

# Performance Agreement 2024–2028 between the HEA and Trinity College Dublin



**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

**HEA** | HIGHER EDUCATION AUTHORITY  
AN tÚDARÁS um ARD-OIDEACHAS

## Preamble

This Performance Agreement is established between the Higher Education Authority (HEA) and Trinity College Dublin in accordance with the System Performance Framework 2023–28. The Agreement identifies Trinity College Dublin’s performance objectives and the associated implementation, monitoring, assessment, and reporting processes.

This Performance Agreement will be used by the HEA to measure and assess the strategic performance of the institution via an annual cycle of reporting against the Agreement and Strategy and Performance Dialogue. Trinity College Dublin should notify the HEA in writing of any proposed modifications to the Performance Agreement with a supporting rationale when submitting the annual report. Any agreed amendments to the Performance Agreement will be recorded by the HEA with the supporting rationale. This information may inform future monitoring and review processes and inform HEA reporting at a system level.

The HEA and Trinity College Dublin acknowledge that policy underlying some or all of this Performance Agreement is subject to review from time to time by the HEA or Minister for Further and Higher Education, Research, Innovation and Science. The HEA and Trinity College Dublin agree that if changes need to be made to the Performance Agreement because of such a review, the HEA will notify the institution in writing.

This Performance Agreement will be published on the HEA website in line with the HEA mandate to measure and assess institutions’ strategic performance with a view to strengthening the performance of the higher education and research system and of Higher Education Institutions, and to ensure institutions’ accountability. It is the responsibility of the institution to ensure that the information presented in the Performance Agreement (including qualitative and quantitative data) is accurate.

The term of this Performance Agreement is from September 2024 to August 2028 unless terminated earlier by agreement.

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# Performance Agreement 2024–2028

## Section 1: Context

### Overview of the institution and its context

Trinity College Dublin, hereafter referred to as Trinity, is Ireland’s highest-ranked university and one of the great universities of the world, widely recognised for the high quality of our graduates, the international standing of our research and scholarship, and the value we place on contributing to Irish society and the wider world.

At the time of writing, we are in the latter stages of Trinity’s [Strategic Plan for 2020–2025](#). The current plan’s title, ‘Community and Connection’, reflects our belief that an increasingly interconnected world requires us to collaborate more closely and find innovative ways to address the significant challenges facing us. ‘Community and Connection’ therefore defines our mission through four key pillars of civic action, organisation, research, and education.

While we continue to make great strides on the existing plan, the planning process has commenced for the next strategic plan, 2025–2030. With a new administration in place, the Provost’s manifesto ‘Imagine Trinity’ will influence the direction of travel for Trinity over the course of this plan. We intend to reimagine Trinity, with a focus on sustainability through education, research, inclusive access, and engagement with communities and society in general. Our goal is to act for the long-term future, by passing Trinity to the next generations stronger and better, via a whole-university approach. To achieve this, we will base our actions upon a strong social foundation that exists within a sustainable ecological ceiling. We will work towards a portfolio of high-level goals including being a nature-positive, net-zero, healthy university, an exceptional place to learn that is responsive to learners’ needs, a place where excellent research and innovation thrives, and one where our day-to-day practices have a deep-rooted fairness and a re-energised democracy.

The following information provides the data profile of Trinity, including the total number of staff by category of post and the total number of student enrolments by programme type. Please note that this data corresponds to March 2024.

**Total Staff Full-Time Equivalents (March 2024)**

	FAHSS	FSTEM	FHS	ASD	CSD	FSD	Provost	TOTAL
<b>Academic</b>	470	316	271	3	1	0	2	<b>1,062<sup>1</sup></b>
<b>Research</b>	100	551	227	25	4	0	2	<b>909</b>
<b>Support</b>	176	285	155	349	781	69	52	<b>1,867</b>
<b>TOTAL</b>	<b>746</b>	<b>1,153<sup>1</sup></b>	<b>653</b>	<b>376*</b>	<b>786</b>	<b>69</b>	<b>56</b>	<b>3,838<sup>1</sup></b>

FAHSS: Faculty Arts, Humanities and Social Sciences

FSTEM: Faculty Science, Technology, Engineering &amp; Mathematics

FHS: Faculty of Health Sciences

ASD: Academic Services Division

CSD: Corporate Services Division

FSD: Financial Services Division

**Students – HEA (B) Returns March 2024**

Students by domicile group		Students by Faculty	
<b>EU</b>	17,349	<b>AHSS</b>	8,811
<b>Non-EU</b>	4,771	<b>FHS</b>	4,783
		<b>FSTEM</b>	5,648
		<b>Multi-Faculty</b>	2,878
<b>Total registered students</b>	<b>22,120</b>	<b>Total</b>	<b>22,120</b>

**Course Groups**

<b>Undergraduate Students</b>	
Undergraduate	13,857
Undergraduate Visiting	1,437
Undergraduate Validated	103
Foundation	122
<b>Undergraduate Total</b>	<b>15,519</b>
<b>Postgraduate Students</b>	
Postgraduate Taught	3,938
Postgraduate Doctorate	1,753
Postgraduate Module	379
Postgraduate Visiting	153
Postgraduate Taught Framework	231
Postgraduate Validated	82
Postgraduate Research	53
Postgraduate Visiting Doctorate	6
Postgraduate Doctorate Non-Resident	6
<b>Postgraduate Total</b>	<b>6,601</b>
<b>Total</b>	<b>22,120</b>

<sup>1</sup> There are slight variations in totals due to rounding of FTE numbers.

Trinity is committed to monitoring and reviewing gender balance across College functions and areas. This is demonstrated by our early adoption, continued retention and ongoing attainment of institutional, school and unit Athena Swan awards, including three at Silver level. Trinity was awarded the inaugural European Union Sustainable Gender Equality Champion award at a ceremony at the European Commission on 8 March 2023 and aims to be at the forefront of beaconing sectoral activities for EDI and to forge productive collaborative partnerships in Ireland and through our Coimbra Group and LERU networks and beyond.

Additional profile data is provided in Appendix A.

## Approach to the development of the Performance Agreement

Following the launch of the System Performance Framework in September 2023, this item was discussed at the Planning Group meeting, chaired by the Vice-Provost/Chief Academic Officer (VP/CAO) with participation from senior staff members. Given the importance of the Performance Agreement, the Vice-Presidents Group at Trinity was identified as the Steering Group to oversee the drafting of Trinity's Performance Agreement.

The Steering Group comprises:

- The Provost
- Vice-Provost/Chief Academic Officer (VP/CAO)
- Dean of Research
- Vice-President for Biodiversity & Climate Action
- Vice-President for Global Engagement

The Steering Group has been supported by a project team including:

- Executive Director of the Academic Services Division
- Head of Data Analytics and Strategic Initiatives (DAaSI)
- Strategic Projects Officer

### Processes and consultation

An invitation was issued by the VP/CAO to relevant staff groupings to attend a briefing and consultation meeting to introduce them to the Framework and to request input on the objectives. The meeting was well attended, with active participation and ideas contributed. The outcomes of the discussion were summarised in a presentation and circulated to all participants.

Concurrently, meetings and briefings were arranged with other individuals/units including the students' union, who were unable to participate in the initial discussion.

The Steering Group and project team reviewed the collated outputs from the discussions, and an outline of potential objectives was drafted for each of the four pillars, with proposed transversals also identified. The Steering Group then appointed a lead for each of the four vertical pillars, concentrating

on transversal themes, as follows:

- Teaching & Learning / Student Success: Head of Trinity Teaching and Learning / Academic Secretary
- Research & Innovation / Climate & Sustainable Development: Dean of Research
- Access & Participation / Equality, Diversity, Inclusion & Belonging: Executive Director, Academic Services Division
- Engagement / Society: Civic Engagement and Social Innovation Manager

Each of the leads consulted with leadership, subject-matter experts and colleagues across Trinity to ensure their objectives were representative/inclusive of the wider community throughout the process of drafting the Agreement. They also worked closely with the data analytics and strategic initiatives unit to agree and finalise appropriate indicators of success.

The project team provided weekly progress reports to the VP/CAO, in advance of the Steering Group meetings, and the objectives as included in this final agreement were approved by the Steering Group.

Regular updates have been given to Heads of Schools, the Planning Group, University Council and Board. Dates of the University Council meetings where an update was provided by the VP/CAO were as follows:

- 27 September 2023, 1 November 2023, 29 November 2023, 17 January 2024, 14 February 2024, 13 March 2024, 10 April 2024, 8 May 2024

The VP/CAO also gave an update to the following Board meetings:

- 20 September 2023, 18 October 2023, 15 November 2023, 13 December 2023, 31 January 2024, 28 February 2024, 27 March 2024, 22 April 2024, 24 April 2024, 22 May 2024

This version of the Agreement was formally approved by the VP/CAO on 15 August 2024.

