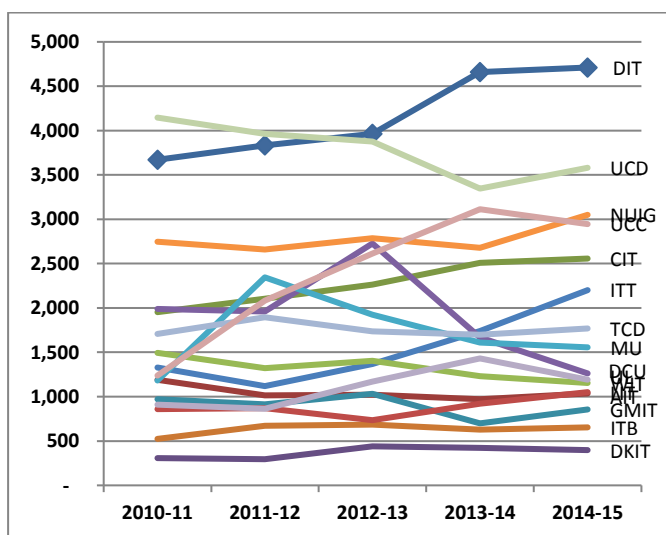


Figure 3 – Part-time enrolments (UG & PG) for selected HEIs - 2010-11 to 2014-15

Source – HEA Statistics – (excludes apprentices and junior music)

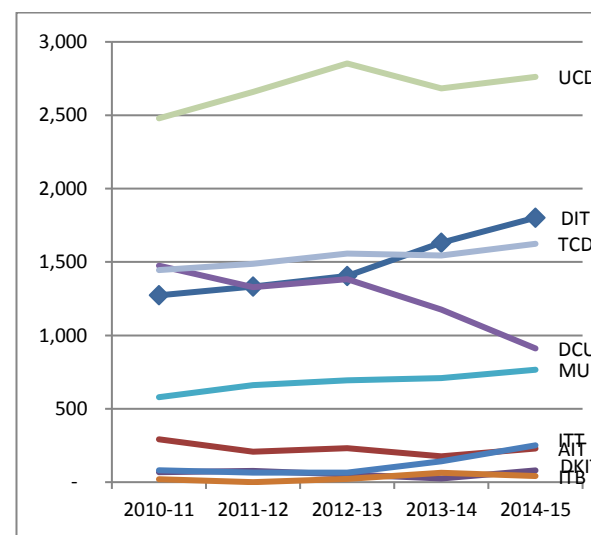


Figure 4 – Part-time Postgraduate Enrolments for HEIs in greater Dublin region- 2010-11 to 2014-15

Source – HEA Statistics

Institution objective	Performance indicator	Baseline	Interim target, 2015/16	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To provide professional, career-focused learning and discovery for a diverse range of students	Diversity of student population as indicated by percentage of new entrants from traditionally under-represented groups, as set out in the National Access Plan	2012/13	2015/16	Year 2015/16 (taken from March 2016 SRS and internal DIT data)	The targets for 'access' in 2015/16 have been exceeded slightly. This may be attributed to the Institute's approach to widening participation and the development of the related academic and support services within DIT. Key strands of the approach are:- (i) to integrate 'access' and civic engagement with teaching and learning and (ii) to work with other education sectors and communities to form integrated learning pathways and partnerships. Table 1 below provides examples of the initiatives in place under these strands. Further details are also available at the link below ² Today's approach is built on DIT's strong track record of engaging with its surrounding communities to promote learning opportunities and access to higher education for all. However, these communities (primarily within districts Dublin 1 & 2) are often socio-economically disadvantaged and experience low participation rates in education. See Figure 5 below which shows these districts have participation rates in higher education of 23% and 26% respectively, much lower than the national average and the Dublin city region.	Year 2016/17	
	Mature students as percentage of new entrants	1. 12%	1. 12%	1. 13%		1. 13%	
	Students with disability as percentage of new entrants	2. 6%	2. 7%	2. 9% (8% - as funded under FSD)		2. 9% (8% - as funded under FSD)	
	1. Young students (under 25) from socio-economic disadvantage (SED) backgrounds as percentage of new entrants	3. 7%	3. 7%	3. 8%		3. 8%	
	2. Travellers as percentage of new entrants	4. <1%	4. <1%	4. <1%		4. <1%	

² <http://www.dit.ie/ace/>

Institution objective	Performance indicator	Baseline	Interim target, 2015/16	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
					<p>CONT'D</p> <p>As set out in the National Access Plan³, promoting equality of access is a national priority. Nearly thirty percent of students enter DIT through non-standard routes; mature, SED, disability, traveller community and from further education. Promotion of 'access' will remain a key plank of DIT's future strategies.</p> <p>During 2014 and 2015, a full review of DIT's widening participation strategy was undertaken. This gave full consideration to approaches, interventions, and their outcomes. Recognising the particular challenges of dramatically increasing participation rates in socio-economically disadvantaged communities, the Institute is satisfied with the rates achieved in the SED cohort in 2015/16 and judges that the target for 2016/17 should be maintained at that level.</p> <p>With national mature student participation rates starting to show a falling off (Figure 6), DIT's rate of 13% is deemed satisfactory and it will be the target for 2016/17. Similarly, the targets achieved for students with disabilities and those from the Traveller community are judged to be of the right order and will remain as is for the next year</p>		

³ National Plan for Equity of Access to Higher Education 2015-2019, HEA, December 2015

Widening Participation – 2015/16	
Integrating 'access' and civic engagement with teaching and learning	Student development through community-based learning and research <ul style="list-style-type: none"> Support curriculum-embedded and assessed community-based learning and research for 940 students CLiCNews with Journalism students and staff in School of Media in collaboration with inner city primary schools
	Widening participation student transition, support and development <p>2000+ students from socio-economically disadvantaged backgrounds and students with disabilities in DIT receive support through:-</p> <ul style="list-style-type: none"> Orientation Programme for first year students Academic support through programme-based tutorials, assistive technology, learning support Transition support through Access project officers and course tutors Financial support for access students; equipment provision for students with disabilities
	Integrated and embedded widening participation with support <ul style="list-style-type: none"> Co-ordinating a change from parallel WP supports to integrated and embedded Widening Participation across DIT
	Student-led engagement <ul style="list-style-type: none"> Leadership, communication and organisation skills through student-led Access Orientation Programme, Access student forum and peer mentoring programme
	Co-ordination and management of DIT widening participation entry routes <ul style="list-style-type: none"> Entry at lower levels of academic requirements and supports on entry: HEAR; DARE; Access DIT Access Foundation Programme: a targeted year-long preparation programme for entry into undergraduate programmes
Working with other education sectors and communities to form integrated learning pathways and partnerships.	Community-based learning and research <ul style="list-style-type: none"> Research projects come from community partners - 40+ partners Students Learning with Communities, volunteering and fund-raising
	Preparation for HE <ul style="list-style-type: none"> DIT Access to College Programme for senior cycle 2nd level students Supporting career guidance at 2nd level in designated schools and transitions to HE through the dissemination of Bridges to Higher Education Resource Guide
	Engagement outreach and lifelong-learning programmes <ul style="list-style-type: none"> Enabling adults in the inner city to access education through community-based ICT training Participating in school visits and parents evening Primary & secondary students attending Engineers week, Science Week, Surveyors week in DIT
	Grangegorman area <ul style="list-style-type: none"> Deliver CV workshops for Grangegorman Skills Register Area Grangegorman Area-Based Childhood Programme

