

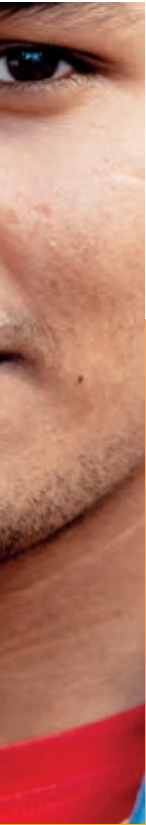
Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University



TALENT, DISCOVERY, AND TRANSFORMATION

Strategic Plan
2017 – 2022





It is the core mission of Dublin City University to unlock the talent of our students.

We put our university community to work discovering answers to the problems that confound our world, and to help transform Irish society so that it ranks among the best in the world.

This Strategic Plan is our road map for the next five years as we deliver on our promises to our students, our staff and our society. The plan is built on our values of caring about the calibre and character of our graduates. They benefit as individuals and we benefit as a community when their university education has prepared them well for a technologically sophisticated knowledge economy in which they are encouraged to be creative and effective problem-solvers. Those benefits are intensified when they draw from the well of decent social values which DCU exemplifies and lives by.

Our commitment to the socially disadvantaged and our determination to give everyone the chance to shine is captured by our Access programme, the biggest of its kind in Ireland. Our responsibility to the coming generations is realised in the massive investment we have made in creating Ireland's first Faculty of Education. Our graduate teachers will be world-class and their pupils will receive the gift of a wonderful life-enhancing education,

the single most important basic investment any society can make. Our concern for improving Irish society and enhancing the human condition will be expressed in the many ways that our university research community tackles problems such as dementia, cancer diagnosis, bullying, conflict resolution and a host of other issues that demand our attention and our capacity for generating solutions. Our belief in this University's role as an innovator and as a bridge to enterprise and business is expressed in the remarkable campus phenomenon that is DCU Alpha, DCU's Innovation Campus.

This five-year strategy is not just a plan, it is a promise to our people and our place. I look forward to seeing it unfold and to marvelling at the momentum it will generate, the talent it will harness, the discoveries it will reveal and the transformation it will effect – a university at its absolute best.



Dr. Martin McAleese
**Chancellor,
Dublin City University**



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In tackling the challenges of an era of unprecedented change, we see unprecedented opportunities: not only to transform the lives of those who will pass through our doors, but also, through them and through our innovation, to transform society as a whole.



Our purpose must surely be to address the major challenges facing the world today and to develop the talent and knowledge that society needs.

I am very pleased to introduce “Talent, Discovery, and Transformation”, Dublin City University’s Strategic Plan 2017-2022, and my second Strategic Plan as President of DCU. The last five years has been a period of dramatic change for DCU, for Ireland, and for the world. DCU is now a very different institution to the one that existed in 2012, at the beginning of our last Strategic Plan. With new campuses, a new Faculty of Education, an expanded disciplinary profile, a dramatic growth in our student numbers, and more, we are now in a much stronger position to address the opportunities and challenges of Higher Education in the 21st Century and to reinforce our reputation as a university of global significance. Ireland has come through a turbulent and challenging period but it too has emerged in a much better position. Our economy has moved from austerity through recovery and has now returned to a state of consistent high growth. Our nation can look to the future with a good deal more confidence, albeit with significant geopolitical challenges on the horizon. Globally, we are witnessing a time of unprecedented change and there are no signs of this dynamic abating soon. Globalisation has led to major new challenges and opportunities across the world. Organisations everywhere are considering their response in this context.

This applies not least to Higher Education institutions, many of which are re-examining their purpose and relevance.

DCU has never been a place of formulaic responses and we have always had a distinctive view of the role of a modern, global university. This is not distinctiveness for its own sake, however. Rather, it is distinctiveness with purpose. As institutions strive to define their role in a rapidly changing world, it is more important than ever before to be clear about that purpose, our values, our relevance and our ambitions.

Our purpose must surely be to address the major challenges facing the world today and to develop the talent and knowledge that society needs. As an ambitious Higher Education institution, we will continue to strive to be at the forefront, promoting discovery and the translation of knowledge to advance society, fostering the development of talent that can flourish and add value in the evolving workplace and in wider society, and focusing on creativity and the innovation required to complement and leverage the constant march of technology.