### **Selection of indicators and reference to internal and external sources**

A range of internal and external sources have been identified by the objective leads in consultation with their constituencies and these are included in Appendix B.

Indicators were chosen to demonstrate measurable and quantifiable progress toward achieving each objective. Accordingly, the 27 indicators included aim to offer robust analysis and clear insights into the aspects of success most relevant to each objective.

### **Climate and Sustainability**

Our overarching ambition is to view all strategic goals at Trinity through our sustainability lens.

We have selected sustainability and climate and the attainment of sustainability objectives as a key imperative for the University. A sustainability strategy for the University has recently been launched, and this underpins several of the objectives laid out in this agreement.

Sustainability targets have been selected to challenge us to improve knowledge, skills and competencies of Education for Sustainable Development (ESD) among students and staff, as well as supporting research on sustainability-related themes. Data relating to all targets will be assessed and an ongoing audit of outcomes will identify any negative impacts on ESD of the various measures undertaken.

### **Equality, Diversity, Inclusivity (EDI)**

EDI is a critical part of our approach and is strongly supported in the existing strategic plan and university culture. All targets in the Performance Agreement have been assessed to ensure they do not negatively affect work currently underway or planned from an inclusion point of view. Access forms a major part of the proposed objectives for the Agreement and is clearly aligned to the University's approach of supporting various underrepresented groups in accessing education.

### **Evaluation processes**

Many learnings from various evaluation processes have been incorporated into this agreement, including:

- HEA Strategy and Performance Dialogues to date (importance of the national system and how Trinity responds to national system needs)
- Strategic Plan development 2020–2025 (importance of having quantifiable KPI's and owners)
- QQI CINNTE Reviews and QQI Annual Quality Reviews (AQRs) (benefits of focusing on enhancements and strategic initiatives that support a quality culture)
- Athena Swan Ireland self-assessment (importance of champions, internal collaboration and external networks)

## **Structures in place for evaluation**

Evaluation of the Performance Agreement will be managed by the Office of the Vice-Provost/Chief Academic Officer in the Academic Services Division. Responsibility for monitoring of the Agreement and the objectives is with the Planning Group, chaired by the VP/CAO. The Planning Group also monitors the implementation of the College's Strategic Plan and the VP/CAO reports on these topics to the Executive Officer Group (EOG), chaired by the Provost and Board on a bi-annual basis.

Members of the Planning Group include:

- Chief Operating Officer
- Chief Financial Officer
- Head of Financial Planning and Analysis
- Dean of Faculty of Science, Technology, Engineering and Mathematics



- Dean of Arts, Humanities and Social Sciences
- Dean of Health Sciences
- Vice-President for Global Engagement
- Director of Human Resources
- Executive Director, Academic Services Division

Additional information on the College governance structure is included in Appendix C.

### **Data management**

- Student data managed by Academic Registry includes registration data for all students. Submissions of data are prepared twice each academic year for submission to the HEA (November (A) and March (B)).
- Staff data managed by HR includes all staff numbers as well as operational HR data. Monthly dashboards are shared with decision-makers.
- The Associate Vice-Provost for Equality, Diversity and Inclusion is responsible for the management of gender and equality data. A dashboard on Equality, Diversity, and Inclusion (EDI) data is available and managed by EDI. Athena Swan EDI priorities are included in the institutional Action Plan for 2023–27.
- Sustainability data is gathered from a variety of sources including Estates and Facilities, Financial Services Division and Catering, among others.
- Access data is available through the Trinity Access Programmes and associated programmes.

### **Plans to improve or develop data collection and evaluation processes**

- A data plan will be put in place to coordinate the collection and reporting of additional data. The newly created Data Analytics and Strategic Initiatives Unit will support project leads in determining needs and supporting methodology.
- Data gathering around sustainability indicators needs to be embedded across the college. This data comes from a variety of sources including Estates and Facilities, Financial Services Division and Catering, among others. The data for education and research objectives is sourced from programmes and schools, research support offices and from Academic Practice and Trinity Teaching and Learning.
- Obligations to provide data around emissions, energy use and other related data, via the Sustainable Energy Authority of Ireland (SEAI) Monitoring & Reporting System and Climate Action Roadmap, already exist as a result of the Climate Action Mandate.
- Plans will be/are being developed to improve our equality data, to align with our Race Equality Action Plan vis-à-vis students and staff, and to align with the HEA Race Equality

Implementation Plan.

- An Access Data working group has been established in Trinity, led by the Head of Data Analytics and Strategic Initiatives. It includes all areas of Trinity involved with access and participation initiatives. The key aims of this new group are to monitor progress in relation to specific Access target group demographic data and to address challenges of data collection in conjunction with the work of the HEA and other HEIs on this matter. We continue to work to align the approaches used by the HEA and Trinity in such a way that disadvantaged students and their needs are reflected in the data and reporting methodology. We will work with all relevant stakeholders to support the collection of useful and appropriate metrics to support work in this area.

**Plans to communicate evaluation of progress**

- Evaluation of progress of the Performance Agreement and relevant learnings will be provided to the Planning Group bi-annually.
- Reporting onwards to the Executive Officer Group, Council and Board will be by the VP/CAO. A new enterprise system introduced for risk will allow monthly monitoring of college risks and risk mitigation measures for activities related to this performance agreement.

## Section 2: Performance Objectives

### Performance Objective 1

**To empower all Trinity students and staff to develop the knowledge, skills, and attitudes necessary to act as successful agents of change, individually and collectively, in working for sustainable development within planetary boundaries.**

**Pillar:** Teaching & Learning

**Transversals:** Student Success; Climate & Sustainable Development.

#### Rationale for Performance Objective 1

This performance objective is directly aligned with Trinity’s recently launched [Sustainability Strategy and Action Plan for Education 2023–2030](#), and [Trinity’s Strategic Plan 2020–2025](#), which commit us to addressing the challenge of achieving a sustainable and healthy planet, both for people and for the natural systems we share our planet with and rely upon. This objective is also aligned with *ESD to 2030: Ireland’s 2<sup>nd</sup> National Strategy on Education for Sustainable Development*, which was developed within the policy context of both UNESCO and the European Commission.

An audit of Trinity’s undergraduate curriculum in 2022 showed that the number of modules which address sustainable development was circa 6% of the undergraduate curriculum, the vast majority of which modules were only available to students enrolled in specific programmes. Considering these findings, and in line with the development of Trinity’s Sustainability Strategy 2023–2025, an Education for Sustainable Development (ESD) Implementation Plan was developed with the objective of empowering “*students and staff to develop the knowledge, skills and attitudes necessary to act as agents of change, individually and collectively, in working for sustainable development within planetary boundaries*”. The Performance Objective and indicators outlined in this performance agreement directly align with the objectives and indicators of the ESD Implementation Plan for Trinity.

This performance objective represents continuing development in a priority area with the ambition to be a leader in the sector for ESD.

#### Implementation, monitoring, assessment, and reporting on Performance Objective 1

In May 2023, Trinity Teaching and Learning (TT&L), in collaboration with Trinity Sustainability, appointed five Fellows in Education for Sustainable Development as part of a National Forum Strategic Alignment of Teaching and Learning Enhancement (SATLE)-funded initiative. With established academic careers in their respective disciplines and with expertise and interest in ESD, the Fellows are working in partnership with the Centre for Academic Practice, TT&L and Trinity Sustainability to lead the development of an [ESD Strategy and Implementation Plan for Trinity](#).

The ESD project has an established governance and reporting structure whereby each of the groups have defined terms of reference in relation to the development and approval of ESD objectives ([ESD Project Governance](#)).

The Performance Objective will be achieved through the implementation of the Trinity Sustainability Strategy and Action Plan 2023–2025 and the ESD Implementation Plan, which latter includes:

- 1) identifying relevant competencies for sustainability and the pedagogical approaches which support their development,
- 2) developing common interdisciplinary module(s) which develop such competencies,
- 3) mapping ESD provision across Trinity’s undergraduate and postgraduate curricula,
- 4) integrating ESD within existing staff development programmes and expanding staff development offerings,
- 5) promoting the use of Living Labs projects within the curriculum, and
- 6) expanding career options to include more opportunities in sustainable development.

Progress on the Performance Objective will be assessed through a number of mechanisms, including a student-led audit as part of our participation in the [SOS Responsible Futures International Pilot Programme](#), in addition to an ESD Fellow-led curriculum review. The reach and impact of ESD-related professional development for staff will be monitored and evaluated via engagement statistics (e.g. analytics for digital resources and participation in professional development events). The long-term goal of professional development is to support staff to translate their knowledge of ESD and associated pedagogies into their teaching, with the aim of supporting students to develop ESD competencies. Longitudinal evaluation of professional development will take place through the aforementioned curriculum review (which will identify modules where ESD pedagogies have been embedded) and through staff who self-report integrating ESD into their curricula. A number of opportunities exist for progressing this performance objective including:

- 1) the demand for cross-sectoral collaboration across third-level institutions in responding to the objectives of the 2<sup>nd</sup> National Strategy for ESD to 2030,
- 2) the demand from students and the Students’ Union for ESD curricular integration, and
- 3) the new [structures](#) available for interdisciplinary modules and capstone projects within Trinity.