Table 1 – DIT Approach to Widening Participation

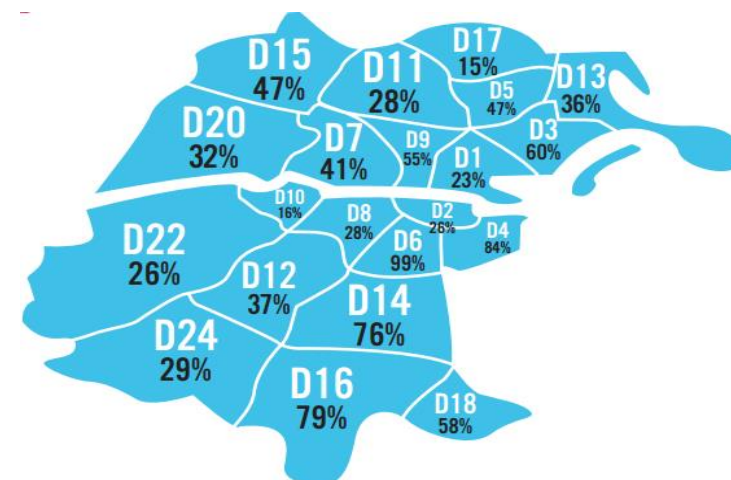


Figure 5 – First-time UG new entrants by Dublin postal district – 2011/12

Source - HEA National Plan for Equity of Access 2015-219

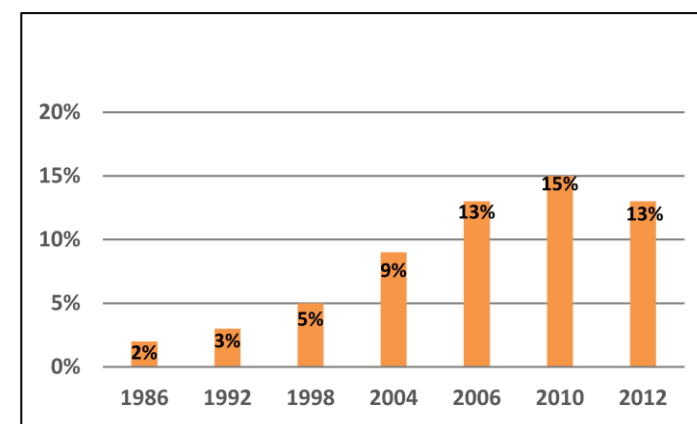


Figure 6 – Mature Entrants as % of full-time UG new entrants – 1986 -2012

Source - HEA National Plan for Equity of Access 2015-219

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To provide professional, career-focused learning and discovery for a diverse range of students	Flexibility of accessing provision as indicated by the percentage of part-time, distance and e-learning students	Year 2010/11 24%	Year 2014/15 28%	Year 2015/16 (taken from March 2016 SRS) 29%	<p>Commentary on the part-time provision is provided above, under the indicator for recruitment of part-time undergraduate students.</p> <p>While the percentage of part-time and flexible learners nationally has been less than 20% - See Figure 7 below, DIT's provision still remains substantially ahead of the national average and continues to make a unique and significant contribution to this cohort of learners within the Dublin city region.</p> <p>A new focus in DIT and TU4D partners is on the Digital Campus. In addition to enhancing the student experience for all students through technology-enabled learning and services, it is expected that e-Learning and blended learning programmes will feature increasingly, particularly in part-time mode. However, it will take a number of years for this initiative to be developed and realised, and so a modest target for 2016/17 has been set.</p>	Year 2016/17 30%	

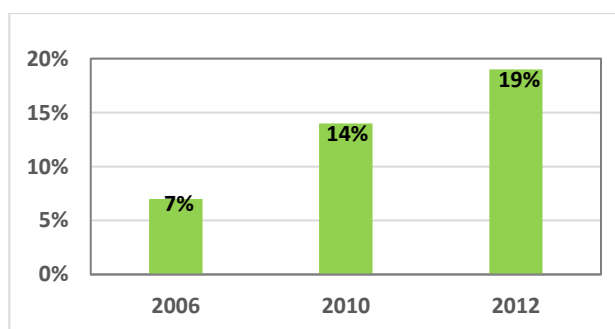


Figure 7 –Estimated % of all HE students participating on a part-time/flexible basis 2006-2012
Source – HEA National Plan for Equity of Access 2015-219

3. Excellent teaching and learning and quality of the student experience

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To improve continuously the learning experience so that all students acquire skills and develop as independent learners	All programmes provide students with the opportunity to develop key employability skills or graduates attributes as set out in the approved policy document	Year 2012/13 Suite of graduate attributes agreed	For each programme, identification of where attributes are in place and identification of any gaps	This target has been achieved. Information on outcomes is maintained internally by DIT's Academic Affairs function.	DIT graduate attributes were agreed by its Academic Council in 2013. They are available on the web site through the link below ⁴ : To progress the objective a reporting template was introduced as part of the annual QA monitoring process and Heads of Learning Development provide an audit of the graduate attributes across the programmes. Additionally, graduate attributes are now specified for any new module validations and Programme and School reviews. The Learning & Teaching Technology Centre (LTTTC) works with programme teams, to embed the identification of graduate attributes, through Programme Development Workshops and other regular events.	Year 2016/17 Programmes revised to close any gaps and graduate attributes for all programmes made visible on the website and within other programme material	

⁴ <http://www.dit.ie/teaching/graduateattributes/>

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To improve continuously the learning experience so that all students acquire skills and develop as independent learners	Percentage of programmes with work placement/internship element	Year 2012/13 17%	Year 2015/16 20%	Year 2015/16 (source – Internal DIT database) This target has been achieved. 47% of undergraduate programmes across the Institute now have a work placement component.	<p>The value of work-based learning is now widely recognised across the DIT colleges, including its Report on Structured Placements, 2013. This has assisted in highlighting the relevance of placement for students. The programmatic review process encourages, where feasible, the introduction of placement learning opportunities for students. Work placement is also regarded as a distinguishing factor from a competitive marketing perspective.</p> <p>The 2015 target has been exceeded. The introduction of the Work Placement log following the 2013 Report, has enabled more accurate mapping and monitoring of work placement across all programmes. This placement log, annually updated by the Academic Affairs function, ensures realistic tracking. The objective for the coming 12 months will be to embed work placement more deeply into existing programmes across a range of years as well as growing it across programmes. Progress in relation to work placement at programmatic level is monitored through programme validation processes and school reviews.</p> <p>The Institute has moved towards the implementation of best practice models in recent years following its 2013 Report and models such as that of Haaga Helia University of Applied Sciences Helsinki, have informed developments.</p>	Year 2016/17 The target is changed from 25% to 50%	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To improve continuously the learning experience so that all students acquire skills and develop as independent learners	Percentage of programmes with 'Students Learning with Communities (SLWC)' element	Year 2012/13 14%	Year 2015/16 20%	Year 2015/16 (internal DIT database) 24%	<p>Service Learning is increasingly a feature within DIT programmes. The Institute embraces the internationally validated philosophy⁵ that integrating academic work and community service delivers greater student leadership development, enriched learning, and improved academic performance.</p> <p>This research-informed activity (see link below⁶ for list of peer-reviewed publications), provides another practice-based element to the DIT learner's experience. There has been a steady growth in Service Learning with Communities (SLWC) over the years and the Institute has built strong links with local communities where the co-creation of projects and achievement of real-life deliverables has brought positive contributions on both sides. For examples, see link below⁷</p>	Year 2016/17 The target is changed to 25%	

⁵ <https://www.mnsu.edu/cetl/academic-service-learning/Service-Learning.pdf>

⁶ <http://www.dit.ie/ace/studentslearningwithcommunities/wherethecanreadmoreaboutstudentslearningwithcommunities/peerreviewedjournals/>

⁷ <http://www.dit.ie/ace/studentslearningwithcommunities/whatprojectshaveditstudentsworkedonwithcommunities/>

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To improve continuously the learning experience so that all students acquire skills and develop as independent learners	Percentage of programmes with formal entrepreneurship element	Year 2012/13 10%	Year 2015/16 20%	Year 2015/16 (source internal DIT database) 30%	In addition to DIT Hothouse provision (See link below⁸), where graduates are supported in new venture creation, a large number of DIT students now have the opportunity to experience some element of entrepreneurship within their programme. The Hothouse Incubator facility is being established on campus in Grangegorman in 2016 (see brochure at link below⁹), where heretofore this service was located in the Dublin Docklands, remote from the main college sites. It is expected that better access to the Hothouse expertise & services will enhance the embedding of entrepreneurial activity across programmes. The target for 2016/17 is to maintain the percentage of programmes with formal entrepreneurship element at current levels. DIT, will seek to grow this further as more disciplines co-locate at Grangegorman..	Year 2016/17 30%	

⁸ <http://dit.ie/hothouse/start-upcompanysupport/>

⁹ <http://dit.ie/hothouse/media/dithothouse/DIT%20Hothouse%20NextGen%20Incubator.pdf>

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To improve continuously the learning experience so that all students acquire skills and develop as independent learners	Non-presence rates of undergraduate full-time new entrants	Year 2011/12 Varied non-presence rates across different DIT programmes	Year 2015/16 Maintain progression rates at national average where already in place & make improvements in the rates for programmes where they are currently below the national average, in order to meet the final target in 2016/17	Year 2015/16 Bar a small number of exceptions, the progression rates are at or above the national average (as compared to the available data of 2013/14) and improvements have been seen in the other programmes, so it is judged that the interim target has been achieved. (Source – HEA Study Progression in 2012/13 to 2013/14 and internal DIT Annual Reports – ‘DIT FT UG Student Academic Performance Census’ 2012/13, 2013/14 & 2014/15)	The HEA Study ¹⁰ is a useful baseline in terms of understanding the underlying issues related to retention and the data sets provided are helpful as a high level benchmark for analysing achievements, weaknesses and areas for improvement. The study cited 5 core themes that affect student non-completion. They are:- course; personal; financial; medical/health and family reasons. DIT’s annual review of students that withdraw, shows a consistent pattern over the last three years (see Figure 8 below for 2015/16), with these themes also common in the DIT experience. In addition to lack of information about their chosen programme, research has also shown that transition skills to deal with the new environment of higher education and academic preparedness along with a personal commitment to college completion are critical to successful progression. To assist in this DIT has developed and begun implementation of its Student Engagement Strategy, based on a philosophy of connectedness and active learning – see Figure 9 below for the DIT model . Examples of some specific initiatives taken are given in Table 2 below .	Year 2016/17 Achieve non-presence rates at or below the national average for comparable disciplines and levels	