In this Strategic Plan, we look ahead to the next five years and outline what will shape and drive our approach: the principles and values that will continue to define us, the key themes (Talent, Discovery, Creativity, Society, Technology and Sustainability) that will provide the framework for our approach, and the major goals against which we will track our success. In short, it is a summary of how, by being purposefully different and consistently pursuing excellence, we will play a globally-significant role in addressing the challenges and opportunities of this era. DCU will be a place that nurtures discovery and our research will be renowned for both its excellence and its focus on societal needs. Our students will benefit from our distinctive approach to learning and our belief in nurturing the talents of the whole person. We will develop the

citizens and leaders that the world needs. We will ensure that our graduates can pursue lives rich with purpose. Employers and society will benefit from graduates that are resilient and accomplished, open and self-aware, innovative and adaptable. We will foster a culture of creativity and, in particular, promote the exploration of possibilities arising at the intersections of the creative arts and technological innovation. Our prioritisation of sustainability as a key theme reflects not only our commitment to address a critical, global challenge but also our realisation of the messages we convey as an exemplar organisation to both our students and society around us.

So, in tackling the challenges of an era of unprecedented change, we see unprecedented opportunities: not only to transform the lives of those who will pass through our doors, but also, through them and through our innovation, to transform society as a whole. We will be a University of Transformation and a University of Enterprise. DCU will maintain its purposeful differentiation, combined with its consistent commitment to excellence. Over the course of the next five years, this will be central to our success.



Professor Brian MacCraith,
President,
Dublin City University

CONTEXT: INSTITUTIONAL, NATIONAL, GLOBAL



Institutional Context

Dublin City University is widely recognised as a dynamic and innovative institution that is distinguished both by the quality and impact of its graduates and by its focus on the translation of knowledge into societal and economic benefit. Excellence in its education and research activities has led to its ranking in the top 1.5% of universities globally. It is regarded as one of the world's leading young universities (i.e. those established in the last fifty years) by virtue of its regular inclusion in the global rankings of such universities (QS Top 50 under 50; THE 100 under 50).

Having grown its student population by more than 50% in the past five years, DCU is Ireland's fastest growing university and today (2017) hosts more than 17,000 students across its three academic campuses (DCU Glasnevin Campus; DCU St. Patrick's Campus; DCU All Hallows Campus). With five campuses in total (three focussed on Academic matters, one on Innovation, and one on Sports) in close proximity, DCU now has a substantial footprint in the Glasnevin-Drumcondra region of North Dublin. In 2016, the University announced a €240m, five-year Campus Development Plan involving the construction of new lecture theatres, teaching laboratories, research facilities, student accommodation and a major student centre that will open in 2018.

In a development of major significance for education in Ireland, DCU established the nation's first university Faculty of Education in 2016. By incorporating leading colleges of

education (St. Patrick's College, Drumcondra; Mater Dei Institute of Education; Church of Ireland College of Education) into the university and by combining these with DCU's School of Education Studies, the university has assembled the largest community of educational expertise on the island. The DCU Institute of Education is home to internationally-recognised experts in teaching and learning who prepare world-class teachers for all levels of the education continuum (from early childhood onwards) in a research-intensive environment. A further beneficial consequence of the incorporation process was a significant expansion of DCU's Faculty of Humanities and Social Sciences and a broadening of its disciplinary offerings. This faculty is now DCU's largest.

With a strong commitment to research excellence across its five faculties (Science and Health, Humanities and Social Sciences, Engineering and Computing, DCU Business School, and DCU Institute of Education), the university is home to a number of internationally-renowned research centres in specific areas of Science, Engineering, ICT, Humanities, Social Sciences, Education and Business. As Ireland's University of Enterprise, DCU is renowned for its commitment to innovation and entrepreneurship and its proactive engagement with the enterprise sector. The establishment in 2016 of Ireland's first Fraunhofer Project Centre at DCU is an endorsement of the quality of its engagement in that regard. DCU consistently leads the Irish university sector in terms of Intellectual Property (IP) licences and contributes strongly to the national innovation ecosystem through



DCU Invent (DCU's Commercialisation and Industry Interface unit), DCU Ryan Academy for Entrepreneurs and DCU Alpha (the University's successful Innovation Campus).

In terms of its international profile, DCU focuses strongly on both the attraction of international students to our campuses in Dublin and Trans-National Education (TNE) delivery. DCU had 3,020 registered students holding non-Irish passports in 2017. These students came from 110 different nations. This diversity adds significantly to a rich, multicultural experience for all our on-campus students. Over the period of our last Strategic Plan, DCU has also made significant developments in TNE. In particular, we have developed a partnership with PNU (Princess Nourah Bint Abdul Rahman University) in Riyadh, Kingdom of Saudi Arabia whereby DCU Business School staff deliver DCU-accredited programmes to DCU-registered students on the PNU Campus. At the time of writing, the delivery of additional degree programmes at PNU by the Faculty of Engineering and Computing and the Faculty of Science and Health was about to commence as was an expansion of DCU TNE activity in other parts of the Middle East.