The ESD project is in its infancy and in this academic year, 2023/24, we are developing the implementation plan, including budgets, for approval and roll-out in 2024/25. The challenge with any new initiative that involves changes to the curriculum is achieving collaborative engagement from the academic community, including students. To mitigate perceived risks to academic integrity/freedom with the implementation of any curriculum reform, we will adopt an inclusive co-creation process

amongst staff and students in the development and implementation of ESD across Trinity's curriculum.

Trinity students will be provided with opportunities to learn about sustainability-related career options at events organised by Trinity Careers Service, including careers education sessions, careers fairs, and alumni presentations. The reach of these events will be captured by recording the number of Trinity students and graduates attending the events, as well as their academic discipline and year of study, and by recording the number of employers (if applicable) attending the events, as well as their industry sector.

The impact of the events will be captured via:

- A tailored evaluation form for Trinity students/graduates that captures post-event awareness of sustainability-related career opportunities and interest in and/or readiness to apply for these opportunities.
- A tailored evaluation form for employers (if applicable) that captures post-event perceptions of Trinity students' motivation/preparedness to pursue sustainability-related career opportunities.

## Indicators and targets for Performance Objective 1

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
1.1	<b>Proportion (%) and number of undergraduate (UG) students registered for interdisciplinary taught module(s) that address ESD themes<sup>2</sup> and develop key competencies for sustainability<sup>3</sup></b>	Academic Registry	Quantitative	2022/23: 2.3% (354) UG students of total 14,986 FTEs	Not available	<b>5.7% (854)</b>	<b>9% (1,354)</b>	<b>12% (1,854)</b>	<b>16% (2,354)</b>	<b>13.7 percentage point (p.p.) increase (2,354 students)</b>
1.2	<b>Proportion (%) of postgraduate (PG) programmes with ESD embedded in at least one module</b>	Academic Registry / Academic Practice ESD curriculum review, PG Renewal Process	Quantitative	Baseline to be established in 2025/26 2023/24: Total 426 PG programmes	Not available	<b>N/A</b>	<b>N/A</b>	<b>Increase of 10p.p. on baseline</b>	<b>Increase of 20p.p. on baseline</b>	<b>Target of 20p.p. increase on baseline proportion</b>

<sup>2</sup> “ESD themes” relate to Sustainable Development Goals utilising a wedding cake illustration, which is a move away from the current sectoral approach (where social, economic, and ecological development are seen as separate parts) and which describes how economies and societies should be seen as embedded parts of the biosphere: [the SDGs wedding cake – Stockholm Resilience Centre](#).

<sup>3</sup> Key competencies for sustainability are outlined by [UNESCO](#) and the [European Commission](#) based on convergence in research which identifies the key competencies seen as crucial to advance sustainable development (see Brundiers et al., 2020; Redman and Wiek, 2021). They are most commonly identified as systems-thinking competence, futures-thinking competence, values-thinking competence, strategic competence, interpersonal competence, integrated problem-solving competence, implementation competence and intra-personal competence.

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
1.3	<b>Number of teaching staff reporting increased awareness of ESD competencies and pedagogies following training</b>	ESD Fellows, Centre for Academic Practice (Trinity Teaching and Learning)	Quantitative	2023/24: 39	Not available	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>200 staff members over 4 years</b>
1.4	<b>Number of sustainability-related career events (careers education sessions, careers fairs etc.) as proportion of total career events organised by Trinity Careers Service</b>	Trinity Careers Service	Quantitative	2022/23: 0.9% (1) of the 113 careers education sessions/careers fairs was sustainability related	Not available	<b>2</b> <b>1.8%</b>	<b>3</b> <b>2.6 %</b>	<b>4</b> <b>3.5%</b>	<b>4</b> <b>3.5%</b>	<b>13</b> <b>2.9% of 452 events over 4 years</b>
1.5	<b>Number and proportion (%) of sustainability-related employment opportunities (graduate jobs &amp; summer internships) advertised to Trinity students via the MyCareer portal</b>	Trinity Careers Service	Quantitative	2022/23: 3.5% (113) of 3,222 employment opportunities (graduate jobs & summer internships) were sustainability related	Not available	<b>145</b> <b>4.5%</b>	<b>177</b> <b>5.5%</b>	<b>209</b> <b>6.5%</b>	<b>242</b> <b>7.5%</b>	<b>773</b> <b>6% of all opportunities advertised over 4 years 2024–2028</b>

## Performance Objective 2

**To embed sustainability in our research and innovation practices and culture and harness our creativity and world-leading research to tackle the challenge of climate change and biodiversity loss.**

**Pillar:** Research & Innovation

**Transversal:** Climate & Sustainable Development.

### Rationale for Performance Objective 2

The rationale for choosing this objective is specifically based on existing goals in Trinity’s current [Strategic Plan](#): Goal 5 to “shape our organisation and focus research around the challenge of achieving a sustainable and healthy planet” and Goal 7 to “develop and inhabit our space responsibly.” This objective will embed sustainability in research practices and approaches to tackle the climate crisis and complex global challenges. The objective will build on the [Sustainability Strategy 2023–2030](#), the development of which was based on a 2022 benchmarking review of 26 European and North American universities and extensive consultations with key stakeholders. It is also informed by the [Living Research Excellence Strategy](#) and [The Virtual Trinity Library](#).

The Performance Objective aligns with national strategy and policy:

- [Impact 2030: Ireland’s Research and Innovation Strategy](#) states that ‘research and innovation is required across all sectors and disciplines to identify solutions to climate change and wider environment and sustainability challenges’ (p. 20).
- [National Action Plan for Open Research 2022–2030](#) notes that ‘openness is a vital instrument which, when used responsibly, can fuel a faster, more effective, more reliable, more trustworthy, more equitable and more innovative shared research knowledge system. Research cannot be “excellent” without such attributes at its core’ (p. 4).
- [National Implementation Plan for the Sustainable Development Goals 2022–2024](#) notes the ‘key role that further and higher education institutions play [...] in respect of identifying evidence-based solutions, building tools and expertise, developing technologies required for the implementation of the SDGs’ (p. 152).
- [Climate Action Plan 2023 Changing Ireland for the Better](#) notes that ‘research and innovation provide the knowledge, expertise, data, evidence, technologies and solutions to enable the transition to a competitive, low-carbon, climate-resilient, and environmentally sustainable society and economy’ (p. 40).

Trinity East is a new campus dedicated to fostering research and innovation; [Portal](#) (launching in 2025) will be the gateway for knowledge exchange and innovation. The tri-jurisdictional Climate+ Co-Centre is headquartered at Trinity. Climate+ will drive activity across the interlinked challenges of climate



change, biodiversity loss, and water degradation in Ireland and Britain. These initiatives inform the choice of indicators and demonstrate our commitment to sustainable research and innovation.

The objective is informed by Trinity’s membership of alliances e.g. LERU, and transnational networks. Trinity is a member of the CHARM-EU Alliance, which focuses on promoting interdisciplinarity linked to sustainability in research and education. As a member of the CERN-CMS experiment, Trinity leads a project on carbon capture and heat recycling and new collaboration at scale with industry partners in sustainable aviation fuel will drive activity (**Indicators 2.7, 2.8**).

## Implementation, monitoring, assessment, and reporting on Performance Objective 2

Oversight sits with the Dean of Research, supported by Trinity Research and Trinity Innovation and Enterprise (TI&E). The objective will be achieved by implementation of our *Living Research Excellence* and *Sustainability* strategies and the development of Trinity East. The Dean will monitor progress and report annually to the University’s Research Committee.

Four distinct elements are identified for the implementation of this performance objective.

### 1. Climate action in our research culture

A Green Labs Officer will be appointed as part of the Sustainability Strategy and funding made available to support engagement of 40 labs in 2024/25 and 20 in subsequent years. This will facilitate uptake of Green Lab certification (or similar), support training and information, and monitor transitions to sustainable practices in Trinity’s labs (**Indicator 2.1**).

### 2. Open research practices

Open research practices are a critical accelerator for achieving the SDGs and tackling complex, global challenges. Open Access (OA) publication allows rapid worldwide dissemination of research, increasing its impact and sustainability and advancing mitigation of climate change through democratisation of knowledge. This indicator measures the OA availability of peer-reviewed journal articles (**Indicator 2.2**), and those aligned with U.N. SDGs (**Indicator 2.3**). The indicators are aligned with Trinity’s OA to Publications policy, the OA policies of all of Ireland’s RPOs, the European Commission, and NORF 2022–2030 (National Open Research Forum), boosted by Trinity’s leadership of three NORF projects commencing in 2023. This active participation in NORF, also COARA, will embed a culture of open research to achieve annual targets.