¹⁰ A Study of Progression in Irish Higher Education 2012/13 to 2013/14, HEA, January 2016

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
					<p>CONT'D</p> <p>There are indications that this focus on student engagement, in addition to academic considerations, has begun to help improve retention rates in a number of specific areas.</p> <p>With regard to academic considerations, for example in Business, where generally programmes are at or above the national average retention rates a number of initiatives have been taken to address some programmes where improvement was sought. This involved redesigned induction programmes, enhanced year tutor initiatives, peer mentoring and additional pastoral support.</p> <p>Programmes in Engineering, which present challenges nationally in terms of progression rates, have been improving in DIT over the years, with only a small number of programmes highlighted for attention in 2015/16. Actions taken to address the issue include:- enhanced induction, mentoring and student meetings; restructuring, reorganisation and rescheduling of content, modules and assessments; changes to group, project & active learning; a revised student handbook and improved guidelines on programme and assessment information.</p>		

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
					<p>CONT'D</p> <p>In other discipline areas, specific targeted initiatives have been taken for particular programmes or student groups, and monitoring of attendance is an increasing feature to identify and support 'at-risk' students.</p> <p>Further analysis and commentary is available in the 'Report on Additional Items requested by HEA' provided as an addendum to this Self-Evaluation report.</p>		

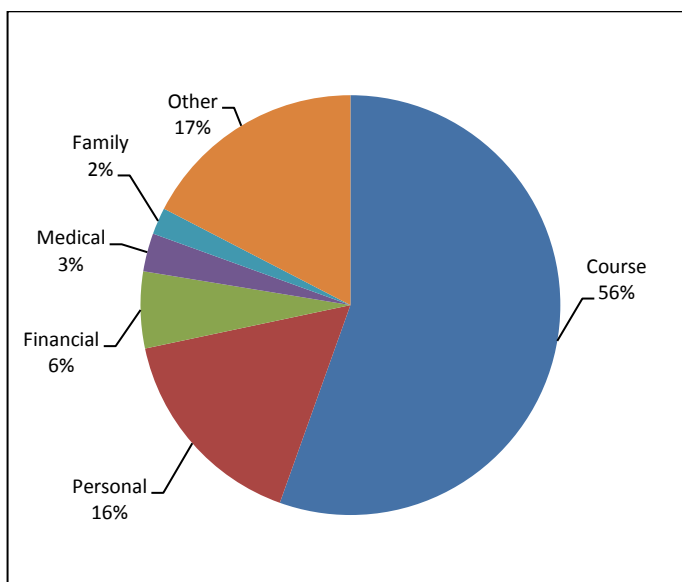


Figure 8 –Reasons for Student Withdrawal – 2015/16
Source – DIT internal student 'exit data'

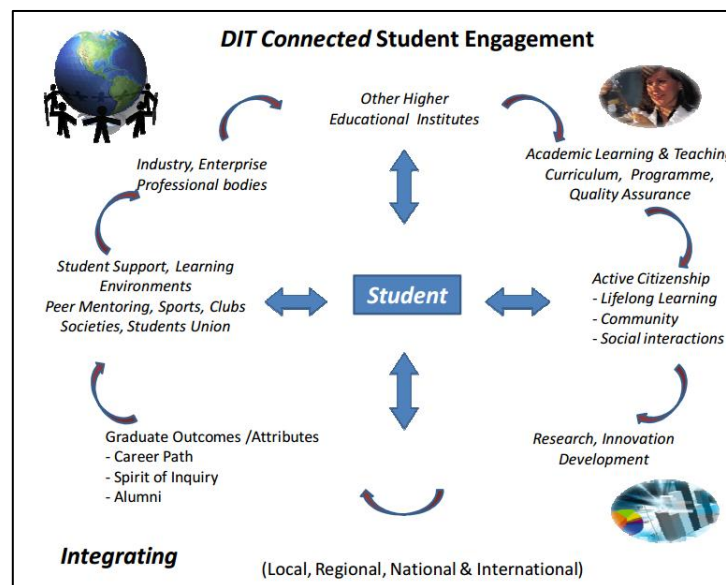


Figure 9 –DIT Student Engagement Model
Source – Internal DIT paper 'Towards a DIT Strategy on Student Engagement 2012-15'

DIT Student Engagement
<ul style="list-style-type: none"> The LEAD module whereby student leaders receive academic credit for the learning that takes place when they are organising student activities The Student2Student Peer Mentoring programme, which is organised within programmes and Schools The student transitions workshop that takes place in the first seven weeks within the academic programmes, and gives first year students the space and time to reflect on how they are managing the transition to higher education 'Light lunches' allow First Year coordinators and programme tutors to meet with staff from student services to identify problem and improve referrals to useful services. The Career Development Centre provides a Career Development Day which is now present in 90% of academic programmes.

Table 2- Examples of Student Engagement Initiatives

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To provide robust quality assurance and affirm that the quality of educational provision and the standards of awards are being consistently maintained	Delivery of the actions contained in the Quality Enhancement Plan (Jan 2012)	Year 2012/13 Actions identified and some implemented	Year 2015./16 Maintain activities in line with the DIT Quality Enhancement Plan Progress QA systems in line with TU4Dublin plans.	(Source - DIT Annual Report to QQI) Actions as laid down in the DIT Quality Enhancement Plan have been delivered, as per DIT's annual report to QQI. Some actions in the QE Action Plan are ongoing in relation to improving quality, including annual monitoring, college Quality Action Plans, participation in LTTC programmes, library access, attendance initiatives, rolling out of PMDS.	Some new initiatives to support the DIT QE Action Plan include: <ul style="list-style-type: none"> • Reviewing student feedback • Defining criteria to trigger programme reviews at College level • Enhancing Assessment Practices – a Working Group established • Expansion of the learning resource, through access to IReL Areas where some progress has been made, but further improvements are needed include management information and learning analytics systems. With respect to TU4Dublin, work has commenced on harmonising the three Quality Assurance systems of the partner institutions. A work plan is in place.	Year 2016/17 Continue activities in line with the DIT Quality Enhancement Plan Progress on the alignment of QA systems in line with TU4Dublin plans	

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
<p>To be an important source of research and discovery and underpin DIT's education programmes and its contribution to the economy and society.</p> <p>KPIs set in order to reflect research capacity in terms of numbers of research active staff, qualified supervisors as well as research performance in key output areas of numbers of students, research income and publications.</p>	In developing its strategy and operational plans for research, DIT is cognisant of overall positioning and comparative activity amongst national and international HEIs. A synopsis of this analysis is provided in Appendix 2.						
	KPI 1 - % of Academic Staff with PhD	39% of DIT academic staff had a PhD at the baseline year of 2012/13.	A target of 40% was set for end 2015.	This target has been achieved and the percentage stood at 45% as at end of 2015. (Source – DIT internal staff database)	Development initiatives have facilitated staff upgrading of qualifications. For example, a total of 16 research awards were made in 2014/15 to enable staff to complete a PhD. The Institute intends to continue to grow the numbers of academic staff with PhDs. Cognisant of upcoming retirements and potential resignations, the target for 2016/17 reflects a modest increase.	Year 2016/17 46%	
	KPI 2 - Research Students (FTE)	300 FTE research students at the baseline year of 2012/13	Our original proposed target was 400 FTE research students at the end of 2015. As part the Strategic Dialogue in 2015, a revised target of 300 FTE was set.	<ul style="list-style-type: none"> At the end of 2015, DIT had a total research student enrolment of 363 (FTE). (Source –DIT Banner system) The proposed target of 450 FTE at the end of 2015/16 was to reflect the phasing in of new measures to stimulate research The March 2016 (SRS returns) to the HEA mark an increase to 389 (FTE) 	There is now a steady upward trajectory in research student recruitment showing DIT is on course to reach its ultimate target.	The final target of 650 (FTE) is the estimated 4% research student enrolment for TU designation. It will be a combined total for the TU4Dublin consortium.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
CONT'D							
<p>To be an important source of research and discovery and underpin DIT's education programmes and its contribution to the economy and society.</p> <p>KPIs set in order to reflect research capacity in terms of numbers of research active staff, qualified supervisors as well as research performance in key output areas of numbers of students, research income and publications.</p>	<p>KPI 3 - Research Income (€M) (Original Compact Indicator)</p> <p><i>Revised to:-</i></p> <p>KPI 3 – External Research Award Value (€M) per annum</p>	<p>The baseline for research income in 2012/13 was €10m.</p> <p><i>Revised to:-</i></p> <p>The baseline for research award value in 2014 was €5.</p>	<p>Our original Compact target for research income was €20m at the end of 2015.</p> <p>In terms of research award value, the interim target was €5.25m</p>	<ul style="list-style-type: none"> At the end of 2015, DIT's total research income €10.63m (HERD 2014/15). Total research expenditure for the period was €14.6 m (Source – AKTS 2015). DIT's Research income to end year 2014 was €12m Actual research award value to the end of 2015 was €4.3m (Source: DIT Finance System) 	<p>DIT is aware that progress against this target remains stubbornly slow. DIT has taken action to stimulate an increase in the quantity and quality of research funding applications to ensure the long-term sustainability of research.</p> <p>Measures taken include:</p> <ul style="list-style-type: none"> A Task Force on Research Funding set up under the Research Operations Group (ROG) to target Horizon 2020 and national research funding opportunities 4 Research Institutes established to strategically focus research in key areas of strength MoU signed with Purdue University as part of wider strategy to build international research partnerships Appointment of 2 x Strategic Research Proposal Coordinators to support competitive research proposal writing <p>A School-based capacity building programme to incentivise new R&D proposal development</p>	<p>In our last submission, we proposed a revised target of €23m total research income. This will be difficult to achieve given that it is dependent on past research awards.</p> <p>We therefore propose the research award value as the more appropriate indicator with a final target of €5.75m research award value in the final target year of 2016/17.</p>	
	KPI 4 - Publications per year	The baseline in 2012/3 was a total of 588 publications per annum.	The interim target for end 2015 was 800 publications.	DIT had a total of 938 publication outputs in 2014. (Data Source Scopus)	In the 5 year period to 2015, DIT had a total of 2017 documents indexed in Scopus. 13.7% were in the top 10% most cited journals (or 28.3% when normalized).	The final target is 1000 publications per annum.	