During the period of our last Strategic Plan, the University implemented key strategic objectives concerning online education in recognition of its increasingly important role in both the delivery and enhancement of learning in Higher Education. In particular, we appointed Ireland's first Chair in Digital Learning (Prof. Mark Brown) and established, under his leadership, the National Institute for Digital Learning. This has led to significant developments in Technology-Enhanced Learning (TEL) and Open Learning at DCU, including our new online platform, 'DCU Connected'. Such developments will continue within the framework of this Strategic Plan.

The DCU Access programme was established more than two decades ago. In 2017, DCU supported nearly 1,300 access students, making it the largest such programme by far in any Irish university.

At DCU we are committed to educational opportunity and believe strongly that ability, not means, should be the determining factor regarding access to Higher Education. With this in mind, the DCU Access programme was established more than two decades ago.

In 2017, DCU supported nearly 1,300 access students, making it the largest such programme by far in any Irish university. The programme is highly successful as measured by completion rates and employment success for our Access graduates. The programme relies hugely on the generosity of our supporters who donate substantial amounts annually through our foundation, DCU Educational Trust.

DCU's values of inclusion and equality are also reflected in a number of important initiatives developed and established within the period of the last Strategic Plan, and which will continue into this one. For example, in 2013 DCU established the concept of the Age-Friendly University and became the world's first university to adopt this brand. This model, and the associated generic principles, has subsequently been adopted by many universities across the world (on four continents). In 2015, DCU announced its Women in Leadership plan with a view to addressing the issue of gender inequality at higher grades of appointment in the University. A suite of initiatives followed and DCU continues to make steady progress in this regard, as reflected by the achievement of the Athena SWAN Bronze award in 2017. In December 2017, DCU became Ireland's first University of Sanctuary in recognition of the range of supports it has established to aid the refugee and immigrant community in Ireland. A number of initiatives, including on-campus and online scholarships, has been developed and more will be added as the initiative progresses.

Over the course of the last five years, DCU has both developed and expanded a number of important inter-institutional partnerships, both national and international. Such partnerships are strategically important in leveraging complementary expertise and in stimulating collaborative projects of mutual benefit. Within our region, DCU continues to be an active participant in the 3U Partnership (along with Royal College of Surgeons in Ireland [RCSI] and Maynooth University) and the MEND (Mid-East and North Dublin) Regional Cluster (involving Maynooth University, Athlone IT, Dundalk IT and DCU). In addition, DCU has a strategic partnership with Dundalk IT, with both institutions sharing a focus on developing the Eastern/M1 corridor region. Similarly, DCU has a strategic partnership with Ulster University, reflecting a particular emphasis for both institutions on cross-border engagement. On the international front, DCU's most significant strategic relationship is with Arizona State University (ASU). The Transatlantic Higher Education Partnership with ASU continues to be DCU's most significant and most successful inter-institutional partnership.

National Context

The current strategic framework for Higher Education (HE) in Ireland derives largely from the National Strategy for Higher Education to 2030 (the so-called Hunt Report, published in 2011). This sets out a long-term vision of Higher Education as a national driver of innovation, competitiveness, and academic excellence. It takes into account the challenges facing Higher Education Institutions (HEIs) in coping with the transition to mass participation in HE that has occurred over the last four decades. For example, there were only 31,000 HE students in Ireland in 1976, while in 2016 there were 220,000. The Hunt Report identifies a range of priorities with regard to widening participation, the student experience, the quality of teaching, research and innovation, engagement, and internationalisation. The report also placed a major emphasis on the restructuring of the Higher Education sector (with a consequent reduction in the number of HEIs) and the formation of regional clusters. DCU has played a key role in embracing these latter two priorities, with the completion of the Incorporation Process in October 2016 (whereby three HEIs were integrated into DCU) and our active participation in the highly-regarded MEND Regional Cluster.

Following the Hunt Report, the next major HE strategy document of significance is *Towards a Future Higher Education Landscape* (published in 2012), which set out pathways and criteria for Technological University designation. The first of the Technological Universities in Ireland is likely to emerge in the period of this Strategic Plan (2017-22) and this will certainly change the HE landscape significantly. There was also a

commitment to move towards a national Performance Framework in order to make institutions accountable for delivering on national priorities as set down by Government (via The Department of Education and Skills – DES) with funding linked to the achievement of these objectives. This developed into a formal process of Strategic Dialogue and Institutional Compacts, where three-year plans for delivering on seven key policy objectives were agreed with individual HEIs and monitored via an annual process with the Higher Education Authority (HEA). To date, DCU has performed well in this process, as evidenced by feedback from the HEA. The first compact cycle began in 2014 and runs until the end of 2017. Details of a new compact cycle and

performance objectives are expected shortly but were not available at the time of writing. It is clear, however, that performance-based funding will be a core element of the HE system for the period of this Strategic Plan. Moreover, a current HEA-coordinated process leading to reform of the Funding Allocation Model for HEIs has not yet reached its formal conclusion and it too is expected to be phased in to the HE funding landscape from 2017 onwards.