Committing to 70% OA by 2027/28 enables 100% by 2030 (NORF target). Through NORF, national OA infrastructures and supports will be provided that will enable these OA targets. In particular, the OA monitor project will provide a robust, agreed definition of open access and the progression of a national platform for Diamond OA. Also necessary are developments in open access monograph publishing. Reliance on outside policies and infrastructures informs our prudent targets.

### 3. Building interdisciplinary research (IDR) practices

Interdisciplinary and intersectoral research is needed to address the existential challenges of climate change, sustainability, and biodiversity loss. This will be achieved by supporting climate and sustainability innovation in SDG-aligned spinouts (**Indicator 2.4**) and licences (**Indicator 2.5**). New industry engagement with sustainability stakeholders will be tracked (**Indicator 2.6**), including new education, information exchange, training, and research initiatives. The targets are a subset of those reported into the Enterprise Ireland KTBoost programme that relate directly to impact in the area of Climate and Sustainable Development. Research clusters will be supported to target industry engagement relating to green energy and climate change (**Indicator 2.7**).

### 4. Trinity East as a “living lab” for sustainable R&I practice

The Trinity East campus will nurture IDR through site-specific projects and intersectoral exchanges. The campus development will itself be a living lab and its vibrant community will inspire research and innovation opportunities and interdisciplinary partnerships between students, staff, and the local community. Dedicated space will be available for academics and PhD candidates from all disciplines working in sustainable research or researching sustainably to support agile IDR and innovation activities (**Indicator 2.8**).

## Indicators and targets for Performance Objective 2

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
2.1	<b>Number and proportion (%) of laboratories with Green Lab certification</b>	Trinity Sustainability action plan	Quantitative	2023/24: 5 (1%) of 450 laboratories, hold Green Lab certification	Target set in Trinity Sustainability Strategy 2023–2030	<b>40 (9% of labs certified)</b>	<b>60 (13% certified)</b>	<b>80 (18% certified)</b>	<b>100 (22% certified)</b>	<b>100 (22% of all labs)</b>
2.2	<b>Proportion (%) of publications that are Open Access (as a measure of increasing sustainability of research)</b>	Trinity RSS, TARA	Quantitative	2022/23: 29% based on 2018–2022 data Total entries to RSS database 5,271 in 2022, approx. constant over previous 4 years	National Action Plan for Open Research target of 100% by 2030	<b>40%</b>	<b>50%</b>	<b>60%</b>	<b>70%</b>	<b>70% of publications to be OA in 2028</b>
2.3	<b>Proportion (%) of Trinity SDG-aligned research papers that are Open Access</b>	Trinity RSS, TARA	Quantitative	2022/23: 21% OA, based on 2018–2022 data	Not available	<b>30%</b>	<b>40%</b>	<b>50%</b>	<b>60%</b>	<b>60% in 2028</b>
2.4	<b>Number of SDG-aligned new spinouts supported</b>	KT Boost (TI&E) and Annual Knowledge Transfer Survey 2022	Quantitative	2022: 4 Trinity spinouts (SDG-aligned)	Average number of spinouts from the 8 universities (2.75 in 2022)	<b>3 in 2024</b>	<b>4 in 2025</b>	<b>4 in 2026</b>	<b>5 in 2027</b>	<b>16 new SDG-aligned spinouts supported over 2024–2027</b>

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
2.5	<b>Number of SDG-aligned new licences</b>	KT Boost (TI&E) and Annual Knowledge Transfer Survey 2022	Quantitative	2022: 16 Trinity LOAs (SDG-aligned)	Average number of LOAs across 8 Irish Universities (16.75 in 2022)	<b>17 in 2024</b>	<b>19 in 2025</b>	<b>22 in 2026</b>	<b>26 in 2027</b>	<b>84 new SDG-aligned licences over 2024–2027</b>
2.6	<b>Number of new industry engagements with sustainability stakeholders</b>	Climate+	Quantitative	2023: 0 New activity	Not available	<b>3 in 2024</b>	<b>4 in 2025</b>	<b>4 in 2026</b>	<b>6 in 2027</b>	<b>17 new industry engagements over 2024–2027</b>
2.7	<b>Number of new research clusters targeting industry needs in green energy &amp; climate</b>	Trinity Research; TI&E.	Quantitative	2023: 0 New activity	Not available	<b>1 in 2024</b>	<b>1 in 2025</b>	<b>1 in 2026</b>	<b>1 in 2027</b>	<b>4 new clusters</b>
2.8	<b>Number of additional IDR desk spaces at Trinity East</b>	Trinity East Space Allocation Committee	Quantitative	2023/24: 0 New activity	Not available	<b>26 additional IDR desk spaces</b>	<b>36 additional IDR desk spaces</b>	<b>11 additional IDR desk spaces</b>	<b>10 additional IDR desk spaces</b>	<b>83 IDR research desk spaces in total over 4 years</b>

## Performance Objective 3

**To consolidate and extend our position as a place where students from all walks and stages of life are welcomed to learn and belong and encouraged to realise their potential in an inclusive environment.**

**Pillar:** Access & Participation

**Transversal:** Equality, Diversity, Inclusion & Belonging.

### Rationale for Performance Objective 3

We have selected indicators in the Access & Participation objective, the majority of which relate to the National Access Plan priority groups directly, identifying University of Sanctuary scholarships, Disability Service programmes and Trinity Access Programmes as the key providers of activity to meet Access & Participation indicators.

The National Access Plan (NAP) 2022–2028 references specific identified priority groups which include those with socioeconomic disadvantage, Traveller, Roma or students from other ethnic minorities, lone parents, those with a history of care, incarceration, domestic violence and homelessness, disabled students, and students who are migrants, refugees, or have experience of the international protection process. The rationale for our selection is outlined below.

#### University of Sanctuary (Indicator 3.1)

Trinity is committed to creating an inclusive environment for, offering opportunities for education to, and fostering a sense of belonging in displaced individuals seeking sanctuary in Ireland, including refugees and students with experience of the international protection process (NAP priority group). Through our University of Sanctuary work, Trinity provides scholarships, financial support, language supports, and additional services to students of sanctuary.

The University of Sanctuary programme complements our membership of and involvement with Scholars at Risk and the New University in Exile Consortium. The University of Sanctuary Undergraduate Scholarships are open to people in the international protection system, including refugees, asylum seekers and people with leave to remain who are seeking international protection in Ireland and who wish to undertake their undergraduate studies at Trinity. **Indicator 3.1** will monitor the provision of these scholarships over the four years of the Agreement. Further, we are currently finalising our Race Equality Action Plan, which will run to 2027.

Through the expansion of Pathways programmes & post-entry supports (**Indicator 3.2**), Trinity will contribute to the achievement of the following National Access Plan targets:

- NAP KPI 4: Student diversity across selected fields of study: Pathways & post-entry programmes offer targeted supports for students from underrepresented groups in specific fields of study such as Law, Business & Economics and Computer Science.

- NAP KPI 6: Entry to higher education for students attending DEIS schools. Pre-entry pathway programmes are targeted at TAP-linked schools (80% of which are DEIS).
- NAP KPI 8: Progression and completion among selected priority groups. NAP priority groups are prioritised for recruitment for pre-entry programmes such as the Pathways to Law Programmes.
- NAP KPI 9: Graduate outcomes among selected priority groups. Pathways programmes include activities linking undergraduates with industry partners to improve awareness of graduate opportunities and create supportive networks for academic/career progression.

The Trinity Access Programme (TAP) Pathways to Professions programmes have been instrumental in supporting disadvantaged students to advance in fields of study where they have been historically underrepresented. Notably, 96% of Pathways to Law students (those studying law at Trinity College Dublin from 2017 to 2023 who entered through a socioeconomically disadvantaged route) successfully achieved a pass grade in their annual examinations. Building upon this success, we plan to extend this model of support to other fields of study, such as Healthcare and Arts, in addition to our current programmes in STEM, Business and Law. Indicator 3.2 targets an increase in the number of students participating in Pathways programmes to 200 by 2028, from a baseline of 150 in 2023.

Through improved progression and completion rates of NAP priority group students (**Indicator 3.3**), Trinity will contribute to the achievement of:

- NAP KPI 8: Progression and completion among selected priority groups.