5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To be valued by academic, industry, community and other partners, nationally and internationally, for the transfer of knowledge and skills relevant to sustainable development	Number of participants in the DIT Corporate Partnership Network	Year 2012/13 20 Organisations	2015/16 25 Organisations	Year 2015/16 (Source – DIT Internal database) 30 Organisations	The target has been achieved and will be maintained Some examples of the work with partners is provided in Appendix1. In addition to the formal Corporate Partnership Network, DIT has always maintained links with the corporate sector, and examples of corporate education programmes co-created and delivered to individual companies or groups of companies are also provided in Appendix 1.	Year 2016/17 30 Organisations	

6. Enhanced engagement with enterprise and the community and embedded knowledge exchange

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
<p>To be valued by academic, industry, community and other partners, nationally and internationally, for the transfer of knowledge and skills relevant at to sustainable development</p> <p>Level of technology transfer and enterprise support activity under selected metrics:-</p>	KPI 1: Spin-outs	3 spin-outs during the baseline year of 2012/13	3 spin-outs established during the year	(Source – DIT Internal database) 6 spin-outs established during the year.	<p>Our targets for this Compact were set at the level of the best commercialisation performance rates achieved by the best Irish Universities in the previous period and we have consistently outperformed these targets and the subsequent performance of other Irish universities over the course of this compact. We have delivered between 10 and 20 percent of licences in Ireland in any year on just 3 percent of national research expenditure. We largely decouple commercialisation performance from research expenditure levels as we often licence the same inventions to multiple licensees for different applications thereby creating better value for money spent on research at DIT.</p>	4 spin-outs per annum to be achieved as a final target	
	KPI 2: Licences/Options/Assignments	10 LOAs during the baseline year of 2012/13	9 Licences/Options/Assignments	19 Licences, Options and Assignments executed during 2015 16 licences, 1 option and 1 assignment executed.		10 LOAs per annum to be achieved as a final target	
	KPI 3: Research Agreements with industry	4 Research Agreements during the baseline of 2012/13	5 Research Agreements with industry	7 research agreements signed with industry		5 research agreements per annum to be achieved as a final target	
	KPI 4: Invention Disclosures	38 Invention Disclosures during the baseline of 2012/13	28 Invention Disclosures	35 invention disclosures during 2015		30 invention disclosures in the final target year	
	KPI 5: Priority Patent Applications	5 Priority Patent Applications during the baseline of 2012/13	10 Priority Patent Applications	15 patent applications filed during 2015		12 patent applications to be filed in the final target year	
	KPI 6: PCT Patent Applications	2 PCT Patent Applications during the baseline of 2012/13	5 PCT Patent Applications	5 of the priority patent applications filed in the previous year progressed to PCT during 2015		6 priority patent applications to progress to PCT in the final target year	
	KPI 7: No. Hothouse New Frontiers programmes	2 New Frontiers Programmes during the baseline of 2012/13	2 Hothouse New Frontiers programmes	2 Hothouse New Frontiers programmes achieved during 2015		2 Hothouse New Frontiers programmes to be offered during 2015	
	KPI 8: No. Participants Hothouse new Frontiers programme	30 Participants HH New Frontiers Programme during the baseline of 2012/13	30 Participants Hothouse New Frontiers programme	31 Participants - Hothouse New Frontiers programme		30 total participants in Hothouse New Frontiers programme	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To be valued by academic, industry, community and other partners, nationally and internationally, for the transfer of knowledge and skills relevant to sustainable development	Active participation in regional/civic networks	<p>Year 2011/12</p> <ol style="list-style-type: none"> 1. Founding member of 3 networks: Creative Dublin Alliance, The Green Way & Activating Dublin 2. Active member of Dublin Chamber of Commerce and IBEC's Dublin region 3. Strong relationship with Dublin City Council 	<p>Year 2015/16</p> <ol style="list-style-type: none"> 1. Active participation in: Creative Dublin Alliance, The Green Way & Activating Dublin below board level, on at least 1 initiative 2. Two new active collaborative initiatives within the Dublin/Leinster Pillar II, 3. Continued participation in Dublin Chamber of Commerce and IBEC's Dublin region 4. Continued engagement with Dublin City Council 	<p>Year 2015/16</p> <ol style="list-style-type: none"> 1. Addressed in section 1 2. Addressed in section 1 3. DIT has continued participation in Dublin Chamber of Commerce and IBEC's Dublin region 4. DIT has continued its engagement with Dublin City Council on a range of initiatives. 	<p>As other regional/civic initiatives develop, DIT will engage pro-actively as we currently do in:-</p> <ul style="list-style-type: none"> • The Grangegorman Labour & Learning Forum (see section below), and • The Living Knowledge Network (see link below¹¹) 	<p>Year 2016/17</p> <ul style="list-style-type: none"> • Active participation in: Creative Dublin Alliance, The Green Way below board level, on at least 4 initiatives • Four new active collaborative initiatives within the Dublin/Leinster Pillar II, commencing since October 2013, as set out in 5.1 • Continued participation in Dublin Chamber of Commerce and IBEC's Dublin region • Continued engagement with Dublin City Council Partnership with the Railway procurement Authority on the launch of the LUAS cross-city line. 	

¹¹ <http://www.livingknowledge.org/>

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To be valued by academic, industry, community and other partners, nationally and internationally, for the transfer of knowledge and skills relevant at to sustainable development	Active participation in community-related initiatives	<p>Year 2012/13</p> <ol style="list-style-type: none"> 14% of programmes with SLWC element, as in section 5.3 Founding member Grangegorman Labour & Learning Forum 	<p>Year 2015/16</p> <ol style="list-style-type: none"> 20% of programmes with SLWC element, as in section 3 Continued active participation in Grangegorman Labour & Learning Forum, on at least 2 initiatives 	<p>Year 2014/15</p> <ol style="list-style-type: none"> Addressed in section 3. DIT continued its engagement in the work of the Grangegorman Labour & Learning Forum (GLLF) during 2015/16. <p>(Source – Grangegorman Labour & Learning Forum)</p> <p>Details of GLLF are available at the link below¹²</p>	<p>The Grangegorman Labour & Learning Forum (GLLF) is a community based initiative that focuses on opportunities arising from the Grangegorman Development Project that will benefit and improve the quality of life of the surrounding communities, through education, training and employment. A number of highlights achieved are as follows:-</p> <ul style="list-style-type: none"> Grangegorman Employment Charter – where targets were achieved to have 20% of new jobs created on the site offered to residents in the neighbourhood Grangegorman Area Based Childhood (ABC) Programme – with DIT acting as lead partner in a consortium of 29, to address child poverty. See link below¹³ for further details Meetings with local School Principals, to discuss areas of common purpose and to enhance the network of schools in the area Support for ‘Grangegorman Public Art’, including participation in Culture Night, 18.09.15 along with projects in cultural mapping and the ‘creative agents’ initiative 	<p>Year 2016/17</p> <ul style="list-style-type: none"> 25% of programmes with SLWC element, as in Section 3 Active participation in Grangegorman Labour & Learning Forum, on at least 3 initiatives 	