Issues around the Funding Allocation Models and Performance-based Funding are dwarfed, however, by the major funding crisis facing all Irish HEIs. This is captured clearly and accurately in the Cassells Report, *Investing in National Ambition: a Strategy for Funding Higher Education* published in July 2016. This report, produced by a Government-appointed Expert Group chaired by Peter Cassells, sets out the case for a significant injection of resources into the HE system. It highlights the pivotal role of HE in Ireland “at the heart of an enormous economic and societal transformation”. The report recognises the scale of the coming demographic changes and states clearly that Ireland cannot continue to increase student numbers without increasing investment. It is also important to note here the report’s recommendation that additional funding of €600m per annum needs to be provided by 2021 in order to maintain quality outcomes and to provide for increased demand. Although the report identifies three potential sources of additional funding (the state, the student and employers), at the time of writing no Government decision has been made with regards to addressing the HE funding crisis. Clearly, any such decision will have a major bearing on the environment in which this Strategic Plan proceeds.

A range of other strategy documents, the implementation of which will have a significant impact on the HE system over the period of this Strategic Plan, have been published in recent years. These documents emphasise the role of HEIs in delivering on national objectives with regard to widening participation, research and innovation, skills development, internationalisation, and gender equality:

- The National Plan for Equity of Access to Higher Education 2015-19 sets new and increased targets for participation in HE.
- The National Skills Strategy 2025 focuses strongly on the upskilling of the existing workforce via part-time and online provision.

There were only 31,000 HE students in Ireland in 1976, while in 2016 there were 220,000.

- Innovation 2020 emphasises increased collaboration with industry and further development in postgraduate provision, along with the building of greater research capability in institutions. It also sets significant targets for Irish HEIs in attracting Horizon 2020 funding.
- Irish Educated, Globally Connected is the current national strategy for International Education. It sets ambitious targets for significant increases in international student numbers.
- The National Review of Gender Equality in Irish Higher Education Institutions recommends the linkage of performance funding to achievements in gender equality in HEIs.

The various strategies summarised in this section highlight the diverse priorities and responsibilities that have to be addressed by DCU in a challenging, underfunded environment. It is important to emphasise, however, that a combination of DCU's distinctive Values, Mission, and Strategic Goals, as outlined in this Strategic Plan, confer a high degree of alignment with the national priorities articulated in the above-mentioned documents.

Global Context

The global landscape for HE has changed dramatically in recent decades. While there are regional and national variations, of course, there is a high degree of commonality with respect to the issues facing universities across the globe. Mass participation and continued growth in numbers, developments in online education and other impacts of technology, inexorable rising costs, the expectations of students, and the emergence of highly publicised and poorly understood global ranking systems are all exerting significant pressures on universities, pressures that were not encountered by such institutions fifty years ago.

Moreover, major issues such as globalisation, geopolitical developments (including populism and mass migration), global challenges relating to climate change, energy and sustainability more generally, automation and media reliability require universities to implement substantial changes in curricular content in order to maintain relevance.

Public universities, in particular, have transitioned from being regarded as a general 'public good', and left largely to determine their own strategic development,

to now being essential instruments of government policy, especially in areas such as contributions to national and/or regional economic competitiveness, skills development in the workforce, and attraction of foreign direct investment. With rapid developments in technology (Artificial Intelligence, Data Analytics, Machine Translation, Cognitive Computing etc.), labour markets are changing rapidly and HEIs are expected to follow. Moreover, the requirement for continuous upskilling of the workforce has meant that flexible provision for lifelong learners and development of formal or informal credentials are now major issues for universities globally.

The expectations of students, and the emergence of highly publicised and poorly understood global ranking systems are all exerting significant pressures on universities.

In many countries, including Ireland, funding the increasing costs of massified HE systems remains the major challenge. Governments are faced with the dilemma of prioritising investments in HE over areas such as healthcare, the ageing population, and broader public services and utilities. Unsurprisingly in such circumstances, universities themselves are increasingly expected to make stronger social and economic cases for public support and to establish 'renewed public legitimacy'. In the words of Professor Bert van der Zwaan, Vice Chancellor of Utrecht University, in his 2017 book *Higher Education in 2040*:

"The university of the future will derive its right to existence from being active in the world and by producing knowledge for the world."

This vision for the 'engaged university' applies now and DCU has embraced the concept comprehensively in this Strategic Plan.

KEY THEMES

There are six key themes that are central to our Strategic Plan and that inform our Strategic Goals.



**Talent
Discovery
Creativity
Society
Technology
Sustainability**

Mission

To transform lives and societies through education, research, innovation, and engagement.