While the overall performance of students entering Trinity through widening participation routes is very high, with 91.5% progressing each year from 2017 to 2023, disparities remain among different groups. For instance, only 84% of young adults who entered Trinity via the Trinity Access Programmes (TAP) Foundation Course achieved a pass grade during the same period. Although the eligibility criteria for this group align with those of the HEAR scheme, which had a 92% pass rate from 2017 to 2023, students entering through the Foundation Course often have lower Leaving Certificate attainment and/or belong to hard-to-reach priority groups, such as Traveller and Roma communities. Indicator 3.3 targets an improvement in the progression & completion rates for this group from an actual annual figure of 79% in 2022/23 to an actual annual figure of 88% by 2027/28.

Through improved engagement with DEIS and linked secondary schools (**Indicator 3.4**), Trinity will contribute to the achievement of:

- NAP KPI 6: Entry to higher education for students attending DEIS schools. By improving supports for both attainment at leaving certificate and application to higher education for TAP-linked secondary schools (80% DEIS), we can positively impact the participation of these students in higher education institutions at a national level.

In 2022/23, 4% of new entrants to Trinity progressed directly from DEIS schools. In 2022/23, only 41% of school leavers from TAP-linked secondary schools (80% of which are DEIS schools) advanced to higher education, despite 61% expressing the aspiration to do so. In response, TAP will enhance pre-

entry supports during the senior cycle to assist students in achieving their educational goals. The national target for full transition rates nationally from socioeconomically disadvantaged areas is 54% by 2028. Whilst this target includes a wider group of schools, the DEIS schools form a part of this. Our work therefore contributes to this target. As shown in Indicator 3.4, we will endeavour to increase the number of new entrants to Trinity from DEIS schools from 4% (147) of student intake in 2022/23 to 6% (220) of new students in 2027/28.

Through the expansion of FE to Trinity pathways (**Indicator 3.5**), Trinity will contribute to the achievement of:

- NAP KPI 2: Progression from further education to higher education. By increasing the number of available places for FE students, we will improve the percentage of students progressing to Trinity on the basis of FE awards.
- NAP KPI 4: Student diversity across selected fields of study. The expansion of pathways for FE students in selected fields of study in Trinity will increase participation by the diverse group of students enrolled in FE courses.
- NAP KPI 6: Entry to higher education for students attending DEIS schools. Approximately 1 in 4 students from TAP-linked schools (80% DEIS) progressed to FET in 2021. By providing more pathways for progression from FE to HE, we can offer more students who attended DEIS schools the opportunity to participate in higher education at Trinity.

In 2022/23, 21% of new entrants to Trinity utilised a widening participation route; only 7.5% of these students entered through the Further Education to Higher Education pathway. This indicates that only 1.6% of new entrants to Trinity were admitted based on a further education award, compared with 4.5% nationally in higher education for the 2022/23 academic year.<sup>4</sup> In response, Trinity is committed to increasing the number of places available for entry based on further education awards and will establish FE to HE pathways in key areas of study that are not currently accessible to FE students, such as Medicine and Pharmacy. Students who attend Trinity-supported DEIS schools often attend further education as a stepping stone to higher education, meaning that success in this indicator will also contribute to the achievement of KPI 6 of the NAP.

A significant number of students from TAP-linked schools progress to further education, with 26% doing so in 2022. Trinity aims to establish additional partnerships with these FE providers to continue supporting these students in their progression to higher education. Indicator 3.5 targets an increase in the number of students entering through FE routes that will be achieved by opening new routes and widening our FE engagement as well as by securing more direct FE partnerships.

By growing the number of inclusive internship places provided via Disability Service Community Engagement (**Indicator 3.6**), Trinity will contribute to the achievement of:

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<sup>4</sup> SRS returns for Trinity for 2022/23 did not correctly flag all FE students, so we are using our own data to set a baseline, rather than published HEA data.

- NAP KPI 9: Graduate outcomes among selected priority groups.

The Disability Service Strategic Plan 2020–25 prioritises accessibility, reasonable accommodations, and community engagement for disabled students. Projects championed through our DisAbility Hub support the disabled community in Trinity to fully participate in college student life. One such project is to increase the number of new inclusive internships, and this has been included as Indicator 3.6. The Trinity disAbled Internship Programme has been identified as a key strategy to enhance employment opportunities for disabled students and graduates. This internship indicator emphasises the need for proactive employment support measures and sets clear targets to increase workplace inclusivity and accessibility across all sectors of the University. The programme supports this framework by providing a structured pathway for disabled students to transition from academic environments to professional settings, promoting an inclusive economic growth model.

**Indicator 3.7**, proportion of new entrants with a disability registering with the Disability Service, tracks the percentage of new disabled entrants registering with the Disability Service, an essential measure of inclusivity within higher education. The Disability Service plays a crucial role in providing support and reasonable accommodations that enable disabled students to fully participate in academic and campus life. For the academic year 2023/24, the proportion of new entrants registered with the Disability Service stood at 13.3% (722 students) of all new entrants.

The university has set incremental targets, with a planned increase in the percentage of new disabled entrants, aiming to reach 17% by 2028. This progression reflects a strategic commitment to enhancing accessibility and participation for students with disabilities, ensuring that the institution aligns with the national objectives outlined in the NAP.

### Implementation, monitoring, assessment, and reporting on Performance Objective 3

Oversight of this performance objective will sit primarily with the Vice-Provost/Chief Academic Officer, supported by teams in Trinity Teaching and Learning (Trinity Access Programmes), Trinity Global, and Student Services (Disability). The Performance Objective will be achieved through the development and implementation of various University strategies and initiatives.

The primary mechanism for reporting on each of the indicators will be through annual reports to the Planning Group. Outcomes and learnings will be communicated through regular committee reporting, and reports under the Performance Agreement. They will be used to inform future plans. Future actions identified will be incorporated organically as we progress through this performance process.

The indicators outlined in this performance objective will be a key focus of the programmes and activities offered by Trinity Access Programmes (TAP), Trinity Global, and Student Services (Disability), many of which align directly with the NAP priority groups. Engagement with our pre-entry schools, as well as recruitment efforts targeting mature students and FET, will be instrumental in supporting success.

Creating a programme of activities aimed at improving graduate outcomes and narrowing the



graduate earnings gap will be essential. This will include expanding our donor-based scholarship programmes, while post-entry pathway supports will concentrate on raising awareness of and access to graduate opportunities. Furthermore, providing additional support for Foundation Course students will be vital in enhancing progression and completion rates for these priority groups.

In 2025, we will commence a new project in TAP to engage with an additional six schools located in Dublin 1 (North East Inner City), where socioeconomic disadvantage has been a significant factor in educational outcomes. Projects championed through our DisAbility Hub support the disabled community in Trinity to fully participate in college student life. The Trinity disAbled Internship Programme is a key strategy to enhance employment opportunities for disabled students and graduates.

Given the importance of data, we have restructured TAP and added a new pillar area, entitled ‘Research, Policy & Data’, with a team of three staff members. This will develop our evidence-based, data-informed approach to meeting the needs of the NAP groups in both pre-entry and undergraduate areas. This prioritisation reflects National Access Plan Goal 6 — to ensure Evidence-Driven Approaches to our work. With regard to this specific performance objective, as noted in Section 1.3, an Access Data working group will be established. This performance objective will also be a core element of the new strategic plan and will be aligned to the university’s risk management framework and processes.

Structures and activities to support these objectives have been resourced from a combination of HEA funding (including PATH Strands 1–5), philanthropic funding, competitive funding (European Commission), and the allocation of limited available resources for strategic priorities through internal budgeting processes.

## Indicators and targets for Performance Objective 3

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
3.1	<b>Number of undergraduates supported by University of Sanctuary (UoS) Scholarship programme</b>	Trinity Global	Quantitative	2023/24: 10 (4 new, 6 continuing, 1 Off Books)	Not available.	<b>14</b> <b>(5 new UoSs)</b>	<b>18</b> <b>(6 new UoSs)</b>	<b>24</b> <b>(7 new UoSs)</b>	<b>27</b> <b>(8 new UoSs)</b>	<b>26 new undergraduate students supported by UoS scholarships over 4 years</b>
3.2	<b>Number of students participating in the Pathways to the Professions programme</b>	Trinity Access Programmes	Quantitative	2023/24: 150	Not available.	<b>170</b>	<b>180</b>	<b>190</b>	<b>200</b>	<b>200 students involved in Law, Business, STEM and Health Science in specific Pathways to the Professions post-entry programmes by 2028</b>
3.3	<b>Proportion (%) of registered undergraduates who entered through the Foundation Course for young adults who achieve a passing grade</b>	Trinity Access Programmes	Quantitative (College Exam Data)	84% (2017–2023 average progression/completion rate)  79% (actual progression/completion rate 2022/23)	Progressing towards HEAR student progression rate at Trinity (92%)	<b>81%</b>	<b>83%</b>	<b>86%</b>	<b>88%</b>	<b>By 2027/28, 88% of the cohort will be progressing/completing their undergraduate courses.</b>