¹² <http://www.dit.ie/gllf/>

¹³ <http://www.dit.ie/ace/grangegormanabcprogramme/>

6. Enhanced internationalisation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To ensure a sustainable position for DIT as an international higher education provider	<p>Numbers of international student enrolments</p> <p>Within an overall DIT Strategy on Internationalisation which centres on moving from student recruitment of international students to internationalisation of all Institute activities from research, learning & teaching - curricula, staff mobility, industry engagement, community – service learning, regional engagement, placements, internships and offshore delivery as well as in developing strategic partnerships.</p>	(Year 2010/11) 240		<p>Year 2015/16 (Source – DIT SRS Return March 2016)</p> <p>1,025</p>	<p>The results come from a major drive by DIT to build an international student presence within the overall DIT student and staff population. It has been a strategy to grow this activity in keeping with its position within the Irish HE sector. Evidence shows that resources allocated have begun to show progress, with good growth in the non EU student enrolments. The growth in non EU student numbers are matched by growing Erasmus related activity within the Institute and a move to rebalance inward and outward flows of activity.</p> <p>DIT with TU4D partners has developed an integrated strategy for internationalisation with objectives, principles, KPI's and action plans. This is now being considered internally and will be implemented within DIT during 2016/17 academic year.</p> <p>The final target set for non EU students remains at 1,000 level. While growth has been achieved to date, DIT is conscious that within 2015/16 figure there is a substantial 'Science without Borders' Brazilian student cohort and there is uncertainty around the continuity of this programme in 2016/17. Consequently, the target is to maintain overall figures in 2016, which in reality will mean real sustainable growth in the baseline.</p>	(Year 2016/17) 1,025	

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target and data source	Commentary	Final target, end 2016	Summary
Enhance DIT's national and international positioning through appropriate designation, mergers and collaborations	Establishment of a Dublin technological university with formal designation, with TU4D Alliance partners, ITB and ITT	<ul style="list-style-type: none"> MOU in place Proposal to HEA regarding positioning within the HE landscape submitted and accepted by Minister Programme plan for TU4D development in train 	Maintain progress in implementation of TU4Dublin Implementation Plan:-	<p>Progress was maintained in 2015. Key outcomes are set out below. Documents relating to the different elements within this section are available at the following link http://www.dit.ie/tu4dublin/</p> <p>The development of elements of TU4Dublin has been informed by that of comparative technological universities. A synopsis of relevant data is provided in Appendix 3. (Source U-Multirank)</p>	<p>Overall progress is very satisfactory in the context of the continued uncertainty regarding:-</p> <ul style="list-style-type: none"> (i) the timing of the passage of TU legislation (ii) the specific criteria for TU designation in that legislation and (iii) the necessity and timing of merger prior to achieving TU designation. 	<p>Original targets</p> <ul style="list-style-type: none"> Implementation of priority actions within TU4D programme plan Application for designation as a Technological University <p>Revised targets</p> <ul style="list-style-type: none"> Implementation of priority actions within TU4D that do not require legislation Application for designation as a Technological University when legislation permits 	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target and data source	Commentary	Final target, end 2016	Summary
CON'TD							
			- Establishment of joint Graduate Research School	The joint Graduate Research School (GRS) is functioning under the leadership of a Director, with a mandate across the 3 TU4Dublin partners.	The joint GRS is now operational. Transition arrangements as set out in the Joint Collaboration Agreement are in place to accommodate students' registration and programme arrangements pre-merger.	Full implementation of the joint Graduate Research School as set in the joint Collaboration Agreement.	
			- Development and implementation of Structured PhD programme	A Structured PhD programme was successfully validated and approved by Academic Council in 2014 with pilot modules rolled out in 2015.	As of Sept 2016, all new students registered at DIT, ITT and ITB have enrolled on the structured PhD programme. Existing students have the option to transition to the structured programme and take relevant modules as required. The joint Structured PhD programme is fully aligned with the national doctoral framework.	All students enrolled on structured PhD programme.	
			- Delivery of joint technology transfer measures	Within the DRIC consortium ¹⁴ , TU4Dublin partners set targets at individual institution level – see Section 5 for progress and commentary as appropriate.	Please refer to Section 5	Please refer to Section 5	

¹⁴ <https://www.dit.ie/hothouse/media/dithothouse/web%20Research%20Capabilities.pdf>

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target and data source	Commentary	Final target, end 2016	Summary
CONT'D							
			- Progress with respect to the development of the overall curriculum framework for TU4Dublin	<p>A common set of graduate attributes has been defined and documented</p> <p>A draft teaching, learning and assessment strategy is in development.</p> <p>A process to develop academic programme provision in the context of a new school structure in the merged institution has been developed.</p>	<p>Disciplines associated with Architecture, Engineering and Construction (AEC) have prototyped a process to align cross-campus disciplinary provision.</p> <p>An initial set of 7 TU4Dublin programmes (titled 'Programmes for the Future' have been proposed and a further 3 are in development.</p>	<p>Progress re implementation of identified aspects of the overall TU4Dublin curriculum framework.</p> <p>Identified 'Programmes of the Future' in place.</p>	
			- Development and implementation of 1 st Year Experience (FYE) strategy	<p>Development complete.</p> <p>A series of 1st Year Initiative projects has been identified. 12 are progressing and a further 8 are expected to be developed</p>		In progress with a view to completion of all FYE projects by Q2 2017.	
			Identification of issues pertinent to integrated student services in TU4Dublin	<p>An approach to a range of pertinent matters has been developed e.g.</p> <ul style="list-style-type: none"> • Common student service policies • Transition to single documentation for exam transcripts, graduation parchments etc. • Allocation of student contribution charge and budgeting for student union, society and sports activities • Harmonisation of student fee levels, collection policies and processes 	Strong working relationships have been developed between student services colleagues across the TU4D partners.	Continue to develop student services transition plan. This will be implemented upon confirmation of merger date.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target and data source	Commentary	Final target, end 2016	Summary
CONT'D							
			- Development of strategy for embedding engagement and enterprise characteristics in TU4Dublin	<ol style="list-style-type: none"> 1. TU4Dublin Engagement Plan drafted and Strategy developed and a range of implementation actions are in hand including:- <ul style="list-style-type: none"> • Call for case studies of/proposals for innovative practice in engagement and internationalisation • International Conference on Engagement and Internationalisation; with Purdue University 2. Development of strategy for internationalisation of TU4Dublin, with widespread consultation across the TU4D partners 3. Carnegie Pilot Project and community engagement self-assessment and audit under way across the TU4D partners, and feedback to be obtained through participation with other HEIs in a pilot of the Carnegie Community Engagement Framework in Ireland 4. Development of a protocol for the sharing/ optimisation of external contacts, with supporting systems to underpin entrepreneurial activities 5. Development of approach to the optimisation of revenue generation from engagement and international projects and activities under way. 	<ol style="list-style-type: none"> 1. Extensive information gathered on current practice in engagement with industry, community and the Arts; an overall strategy has been developed and a range of implementation actions are in progress. 2. TU4Dublin Internationalisation strategy developed and being considered 3. Carnegie project - Comprehensive information on community engagement activities across the TU4D partners has been gathered, and collated. This will be useful in promotion of the activity internally and externally. The Self-study is to be completed and submitted in 2016. It is expected that detailed feedback and shared learning from peer institutions will provide valuable benchmarking and analysis in terms of strategy formation. 4. Detailed proposal for managing the interface with external stakeholders under development, with many aspects well advanced – 5. Potential sources of revenue identified 	Implementation actions to be mainstreamed across the TU4D partner institutions.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target and data source	Commentary	Final target, end 2016	Summary
CONT'D							
			- Joint prospectus and entry in CAO handbook/ website	<p>The format of a joint prospectus and entry in the CAO Handbook has been identified.</p> <p>A common communication has been included in each of the three prospectuses and on the website, alerting prospective students to the development of TU4D</p>	The joint prospectus and entry in the CAO handbook will be progressed on confirmation of a legal merger date under the proposed TU legislation. In the meantime the 3 TU4Dublin partners will continue to maintain individual prospectuses and entries in the CAO Handbook.	Subject to confirmation of merger date.	
			- Joint marketing to international student markets	<ul style="list-style-type: none"> Alignment of international fee structures. Some of the required changes have been completed with others underway. Agreement re transfer of ITB international agency agreements to DIT at point of merger Agreed to benchmark relevant exemplars of international offices to support the plan for organisational development of TU4Dublin international operation. 	Active co-operation and ongoing liaison between the international offices of the TU4D partners has been achieved.	Continue to develop international office transition plan. This will be implemented upon confirmation of merger date.	
			- Develop a TU position on skills and apprenticeship	A strategic position paper on apprenticeship and skills for TU4Dublin in development, to be completed by the end of July 2016.		Action Plan for Skills and Apprenticeship within TU4Dublin to be developed by end of 2016.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target and data source	Commentary	Final target, end 2016	Summary
CONT'D							
			- Progress organisation design for academic and services functions of TU4Dublin.	An overall design for the academic organisation has been identified. Work is underway to conclude specification of Professional Services design consistent with the academic structure.	This project has benefited from an extensive engagement process with a community of over 200 managers across the TU4Dublin partners.	Maintain progress with respect to all aspects of organization design (Governing Body, Academic Council, Senior Leadership Team, Academic Schools and Support Services) to ensure completion in 2017. Governing Body and Academic Council design subject to passage of and final form of TU legislation	
			- Development of TU4Dublin Digital Campus	The scope of the project has been defined.	An initial procurement exercise to support the development of a comprehensive Implementation Plan was unsuccessful. Procurement is now in train for support to develop a detailed vision for the Digital Campus which will inform the approach to all aspects of implementation. A DIT Director of Digital Campus & Learning Transformation has been assigned, (commencing July 2016), who will lead the development of this initiative.	Completion of project to identify detailed vision. Initial scoping of detailed implementation plan commenced.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
CONT'D							
			- Development of a financial model for TU4Dublin	<p>A cross institutional finance group has addressed development of a sustainable financial model including:</p> <ul style="list-style-type: none"> • high-level income & expenditure analysis • framework for internal resource allocation • transition arrangements in relation to funding 	Clarity is required in relation to the legislation and legal merger date to enable finalisation of the financial model.	Complete initial project scoping.	
			- Continue work with the multi-party forum to agree key actions to achieve a 'Workplace of the Future'	<ul style="list-style-type: none"> • A 'Safe Space' Forum has been established, for consideration of medium to long-term HR & IR-Related matters comprising the three Institutes and the four recognised Trade Unions (IMPACT, TUI, SIPTU and UNITE). It is operating within agreed terms of reference under the auspices of the Workplace Relations Commission. 	In 2016, TUI withdrew co-operation in relation to the participation of its members in the 'Safe Space' Framework. Other unions continue to participate in the process, most notably IMPACT where the secondment of a representative to work with the TU4Dublin Support team has been very effective.	Subject to lifting of current industrial action by TUI, re-engage a 'Safe Space' process with the engagement of all relevant unions.	
			- Implement a framework for engagement with the collective TU4Dublin student body	<ul style="list-style-type: none"> • Participation of an agreed representative of the 3 Student Unions on the key 'Academic Matters' working group. • Completion of several student engagement workshops to elicit approaches to ensuring TU4Dublin will be a truly student centred institution. 	Highly positive engagement between the 3 student unions and the TU4Dublin partners has been maintained.	Continue pro-active student engagement process including consideration of student union organisation models appropriate to a new Technological University for Dublin.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
CONT'D							
			Amalgamation of DIT, ITB and ITT within a suitable legal vehicle in preparation for application for Technological University designation	Some progress achieved in terms of preparation for merger. Key outcomes are set out below.	Substantive progress on this item requires the passage of the TU legislation. Implementation plans and timelines can be identified once the timing of enactment of the TU legislation is known.		
			1. General preparation for merger in areas not identified specifically above	<p>A range of 'merger planning' groups continue progress planning for merger in the following areas; academic affairs, student services, library services, finance, HR, IT and international. Examples of areas addressed:</p> <ul style="list-style-type: none"> • Consolidation of administration and service policies across key areas • Alignment of quality assurance frameworks • Alignment of student fee payment options and timelines • At point of merger short term harmonisation of student facing IT contact – email, Web • Renewal of library database access and resources for the single entity and associated supplier negotiation • Transition of ITB and ITT staff at merger including tax documentation and arrangements to ensure continuity of salary payments • Co-operation with respect to international students 	<p>1. The development of TU4Dublin plans have been informed by extensive benchmarking of mergers in higher education in an international context. Specific site visits were undertaken to UK institutions - a summary of learnings is provided in Table3 below</p> <p>2. The Joint Sub-committee of the Governing Bodies comprises;- the Chairs, the 3 Presidents and individual members drawn from each of the Governing Bodies. Its purpose is to oversee the development of the plans for the period up to TU designation, ensuring integration and alignment. A strategic planning team comprising a senior executive from each institution provides coordination of the planning activity. The work is in train.</p>	1. Merger plans complete in readiness for implementation upon confirmation of merger date	
			2. Joint Strategic Planning	A joint sub-committee of the 3 Governing Bodies and a planning team were established to support the development of the 3 integrated strategic plans.		2. Integrated Strategic Plans up to 2018	