Vision

DCU will be a globally-significant University of Transformation and Enterprise that is renowned for:

- the development of talent,
- the discovery and translation of knowledge to advance society,
- its focus on creativity and innovation,
- the advancement and application of technology, and
- its commitment to sustainability.

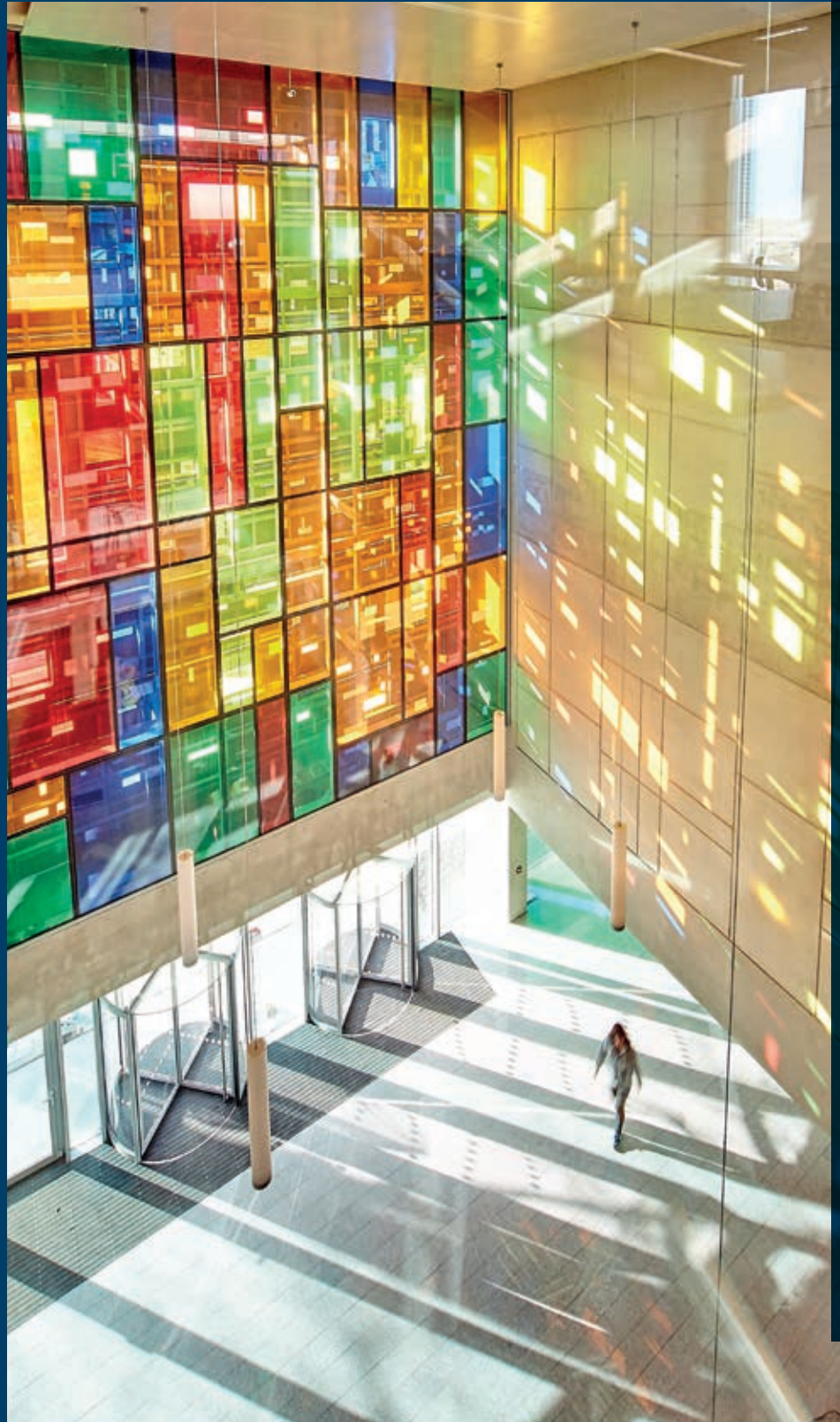
Culture and Values

We foster a culture that is:

- Open
- Collegial
- Collaborative
- Student-focussed
- Ambitious

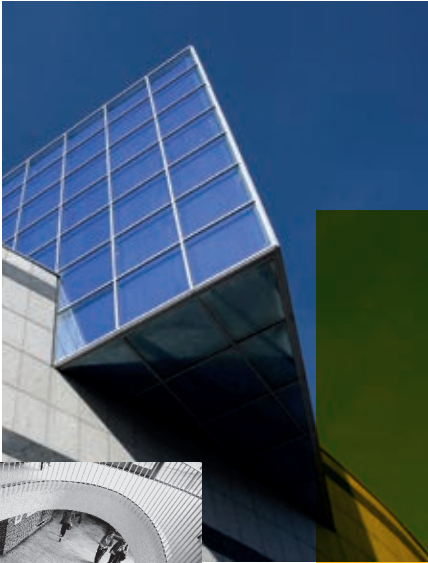
We are committed to:

- Equality
- Educational opportunity
- Social justice
- Ethical behaviour
- Academic freedom



By being purposefully different and consistently pursuing excellence, we will play a globally-significant role in addressing the challenges and opportunities of this era.