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
3.4	<b>Proportion (%) of new entrants from DEIS schools</b>	Trinity Access Programmes and HEA SRS	Quantitative	2022/23: 4% (147)	% DEIS entrants to UG honours degrees in other Dublin-based Universities: 7% in 2022/23	<b>4.5% (165)</b>	<b>5% (183)</b>	<b>5.5% (202)</b>	<b>6% (220)</b>	<b>220 (6%) new entrants per annum by 2028</b> <b>2 p.p. increase on baseline</b>
3.5	<b>Proportion (%) of new entrants from FET</b>	Trinity Access Programmes	Quantitative	2022/23: 1.6% UG entrants from FET <sup>5</sup>	% FET entrants to UG honours degrees in other Dublin-based Universities (4.7% in 2022/23)	<b>1.75%</b>	<b>2%</b>	<b>2.25%</b>	<b>2.5%</b>	<b>2.5% new entrants from FE per annum by 2028</b> <b>0.9 p.p. increase on baseline</b>
3.6	<b>Number of inclusive internship places for undergraduate students with disabilities</b>	DisAbility Hub	Quantitative	Summer 2023: 11 internships	Not available.	<b>14 in Summer 2024</b>	<b>17 in Summer 2025</b>	<b>20 in Summer 2026</b>	<b>25 in Summer 2027</b>	<b>76 internship places in total over 4 years</b>
3.7	<b>Proportion (%) of new entrants with a disability (registered with the disability service) as % of all new entrants</b>	Disability Hub	Quantitative	2023/24: 13.3%	Not available.	<b>14%</b>	<b>15%</b>	<b>16%</b>	<b>17%</b>	<b>17%</b>

<sup>5</sup> SRS returns for Trinity for 2022/23 did not correctly flag all FET students, so we are using our own data to set a baseline, rather than published HEA data.

## Performance Objective 4

**To work together with a diversity of partners and stakeholders so that civic engagement is woven into the fabric of our university for the benefit of society and of our students and staff.**

**Pillar:** Engagement

**Transversal:** Society.

### Rationale for Performance Objective 4

Engagement is defined by Trinity as opportunities where impact can be achieved by its students, faculty, staff, or alumni who are actively involved with external stakeholders in order to address societal issues, to promote democratic values, or to foster positive social change.

Trinity’s commitment to engagement is core to its current strategic plan for 2020–2025, ‘Community and Connection’, where civic action is used to ‘courageously advance the cause of a pluralistic, just, and sustainable society’. The Provost’s manifesto states the desire to have ‘a transformed relationship with Government, society and the world’. Trinity’s research strategy, *A Living Research Excellence Strategy*, emphasises the importance of engaged research and co-creation as integral to Trinity’s research future. This flows from its Research Charter, which commits to the key commitment to ‘Engage profoundly with our publics’.

The principal driver in manifesting Trinity’s commitment is the establishment of a Civic Engagement for Societal Impact (CESI) unit under the Provost’s Directorate, with a senior officer reporting directly to the Provost. Trinity has also launched the *Civic Engagement for Societal Impact Action Plan 2024–2026*.

In accordance with national strategic goals, Trinity continues to foster its engagement with many communities of interest such as the public sector, enterprise and civic society organisations. In line with *Impact 2030*, it seeks to enhance its role in ‘embedding research and innovation at the centre of public policy development’ through engagement across the civil and public service. Trinity supports major public longitudinal studies, such as the Irish Longitudinal Study on Ageing (TILDA) and The Intellectual Disability Supplement (IDS) to TILDA. We develop baseline sustainability data, such as in the new Variable Atmospheric and Light (VAL) laboratory; we interrogate policy and promote better practice through research centres like the Centre for Health Policy and Management or the All-Ireland Centre of Excellence in Economics, History and Policy; and we generate reports such as the Irish Business and Human Rights Benchmark Report.

Within individual policy areas, Trinity is committed to policy engagement for societal impact, driving national and European public policy areas such as addiction recovery, prison reform, and co-locating academic centres in both hospital and primary care settings. Regarding HEI policies, it has contributed to national strategies like the Healthy Campus Charter and Framework.

In wider society, Trinity also works to strengthen citizen voices in the research and innovation process through fostering engaged research, including co-creating the IUA train-the-trainer programme on Engaged Research, and developing a Quality Improvement Framework for the Public and Patient Involvement (PPI) Ignite programme. We have supported the SFI ‘Creating our Future’ national conversation on research, including chairing its expert committee.

The [Civic Engagement for Societal Impact Action Plan 2024–2026](#) was developed by the Associate Dean of Civic Engagement for Societal Impact with support from a Rapid Response Group of 18 officers from across the university. Six community consultations were held for idea generation, a process engaging 182 individuals and receiving 991 inputs around strategic actions such as capturing, in a systematic way, the diverse civic engagement activity that is generated by Trinity staff and students, which will lead to better baseline data for how Trinity can both increase and improve its civic engagement.

This capture will occur through a biennial survey based on the framework devised through the Erasmus+ TEFCE (Towards a European Framework for Community Engagement in Higher Education) project. This will generate an institutional baseline report that will capture the amount and the quality of civic engagement across Trinity. This systematised, whole-of-campus approach indicates the national leadership role that Trinity endeavours to play.

Trinity also seeks to build skills for effective civic engagement: identifying stakeholders, building engagement strategies, creating reciprocal benefits, building ethical relationships, capturing impact, evaluating engagement.

### **Implementation, monitoring, assessment, and reporting on Performance Objective 4**

As engagement with society is core to Trinity’s mission, the Provost and core leadership team take responsibility for its prioritisation. Specifically, the leadership team includes an Associate Dean of Civic Engagement for Societal Impact (CESI), reporting directly to the Provost. The Associate Dean is responsible for the implementation of the Action Plan and heads up the CESI unit within the Provost’s directorate, which can influence and impact activity across campus. The Dean of Research, the Vice-President for Biodiversity & Climate Action, the Chief Innovation and Enterprise Officer, and the Dean of Students also focus on how engagement impacts their areas. The VP/CAO oversees the progress of Trinity’s institutional strategic plan and reports on progress to the Board on at least a bi-annual basis.

Trinity has identified three strategic actions aimed at building civic engagement, supporting that engagement, and celebrating leadership in this space:

1. Deliver the CESI Action Plan, which will highlight the university’s civic engagement, build capacity, provide guidance and support to grow engagement, and foster relationships with a diverse set of external stakeholders.
2. Extend the civic reach of the Trinity East campus and its ability to engage with its neighbours. As this campus develops, engagement with society will remain central to its mission.

3. Celebrate civic initiatives and activities that exemplify innovation or leadership in this area through case studies.

Trinity has resourced the establishment and staffing of the dedicated CESI unit, which will lead or co-develop two funding proposals per annum to support the Performance Objective. The unit will also seek ways to lever financial and in-kind co-investment.

The CESI unit will develop an annual report for the Provost, evaluating progress on the Performance Objective and developing and delivering the CESI biennial survey to capture the amount and depth of civic activity across Trinity.

Opportunities and threats exist in the buy-in needed across both the institution and external stakeholders for increased and improved civic engagement. This, and adequate resourcing, will be managed through the implementation of the Action Plan.

The Action Plan is set to run for three years, 2024–26, at which time Trinity will be able to consider the implications of any learnings garnered through evaluation of the Performance Objective so that they can lead to adaptation and improvements in the next Trinity strategic plan.

## Indicators and targets for Performance Objective 4

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
4.1	<b>Level of good-quality civic engagement across the university, as indicated by the TEFCE Toolbox6</b>	Associate Dean of Civic Engagement for Societal Impact	Quantitative	None. To be established in 2024/25.	Not available	n/a	n/a	<b>Increase by 10% based on TEFCE heatmap</b>	<b>Retain 10% increase on 2024/25 baseline</b>	<b>Increase the level of good-quality civic engagement by 10% based on TEFCE heatmap</b>
4.2	<b>Number (headcount) per annum of staff and PhD candidates who undertake training to develop appropriate skills for civic engagement in engaged research, teaching and learning</b>	Associate Dean of Civic Engagement for Societal Impact	Quantitative	2023/24: 0  Relevant cohort: 3,736 (1,765 postdocs + 1,062 academic staff + 909 research staff)	Not available	<b>40 new</b>	<b>60 new</b>	<b>80 new</b>	<b>80 new</b>	<b>Average of 65 staff per year trained</b>  <b>260 individuals trained over 4 years (7% of total relevant cohort)</b>
4.3	<b>Proportion (%) of academic / research staff who include civic engagement in the Trinity Research Support System</b>	Associate Dean of Civic Engagement for Societal Impact	Quantitative	2023/24: 13.5%  267/1,971 research-active staff (1,062 academic staff + 909 research staff)	Not available	<b>302</b>  <b>15.3%</b>	<b>345</b>  <b>17.5%</b>	<b>388</b>  <b>19.7%</b>	<b>432</b>  <b>21.9%</b>	<b>165 new staff over 4 years</b>  <b>8.4 p.p. increase</b>

<sup>6</sup> The level of quality of civic engagement will be captured using the [TEFCE toolbox](#) under the following dimensions: Teaching and learning; Research; Service/knowledge exchange; Students; Management partnerships; Management policies; Peer support.