Learnings from merger experiences in selected UK Institutions	
University of South Wales Consolidation - (University of Glamorgan and the University of Wales, Newport)	
Commitment to ensure that the merged institution continued to serve all of the regions served by the 2 component institutions including a commitment to retain all campuses for a 5 year period	TU4Dublin has committed to the retention of substantial campuses in Blanchardstown and Tallaght with provision across Levels 6 to 10.
There was a 9 month period between the decision to merge and the legal merger (July 2012 to April 2013). There was no intention to achieve integration in this period and they focused on issue critical to legal merger. For example, it was agreed that IT integration work would follow merger.	TU4Dublin constituted a range of merger planning groups with the same brief i.e. to address the key issues critical to continuity of operation at the point of legal merger.
University of Manchester Merger - (Victoria University of Manchester and the University of Manchester Institute of Science and Technology)	
A series of workstreams were established reporting into a co-ordinating project group.. Overall some hundreds of staff were mobilised to contribute to the work-streams – much of this on a substitutional basis i.e. whilst maintaining business as usual	TU4Dublin has engaged significant numbers of managers and staff across the various Foundation Themes and merger planning groups.
It was agreed with trade unions that there would be no job losses for a 2 year period.	TU4Dublin has committed to no loss of jobs in the transition process and continuity of terms and conditions.
In aligning the programme portfolio, initially the two sets of programme were added together and a small number of new programmes included	The process for programme alignment in TU4Dublin envisages a phased approach with programme availability on each of the 3 campuses being maintained so as to allow every student to complete their study at their chosen campus location.
University of the West of Scotland Merger - (University of Paisley and Bell College)	
Two HR advisors were committed to the merger and maintained links with trade unions throughout the process.	TU4Dublin has established a 'Safe Space' framework within which to engage trade unions in isolation from 'business as usual' IR which might potentially impact on the TU4D project. However this framework has been adversely affected by the position adopted by the TUI in relation to the impact of mergers across the IOT sector.
Portfolio analysis and review commenced before merger, but the substantive work was done after merger. Portfolio analysis occurred within each School, but also at College level.	A process to align cross-campus disciplinary provision across Architecture, Engineering and Construction disciplines (AEC) is being prototyped. Substantive portfolio alignment will follow merger.
Feedback that UWS could have done more to involve staff at lower levels in engagement and decision making, workshops, roadshows, websites, etc.	TU4Dublin has engaged significant numbers of managers and staff across the various Foundation Themes and merger planning groups.
Continuity of employment guaranteed, and terms and conditions were carried over	TU4Dublin has committed to no loss of jobs in the transition process and continuity of terms and conditions.

Table 3 – Summary of DIT Learnings from Mergers in Selected UK HEIs

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To progress the necessary detailed planning required to underpin the relocation of DIT to its new campus at Grangegorman	Programmes as set out are completed	(Year 2012/13) Required plans completed	(Year 2014/15) Relocation of 1,100 students and staff to Grangegorman as set out in Implementation Programme 1 of the development.	(Source – DIT Campus Planning Office) While much progress has been made to advance the consolidation of DIT at Grangegorman over recent months there has been a pause due to a legal challenge around the PPP's. (Programme 2). This now appears to be reaching a conclusion and timeframes for delivery have been extended to 2019 for full completion of the PPP's. Work is underway on Programme 3. During 2015, 4,500 sq metres of new build were completed for research and business incubation space the Greenway Hu). This is a welcome development. In addition, work is progressing on the procurement of student accommodation and design teams for library hub and an energy centre. See links¹⁵, ¹⁶ below for further details		(Year 2018/19) Relocation of 10,000 students to Grangegorman as set out in Implementation Programme 2 of the development.	

¹⁵ <http://www.dit.ie/grangegorman/>

¹⁶ <http://ggda.ie>

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To complete the structural and process change phases of the Organisation of DIT and (Excellence in Administration) EIA Programmes	Programmes as set out are completed	(Year 2012/13) 80% of elements of programmes completed	(Year 2014/15) 100% elements of programmes to be completed	(Source – Internal information) The main elements of the programmes have been completed .	Work is underway to create an Institute-wide Examination Office. It is anticipated that an interim report on this consolidation of Examination related services will be available in the autumn 2016.	Progress the Examination Office consolidation, consistent with TU4Dublin plans	

Appendix 1 - Corporate Partnerships

DIT Corporate Partnership Network

The DIT Corporate Partnership Network (CPN) provides an organised and managed framework for DIT and industry/professions to develop mutually beneficial relationships through a better understanding of each other's environments.

Through face to face meetings, networking events and email communications, the Network develops strong and open relationships with companies focusing on the creation and optimization of engagement opportunities across a range of activities and disciplines.

The Network as of December 2015 had the following membership:

1. Abbey Tours	16. Google Ireland
2. Abbott Nutrition	17. Guinness Storehouse
3. Aramark	18. Hewlett- Packard Ltd
4. Gas Networks Ireland	19. Hilton Hotels
5. Bord na Mona PLC	20. IBEC
6. Coca Cola Hellenic	21. IBM
7. Coillte Enterprise	22. Intel
8. Compass Group Ireland	23. Irish Hospitality Institute
9. Design and Craft Council of Ireland	24. Microsoft Ireland
10. Doyle Collection	25. Ovation MCI
11. Dimpco	26. Radisson Hotels and Resorts
12. ESB	27. RTE Digital
13. Enterprise Rent A car	28. The Digital Hub
14. Failte Ireland	29. Tourism Ireland
15. Foodcentral(Keelings)	30. Transdev Ireland

Some examples of member engagement facilitated through the CPN are presented below:

Gas Networks Ireland (GNI) –

Gas Networks Ireland own, operate, build and maintain the natural gas network in Ireland and connect all customers to the network. Under a Memorandum of Understanding renewed with the Institute during 2014, DIT continues to provide third party accreditation for their Training Facility in Dublin and the company's Gas Supervisors Programme. Further accreditation support in the context of GNI's competency training framework is now currently being explored with DIT's College of Engineering and Built Environment. Discussions are also underway on postgraduate sponsorship opportunities focusing on key priority areas for the company. This builds on a recently completed successful PhD sponsorship.