STRATEGIC GOALS



At the heart of our Strategic Plan are the nine Strategic Goals against which we will track our success.

1

Provide a transformative student experience

2

Advance our reputation for world-class research

3

Sustain our ambitions through income generation

4

Ensure a coherent, connected university

5

Value and develop our staff community

6 Develop a global university

7 Nurture creativity and culture across the university

8 Place sustainability at the core of the university

9 Pursue active engagement with our communities




STRATEGIC GOAL

1

Provide a transformative student experience





Our commitment to our students is that we will prepare them well to flourish in the world outside the university: in their personal lives, in civic society, and in the rapidly evolving workplace.

The development of talent is a central theme in this Strategic Plan. Strategic Goal 1 focuses on the realisation of the potential in every student while taking account of a very dynamic external environment. Our commitment to our students is that we will prepare them well to flourish in the world outside the university: in their personal lives, in civic society, and in the rapidly evolving workplace. This commitment requires a multi-faceted, multi-dimensional approach. The Specific Actions underpinning Strategic Goal 1 include a comprehensive review of our curricula with a view to broadening the thinking skills of our students and to enhancing their learning experience. We will also take steps to assure the quality of teaching in the University.

We will place a particular emphasis on the development of multi-dimensional skills in our students through a range of initiatives. The university experience outside the formal learning spaces is a critically important part of student development.

With this in mind, we will introduce a range of initiatives that encourage student participation, engagement in extra-curricular activities, volunteering, and physical activity. Our Healthy Campus initiative will address both physical and mental wellbeing. With a particular focus on the transition into university life, but also addressing the full student life-cycle, we will introduce an enhanced student support system that will extend all the way to the alumni stage.

DCU has a well-established reputation for its outreach and access services for school leavers from socially- and economically-disadvantaged backgrounds. As part of Strategic Goal 1, we will broaden our approach to include other areas of educational disadvantage, e.g. mature, second-chance, and lifelong learners.

STRATEGIC GOAL 1

	Specific Actions: Over the next five years we will:	Indicators of success/progress
1.1 Curriculum Reform	Conduct a systematic review of the curriculum and learning design of our degree programmes with a focus on the learning experience of the individual student and their ability to flourish in the world outside the university. Proposals include the introduction of (optional) modules (e.g. Philosophy/Ethics, Design, Coding, Sustainability), further digital learning enhancements (TEL), greater flexibility in programme delivery, international experience, and experiential learning initiatives.	The number of programmes reviewed Specific digital learning initiatives Modules (blended) developed, and measures of student engagement
1.2 Teaching Quality	Establish a Professional Development Framework for Teaching and Learning in order to enable us to assure the quality of our teaching , and develop a DCU-accredited award, e.g. Master's in Learning Innovation for HE.	Completion of Framework Accreditation of Award Percentage take-up by staff
1.3 Skills and Employability	Review our approaches to optimise the employability of our graduates , including an enhancement of work-based learning (INTRA), an expansion of our Graduate Attributes initiative, and a focus on ensuring the relevance of our degree programmes. We will also infuse appropriate levels of technology awareness (AI; Data Analytics etc.) across all degree programmes. The overall objective is to ensure that our graduates are equipped with the appropriate skills, across all dimensions, to flourish as the nature of employment evolves.	Completion of INTRA Review Implementation of new INTRA proposals Expansion of Graduate Attributes Employability data Percentage integration of technology into degree programmes
1.4 Educational Opportunity	Broaden our focus on educational opportunity to include mature, second-chance, and lifelong learners. We will work with FE providers to develop entry routes (including foundation and advanced entry) to DCU programmes that would target these groups. We will also revamp our Access programme.	Development of new entry routes The number of students in target groups Revamped Access programme