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
4.4	<b>Number of qualitative case studies on the use of guidance documents on civic engagement</b>	Associate Dean of Civic Engagement for Societal Impact	Qualitative	None	Not available	<b>2 case studies</b>	<b>2 case studies</b>	<b>2 case studies</b>	<b>2 case studies</b>	<b>8 case studies over 4 years to illustrate how staff, students, or external partners are using Trinity guidance on civic engagement</b>
4.5	<b>Number of participant engagements per annum at the Trinity East campus for civic engagement activities</b>	Trinity East / Unit18 civic space	Quantitative	Trinity East (Unit18) participant engagement numbers: 8,500 in 2023/24	Not available	<b>9,500</b>	<b>10,300</b>	<b>10,500</b>	<b>10,700</b>	<b>Increase of 2,200 participant engagements 25.9% increase on baseline</b>
4.6	<b>Number of qualitative case studies demonstrating how Trinity is influencing and supporting policy development</b>	Associate Dean of Civic Engagement for Societal Impact	Qualitative	2023/24: 0	Not available	<b>4 new case studies</b>	<b>4 new case studies</b>	<b>4 new case studies</b>	<b>4 new case studies</b>	<b>16 case studies in total over 4 years</b>
4.7	<b>Number of qualitative case studies demonstrating how Trinity is playing a role in both national and global affairs</b>	Associate Dean of Civic Engagement for Societal Impact	Qualitative	2023/24: 0	Not available	<b>4 new case studies</b>	<b>4 new case studies</b>	<b>4 new case studies</b>	<b>4 new case studies</b>	<b>16 case studies in total over 4 years</b>



## Section 3: Matrix and Signatures

### Framework Matrix

		Pillars			
		Teaching & Learning	Research & Innovation	Access & Participation	Engagement
Transversal areas of impact	Flexibility, Upskilling & Lifelong Learning				
	Climate & Sustainable Development	PO 1	PO 2		
	Student Success	PO 1			
	Enterprise				
	Society				PO 4
	Region				
	International				
	Digital Transformation				
	Equality, Diversity, Inclusion & Belonging			PO 3	
	Institutional Leadership & Culture				
	Sectoral & Tertiary Cohesion				

## Signatures

### On behalf of Trinity College Dublin



**Professor Linda Doyle**

**Provost**

Wednesday, 27 November 2024



**Mr Paul Farrell**

**Chair of the Board**

Wednesday, 27 November 2024

### On behalf of the Higher Education Authority



**Dr Alan Wall**

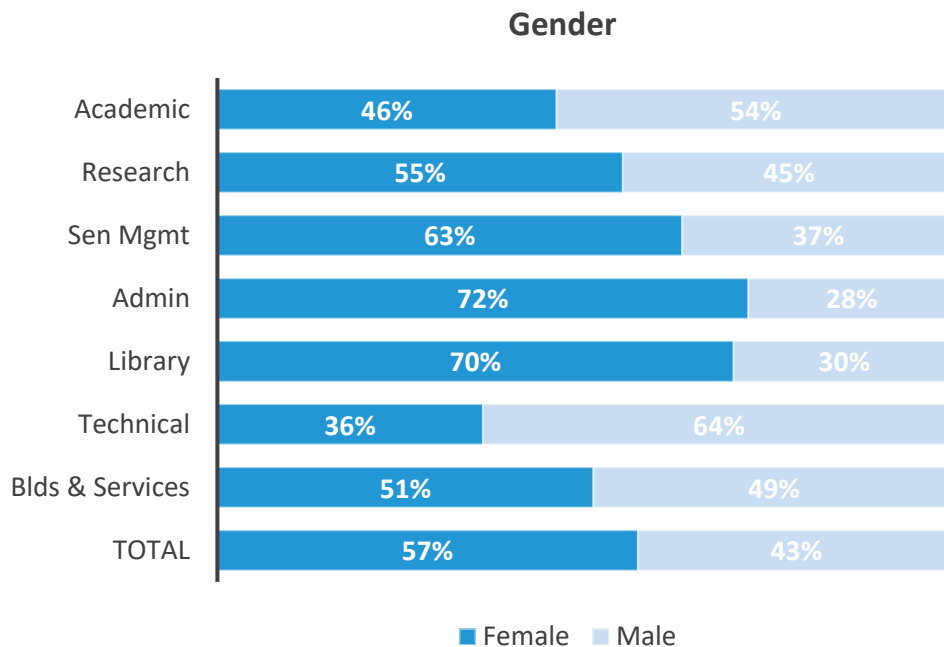
**Chief Executive Officer**

Wednesday, 27 November 2024

## Appendix A: Additional profile data for the institution

### Composition of Staff by Gender (Headcount) — March 2024

	Female	Male	Total
<b>Academic</b>	561	648	1,209
<b>Research</b>	535	442	977
<b>Senior Management</b>	75	44	119
<b>Admin</b>	859	329	1,188
<b>Library</b>	80	35	115
<b>Technical</b>	52	91	143
<b>Buildings &amp; Services</b>	254	247	501
<b>Total</b>	<b>2,416</b>	<b>1,836</b>	<b>4,252</b>



### Gender Breakdown of Students

- Female: 13,776
- Male: 8,265
- Prefer not to say: 79

## Appendix B: External and internal sources

### External references:

- National Strategy for Higher Education to 2030 (DoE, 2019) (*Objectives 1–4*)
- Statement of Strategy 2021–2023 (DFHERIS, 2021) (*Objectives 1–4*)
- Progressing a Unified Tertiary System for Learning, Skills, and Knowledge: Public Consultation Report (DFHERIS, 2022) (*Objectives 1 & 3*)
- Future FET: Transforming Learning, the National Further Education and Training (FET) Strategy (SOLAS, 2020) (*Objectives 1 & 3*)
- National Plan for Equity of Access to Higher Education 2022–2028 (DFHERIS, 2022) (*Objective 3*)
- Next Steps for Teaching and Learning: Moving Forward Together (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2021) (*Objective 3*)
- National Skills Strategy 2025 (DFHERIS, 2021) (*Objective 3*)
- European Strategy for Universities (European Commission, 2022) (*Objective 3*)
- Impact 2030 — Ireland’s Research and Innovation Strategy (DFHERIS, 2022) (*Objective 2*)
- National Action Plan for Open Research 2022–2030 (DFHERIS 2022) (*Objective 2*)
- Transforming Our World: the 2030 Agenda for Sustainable Development (UN, 2015) (*Objective 1*)
- National Implementation Plan for the Sustainable Development Goals 2022–2024 (Department of the Environment, Climate and Communications (DECC), 2022) (*Objective 1*)
- Second HEA National Review of Gender Equality in Irish Higher Education Institutions (HEA, 2022) (*Objective 3*)
- Race Equality in the Higher Education Sector Implementation Plan 2022–2024 (HEA, 2022) (*Objective 3*)
- Implementing the Public Sector Equality and Human Rights Duty (Irish Human Rights and Equality Commission, 2019) (*Objective 3*)
- Wellbeing Policy Statement and Framework for Practice 2018–2023 (DoE, 2019) (*Objective 4*)
- Healthy Ireland and Department of Health’s physical activity guidelines (*Objective 4*)
- 2nd National Strategy on Education for Sustainable Development — ESD to 2030 (Government of Ireland, 2022) (*Objective 1*)
- Education for sustainable development: a roadmap (UNESCO, 2020) (*Objective 1*)