IBM

A successful Student Enterprise Challenge was hosted by DIT in collaboration with IBM and with the kind support of IBM Innovation, Coillte Enterprise, Alcatel Lucent – Bell Labs, Plezica and DPW. The event brought together computer science, business and design students to address key challenges set by the sponsor companies using Internet of Things technology. As part of the first prize, the winning team presented at one of IBM's technology updates at their Innovation Centre in Blanchardstown. IBM are kindly sponsoring two Masters Programmes in the area of Internet of Things and Building Information Management systems.

Enterprise Rent A Car

DIT continues to develop its relationship with Enterprise Rent A Car, a leading global mobility provider with a network of over 7,000 locations. The company also continues to kindly support civic engagement activities and are currently entering into discussion with DIT in relation to third party accreditation. In addition, Enterprise Rent A Car continue to support DIT development through, inter alia, participation on focus groups and interview panels.

Bord na Mona

Bord na Mona is one of Ireland's leading energy and fuel supplier. Working with our Environmental, Sustainability and Health Institute (ESHI), they have kindly committed to sponsoring three PhDs over the next number of years in the areas of aquaculture and product development.

Coillte Enterprise

Coillte Enterprise is the venturing arm of the Coillte Group, which seeks to identify new business opportunities and to extract value from the Group's broad asset base. They were key participants and sponsors of a Student enterprise challenge hosted by DIT in autumn 2015. In addition, DIT through ESHI is currently in discussion with the company regarding possible research collaborations in the area of land use. DIT Dublin School of Architecture has developed links with Coillte Panel Products who have kindly committed to provide support for an upcoming Peter Rice Student workshop.

ESB

Dialogue with ESB is continuing with a view to exploring possibilities for future collaboration in research and technology transfer. Currently, the company is field testing an energy technology developed at ESHI.

Intel

Towards the end of 2015, a Common Interest Group was established between Intel and the College of Engineering and Built Environment to identify areas of collaboration. To date this has resulted in Intel personnel presenting to engineering students and financial support for the establishment of an IoT lab in DIT Kevin St. The work of the Common Interest Group is ongoing.

Corporate Partnership Network Developments

After five years of operation, the Corporate Partnership Network (CPN) is currently being reassessed in light of the changing needs of industry and the Institute. In this regard, an emerging challenge for the Network is how to continue to add value to members and the Institute in the context of growing resource constraints.

A key approach to this challenge will be the reshaping of the Corporate Partnership Network into a new relationship management initiative, **ESHI Connect**, to particularly support industry engagement with DIT's Environmental, Sustainability and Health Institute. Building on the successful CPN concept, ESHI Connect will be a network of likeminded organizations and will actively support the development of longer term strategic partnerships with industry in the environmental and sustainability area leading to increased research collaboration and support.

Work has commenced on developing the new ESHI Connect framework and it is scheduled to become fully active in autumn 2016.

Other Corporate Education activity – Examples

- IBEC Export Orientation Programme (EOP) [currently being rebranded as IBEC Global Graduates with additional streams now supported by Bord Bia and Tourism Ireland in an expanded programme]
- International Selling Programme – Postgraduate Diploma in partnership with Enterprise Ireland with follow on MSc in Sales Management
- Postgraduate Diploma in Technology Management & Innovation and MSc in Technology Management – in partnership with ICT Ireland
- Postgraduate Diploma and MSc in Software Product Management - in partnership with the Irish Software Association
- MSc in Applied Software Development – in partnership with LM Ericsson
- CPD Diploma in Fundamentals of Computer Programming (140 graduates)
- CPD programme in Java Fundamentals – in partnership with ICT Ireland
- BBS Retail Management and Diploma in Retail Management in partnership with Musgrave Retail Partners
- MSc in Digital Marketing & Analytics and Postgraduate Diploma in Marketing Management in partnership with the Marketing Institute of Ireland
- Postgraduate Diploma in Advertising & Digital Communication in partnership with the Institute of Advertising Practitioners of Ireland
- BSc in Management and Aeronautical Studies in association with the Irish Air Corps
- **Major Public Engagement Events for partners**
 - Fashion and Soft Furnishing forecasting events in partnership with Enterprise Ireland
 - Product Management Software Bootcamp – 180 delegates from 140 companies. Workshopping, technical and commercial challenges
 - Leadership initiatives in partnership with Great Place to Work. Quarterly events with average attendance of 100
 - Leaders in Entrepreneurship quarterly events, average attendance 80
- **Key Accreditation Relationships**

DIT's College of Business is the accreditation partner for a number of companies (including Oracle EMEA across six locations in Europe and the Middle East) and sectoral groups such as IBEC, Intel and the Simon Community.

Appendix 2 - Research Positioning & Benchmarking

Positioning DIT Research for Success and Sustainability

DIT aims to be an important source of research and discovery – underpinning its education programmes and contributing to the economy and society in accordance with our mission. DIT's *Research Action Plan (2013-17)* is a four year plan designed to build the foundation for DIT to achieve long term success and sustainability as a practice-based, research-led higher education institution with a systematic focus on preparation of graduates for professional roles. Through this plan, DIT has consolidated and concentrated its research activity, including PhD study, in focused areas of coherent verifiable strength and national significance to enhance competitiveness and sustainability.

Research is concentrated in four areas of focus within which DIT seeks to build critical mass in terms of sustainable research capacity and capability, international levels of recognition and scale:

- Environment, Energy and Health
- Information, Communications and Media Technologies
- New Materials and Devices
- Society, Culture and Enterprise

Research Institutes aligned to each of the above themes provide targeted support for researchers, ensuring a high quality research training environment for research students and essential and sustainable research infrastructure and support.

Achieving Our Vision

DIT has set ambitious targets, underpinned by the objective to achieve with our partners Technological University status, as measured by the following KPIs:

- KP1: Development of research capacity through increasing *the number of full-time academic staff that hold a PhD qualification* or equivalent, thereby also growing the proportion of research-active colleagues.
- KP2: Increasing *the number of research students* so that 4% of the total enrolment at Level 8 to 10 comprises Masters and PhD research students.
- KP3: The implementation of an Institute strategy *to grow and diversify research funding* and sustain its long-term development, mapped against particular values for research awards.
- KP4: *Increase the number and quality of research outputs* to attain a target of 1000 peer reviewed publications per annum by 2016/17.

Benchmarking

DIT has been building critical mass and developing areas of substantial strength. Two areas that have been identified internationally are Engineering and Food Science, resulting in DIT being ranked in the top 1% of world research institutions in the fields of Engineering and Agricultural Sciences. DIT is proud of the impact of its research across its portfolio as reflected in its increasing publication record, with citation rates growing year on year and the significance of its research translating into a citation impact indicator notably above average. At a national level, DIT ranks 8th in terms of volume of research outputs, behind the seven universities but top of the list of Institutes of Technologies.

Table 1: Publication Output 2010-14, All HEIs (Source: Scopus)

Institution	Rank	No	% Growth	Citations	Authors	Avg Citations	Normalised Citation Impact
University College Dublin	1	14316	5.6	144564	7311	10.1	1.65
Trinity College Dublin	2	12058	11.3	135296	6915	11.2	1.64
University College Cork	3	9144	7.1	76856	4875	8.4	1.4
National University of Ireland, Galway	4	6843	12.6	61932	3699	9.1	1.71
Dublin City University	5	4437	5.9	27058	2051	6.1	1.28
University of Limerick	6	4058	30.4	22348	1869	5.5	1.28
Maynooth University	7	2322	5.5	16500	1039	7.1	1.4
Dublin Institute of Technology	8	1725	-12.5	11371	868	6.6	1.1
Waterford Institute of Technology	9	652	-9.1	2590	359	4	1.05
Cork Institute of Technology	10	641	-11.3	3716	294	5.8	0.97
Dundalk Institute of Technology	11	204	50	804	124	3.9	1.22
Galway - Mayo Institute of Technology	12	194	57.7	1548	83	8	1.1
Athlone Institute of Technology	13	162	25	745	136	4.6	1.08
Institute of Technology Tallaght	14	121	-12	919	102	7.6	1.1
Institute of Technology Sligo	15	104	-24	415	56	4	1.15
Limerick Institute of Technology	16	81	14.3	251	63	3.1	0.64
Institute of Technology Carlow	17	50	-35.7	195	42	3.9	1.54
Letterkenny Institute of Technology	18	49	-50	165	41	3.4	1.01
Institute of Technology Blanchardstown	19	36	175	1445	27	40.1	2.83
Institute of Technology Tralee	20	33	40	69	39	2.1	0.71

However, the quality of output from DIT ranks highly in terms of the publishing in the top journals internationally with over a quarter of its output in the 10% of journals.