	Specific Actions: Over the next five years we will:	Indicators of success/progress
1.5 Student Support	Establish an enhanced Student Transitions Programme that addresses the full cycle of the student journey from application stage to graduation and beyond (alumni stage). There will be a particular focus on an enhanced orientation experience, improved retention supports, and a positive engagement with university administration. We will introduce a new Student Information System (SIS) that will enhance student engagement with University processes and enable greater flexibility in programme delivery.	<ul style="list-style-type: none"> The number of Faculties implementing school-based orientation Development of an online First Year Transitions module Percentage improvement in retention rates Introduction of SIS
1.6 Participation and Engagement	Introduce a new DCU Extra-curricular Engagement Award that will recognise participative learning 'outside the classroom'. This Award, which will avail of digital credentialing on the student Learning Portfolio (Reflect), will nurture attributes of civic engagement, global citizenship, enterprise, empathy, and leadership, and will stimulate engagement with the Student Leadership and Life-skills Centre.	<ul style="list-style-type: none"> Development and take-up of Engagement Award Development of digital credentialing Percentage use of learning portfolio as a platform to capture engagement Increased awareness of Graduate Attributes amongst students and employers (Survey)
1.7 Health and Wellbeing	Enhance Student Wellbeing by introducing a new Healthy Campus initiative ('DCU Healthy') and a new 'Sport for All' Strategy, which will both support the physical and mental welfare of students. We will also take steps to ensure a vibrant social experience for our students across all our academic campuses.	<ul style="list-style-type: none"> Launch of 'DCU Healthy' initiative Launch of 'Sport for All' Strategy Achievement of 'Health Promoting University' and Healthy Workplace accreditation Research-based outcomes of positive behaviour change Student wellbeing data Percentage increase in use of sports and leisure facilities

We will introduce an enhanced student support system that will extend all the way to the alumni stage.

STRATEGIC GOAL

2

Advance our
reputation for
world-class
research

Such is the nature and complexity of the major research challenges facing the world that international collaboration is essential in order to make significant and sustained advances.

A core element of DCU's Vision is to be a globally-significant university that is renowned for its discovery and translation of knowledge to advance society. This commitment to world-class research is central to Strategic Goal 2 where we set out a range of Specific Actions to advance our reputation in that regard. In the first instance, we will foster a research culture across all levels of the University and will empower our staff and students to reach their full potential in research.

We recognise that, in general, the greatest impact is achieved from a critical mass of multidisciplinary researchers tackling an important research question. With that in mind, we will conduct an externally-mediated research prioritisation exercise in order to identify our priorities. This approach needs to be underpinned by a recruitment and retention plan that is aligned with those priorities. More generally, we will seek to strengthen significantly our human capital at all levels of research through a range of initiatives and we will place a particular emphasis on fostering research leadership. We will also renew our efforts to showcase our research achievements and distinctiveness, both nationally and internationally.

Such is the nature and complexity of the major research challenges facing the world that international collaboration is essential in order to make significant and sustained advances. We will promote and support international research collaboration while also taking particular account of geo-political developments. Scientific excellence cannot be achieved without state of the art research infrastructure and facilities. We will develop a road map to sustain and improve our research infrastructure and to plan for future technological needs.

STRATEGIC GOAL 2

	Specific Actions: Over the next five years we will:	Indicators of success/progress
2.1 Research Priorities	<p>Conduct a robust Research Prioritisation Process to identify our research priorities in order to optimise internal supports, enhance our participation in national and international research programmes, and advance our research impact. Taking inputs from key internal stakeholders and external expertise, the emphasis will be on multidisciplinary research and distinctive capabilities.</p>	<p>Completion of Research Prioritisation Process</p> <p>Development of internal support strategy</p> <p>Tracking of research metrics and funding successes in priority areas</p>
2.2 Human Capital	<p>Develop a Human Capital Plan for Research to underpin our research goals. Developed in partnership with our HR unit, the plan will establish an integrated, strategic approach whereby recruitment and retention of staff at all levels will be aligned with our research priorities.</p> <p>The plan will also identify initiatives to attract and support emerging research leaders.</p>	<p>Completion and internal dissemination of plan</p> <p>Annual review of strategic alignment in appointments across faculties</p> <p>Specific successes (e.g. Science Foundation Ireland [SFI] Research Professorship Programme)</p>
2.3 Quality and Impact	<p>Establish a Research Impact Initiative with a focus on enhancing the University's research metrics and impact across all five faculties. This initiative (and associated annual awards) will recognise the performance of individual researchers and Schools in advancing their research performance, both in terms of key metrics prioritised by the university (citation impact; funding; PhD numbers etc.) and direct translational impact on society.</p>	<p>Launch of Research Impact Initiative</p> <p>Implementation of research metrics and impact guidelines at faculty level</p> <p>Annual awards for research performance and translational impact</p>
2.4 International Collaboration	<p>Support prioritised opportunities for International Research Collaboration. This support will be channelled through a new Strategic Partnerships Office to be established as another initiative of this Strategic Plan. Priority will be given to deep, established partnerships (e.g. with ASU; UU) as well as new partnerships will clear evidence of significant potential. The impact of Brexit will be taken into account in ongoing prioritisation.</p>	<p>The number of publications with international partners</p> <p>The number and scale of funding awards with international partners</p> <p>Engagement indicators (including student and staff mobility) with such partners</p>