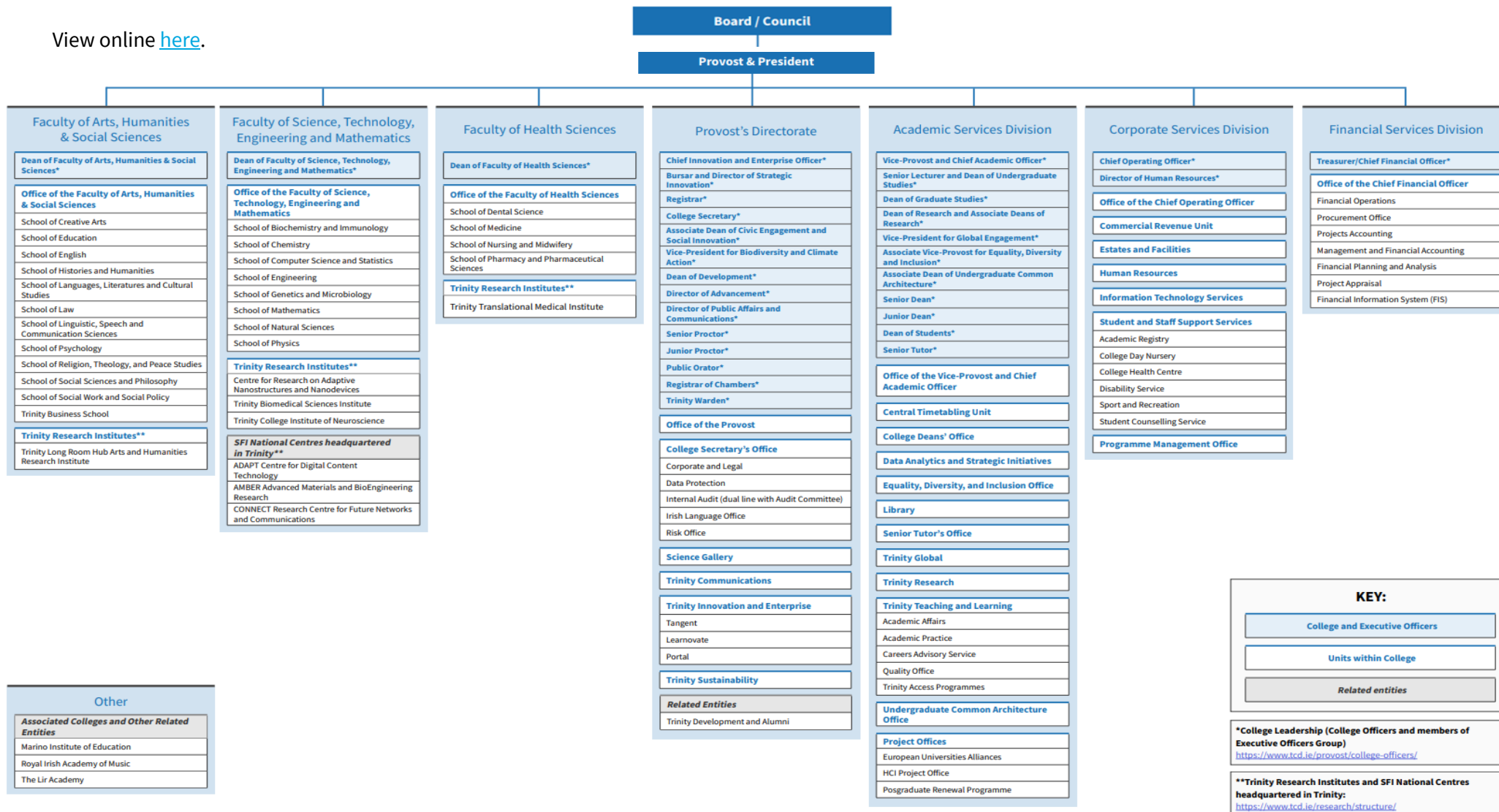
- A Green Deal roadmap for universities (European University Association, 2023) (*Objective 2*)
- Healthy Campus Charter and Framework Ireland (*Objective 4*)
- TEFCE — Towards a European Framework for Community Engagement in Higher Education (*Objective 4*)

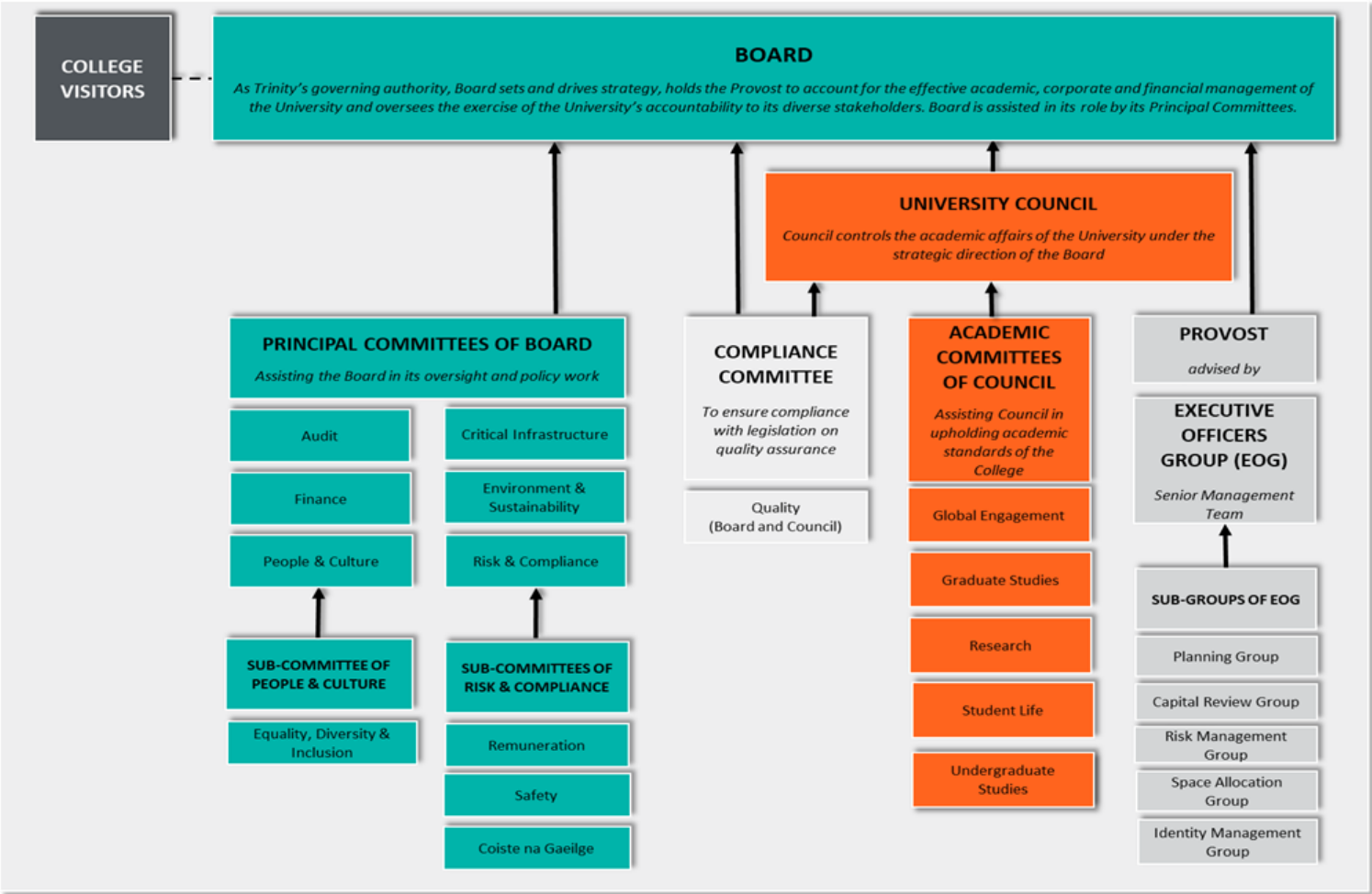
**Internal data sources and references** have been identified for most of the targets within the Agreement. These have included:

- [Trinity Strategic Plan 2020–2025](#) (*Objectives 1–4*)
- [Disability Service Strategic Plan 2020–2025](#) (*Objective 3*)
- [Global Relations Strategy and Implementation Plan 2019](#) (*Objective 3*)
- [Research Excellence Strategy 2019](#) (*Objective 2 & 4*)
- [Research Charter](#) (*Objective 2 & 4*)
- [Strategy For Diversity and Inclusion 2015–2019](#) (*Objective 3*)
- [TA21 \(Trinity Access 21\) Growth Plan](#) (*Objective 3*)
- EDI Governance Review of Trinity College Dublin — Report of the External Review Group to Trinity Academic Secretary 2022 (*Objective 3*)
- [Silver Athena Swan application form 2023](#) (*Objective 3*)
- [Civic Engagement and Social Innovation Action Plan 2024–2026](#) (*Objective 4*)
- [The Irish Longitudinal Study on Ageing \(TILDA\)](#) (*Objective 4*)
- [Irish Business and Human Rights Benchmark Report](#) (*Objective 4*)
- Provost’s Manifesto published as part of the process for Provost (*Objectives 1–4*)

# Appendix C: College governance structure

View online [here](#).







**Higher Education Authority**

3 Shelbourne Buildings, Crampton Avenue  
Shelbourne Road, Ballsbridge, D04 C2Y6

**Contact**

Phone: +353 1 2317100

Lo-Call Number: 1890 200 637 Email: [info@hea.ie](mailto:info@hea.ie) / [systemperformance@hea.ie](mailto:systemperformance@hea.ie)