Table 2: Output in top Journals

Name	Field-Weighted Citation Impact	Publications in Top 10 Journal Percentiles (%)
Dublin City University	1.28	21.50%
Dublin Institute of Technology	1.1	26.40%
Maynooth University	1.41	20%
National University of Ireland, Galway	1.71	22.90%
Royal College of Surgeons in Ireland	1.65	22.7
Trinity College Dublin	1.63	24.4
University College Cork	1.4	24.1
University College Dublin	1.65	25.2
University of Limerick	1.28	23.5

In key areas of environmental research and in pharmacology, DIT research has the highest national impact as measured by field weighted citations (where 1 = world average)

Table 3: Area of Excellence by Citation Impact (Field Weighted)

National Benchmark	DIT	Next	FWC
Environmental Science	2.32	Maynooth	2.02
Environmental Chemistry	2.6	UCD	2.18
Environmental Engineering	3.75	UCC	2.06
Chemical Engineering	3.75	UCC	2.05
Sensory Systems	1.85	UCC	1.66
Pharmacology, Toxicology	2.04	NUIG	1.95

In the period 2010-15, DIT research output showed a high level of international collaboration with 45.2% of output co-authored with institutions in other countries, notably with collaborations in the USA (95), UK (28), Canada (15), Spain (11), Australia (9), China (5).

International Collaboration

Publications co-authored with Institutions in other countries



Dublin Institute of Technology:
45.2%
Ireland:
50.4%

Academic-Corporate Collaboration

Publications with both academic and corporate affiliations



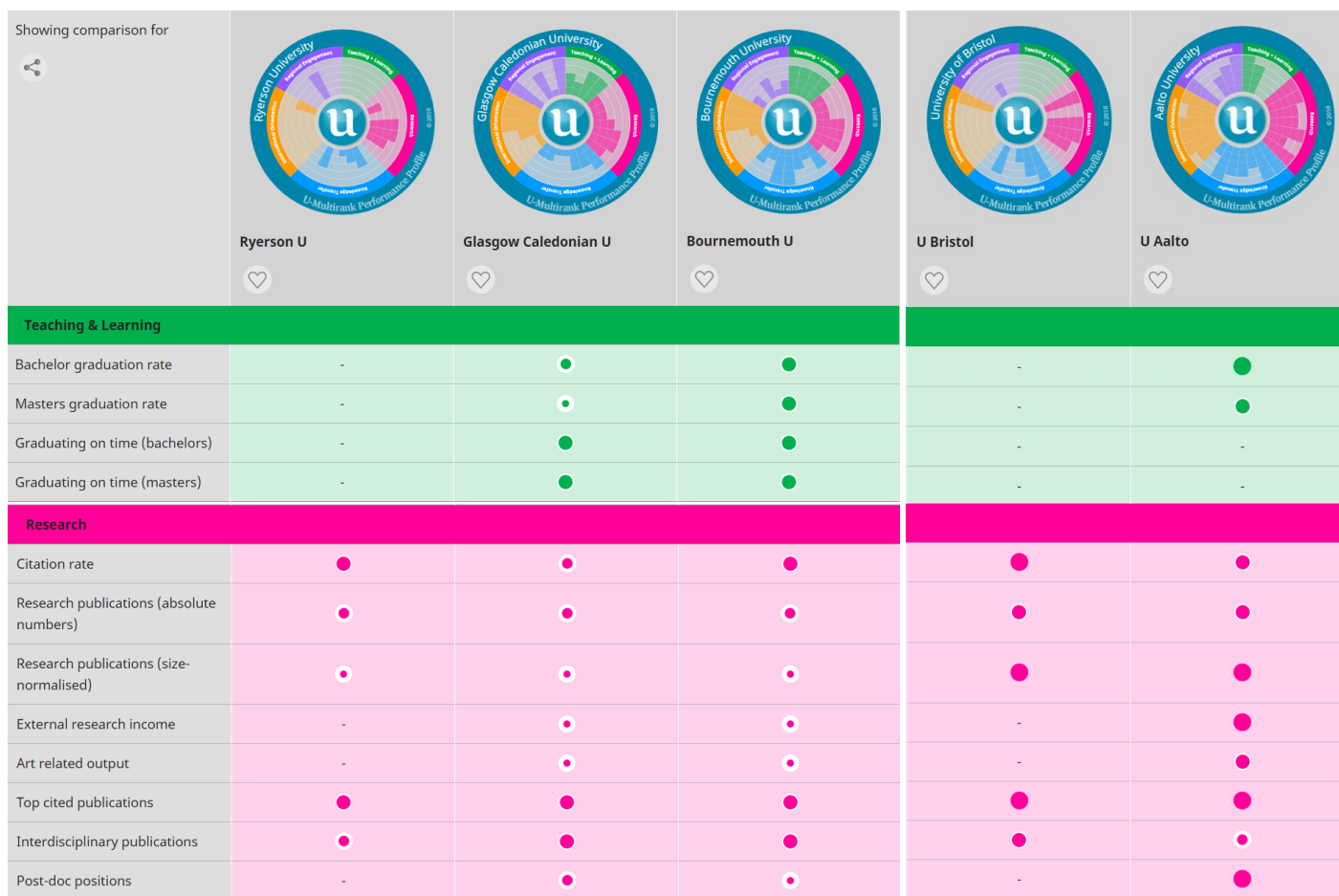
Dublin Institute of Technology:
0.8%
Ireland:
3.0%

U Multirank 2015 – Selected Comparisons

Showing comparison for				Showing comparison for			
	Dublin Inst. Tech	Dublin City U	U Limerick		RMIT University	U Tech Sydney	U Waterloo
							
Teaching & Learning				Teaching & Learning			
Bachelor graduation rate				Bachelor graduation rate		-	-
Masters graduation rate		-		Masters graduation rate		-	-
Graduating on time (bachelors)				Graduating on time (bachelors)		-	-
Graduating on time (masters)				Graduating on time (masters)		-	-
Research				Research			
Citation rate				Citation rate			
Research publications (absolute numbers)				Research publications (absolute numbers)			
Research publications (size-normalised)				Research publications (size-normalised)			
External research income				External research income		-	-
Art related output		-		Art related output		-	-
Top cited publications				Top cited publications			
Interdisciplinary publications				Interdisciplinary publications			
Post-doc positions				Post-doc positions		-	-

Cont'd

Knowledge Transfer				Knowledge Transfer			
Co-publications with industrial partners				Co-publications with industrial partners			
Income from private sources		-		Income from private sources		-	-
Patents awarded (absolute numbers)				Patents awarded (absolute numbers)			
Patents awarded (size-normalised)				Patents awarded (size-normalised)			
Industry co-patents				Industry co-patents			
Spin-offs				Spin-offs		-	-
Publications cited in patents				Publications cited in patents			
Income from continuous professional development		-		Income from continuous professional development		-	-
International Orientation				International Orientation			
Foreign language bachelor programmes				Foreign language bachelor programmes		-	-
Foreign language master programmes				Foreign language master programmes		-	-
Student mobility				Student mobility		-	-
International academic staff				International academic staff		-	
International joint publications				International joint publications			
International doctorate degrees				International doctorate degrees		-	
Regional Engagement				Regional Engagement			
Bachelor graduates working in the region				Bachelor graduates working in the region		-	-
Master graduates working in the region				Master graduates working in the region		-	-
Student internships in the region				Student internships in the region		-	-
Regional joint publications				Regional joint publications			
Income from regional sources				Income from regional sources		-	-
A (Very good) B (Good) C (Average) D (Below average) E (Weak) Data unavailable Not applicable				A (Very good) B (Good) C (Average) D (Below average) E (Weak) Data unavailable Not applicable			
Latest update: April 2016				Latest update: April 2016			



Cont'd

Knowledge Transfer					
Co-publications with industrial partners					
Income from private sources	-			-	
Patents awarded (absolute numbers)					
Patents awarded (size-normalised)					
Industry co-patents					
Spin-offs	-			-	
Publications cited in patents					
Income from continuous professional development	-			-	
International Orientation					
Foreign language bachelor programmes	-			-	
Foreign language master programmes	-			-	
Student mobility	-			-	
International academic staff	-			-	
International joint publications					
International doctorate degrees	-			-	
Regional Engagement					
Bachelor graduates working in the region	-			-	
Master graduates working in the region	-			-	
Student internships in the region	-	x	-	-	-
Regional joint publications					
Income from regional sources	-			-	
A (Very good) B (Good) C (Average) D (Below average) E (Weak) Data unavailable Not applicable				A (Very good) B (Good) C (Average) D (Below average) E (Weak) Data unavailable Not applicable	
Latest update: April 2016					