	Specific Actions: Over the next five years we will:	Indicators of success/progress
2.5 Leadership Development	Foster the development of new Research Leaders . Operating at many levels, this initiative will include identification of leadership for multidisciplinary research initiatives to spearhead specific research efforts and the introduction of a 'New Blood' Research Fellow/Lecturer Initiative.	Implementation of 'New Blood' Research Fellow/Lecturer Initiative Introduction of Leadership identification and support scheme The number of proposals led by DCU Principal Investigators
2.6 External Profile	Promote our research activity to our external stakeholders to raise the profile of DCU research in the media and among the general public.	Percentage increase in the number of DCU research stories mentioned on digital platforms Percentage increase in the number of DCU research references in national and international media

We recognise that, in general, the greatest impact is achieved from a critical mass of multidisciplinary researchers tackling an important research question.



Sustain our ambitions through income generation

STRATEGIC GOAL

3

We will develop a non-exchequer Income Generation Plan in collaboration with Faculties and Units of the University as well as the DCU Commercial Group of companies.

DCU is an ambitious university that aspires to excellence across all dimensions of its core activities. Realisation of our ambitions demands resources at levels that have not been provided from exchequer sources for most of the past decade. Although these deficits have been identified clearly as a major sectoral problem in the Cassells Report (Investing in National Ambition: A Strategy for Funding Higher Education), and although its significant recommendations to remedy that problem are still under consideration by Government, it is not yet clear what actions might be taken and on what time-scale. With this in mind, Strategic Goal 3 sets out to address, albeit partially in the first instance, the gap between exchequer funding and the resources required to support our ambitions to advance the University towards consistent excellence.

The starting point is a Specific Action to establish a comprehensive Income Generation Plan that will leverage the potential of a broad range of activities in which DCU is engaged. It is clear that many of these activities may need to be up-scaled and/or refined, but the plan may also point to some new activities. Successful implementation of the plan will require coordination by a new Business Development Unit that will engage with key individuals in Faculties and Units across the University. Such engagement will need to be

incentivised at Faculty/Unit level so that additional, successful activity will lead to beneficial developments at local level. By conducting an Income and Cost Base Review, we will also ensure that the real value and cost of our ongoing activities is understood and can be acted upon.

Apart from income generation through business development activities, we will redouble our efforts on attracting support from philanthropic sources, especially through increased engagement and ongoing alignment of objectives with DCU Educational Trust.

STRATEGIC GOAL 3

	Specific Actions: Over the next five years we will:	Indicators of success/progress
3.1 Income Generation Plan	Develop a non-exchequer Income Generation Plan in collaboration with Faculties and Units of the University as well as the DCU Commercial Group of companies. The Plan will leverage opportunities arising from a broad range of areas including our student profile (including international students), transnational education provision, online education, CPD and upskilling, and consultancy.	Completion of plan Identification and implementation of new income-generation initiatives Annual growth in non-exchequer income Faculty and Unit engagement
3.2 Business Development Unit	Establish a Business Development Team that will support the pursuit of income generation opportunities developed across the University (Faculties, Units, DCU Commercial). This team will also coordinate an annual competition soliciting income generation ideas from the university community.	Business Development Team in place The number of income generation opportunities identified and pursued Degree of collaboration across the University Roll-out of Income Generation Ideas competition
3.3 Incentivisation Model	Develop an Incentivisation Model for allocation of both exchequer and non-exchequer funds. The new model will incentivise Faculties/Units to develop net revenue-generating initiatives by rewarding the instigating entity or department, while at the same time supporting the advancement of the University and providing seed funding for further activity.	New Incentivisation Model developed and implemented The number of Faculties/Units proposing initiatives Annual growth in income linked to model
3.4 Philanthropic Focus	Enhance our focus on Philanthropy through increased engagement of the DCU community with DCU Educational Trust (DCUET) and a review of the Campaign for Dublin City University ('Shaping the Future') to ensure alignment with this Strategic Plan.	Re-prioritisation of DCUET fundraising campaign Philanthropic income linked to priorities (e.g. Human Capital) of this Strategic Plan
3.5 Income and Cost Review	Carry out an Income and Cost Base Review of the University's operations and activities. This critical review will focus on understanding the real value and costs of all our activities, establishing continuation criteria for such activities, and identifying efficiencies, savings and opportunities.	Progress of the review of Income and Cost Base Identification and implementation of efficiencies Establishment of continuation criteria for specific activities


DCU is an ambitious university that aspires to excellence across all dimensions of its core activities. Realisation of our ambitions demands resources at levels that have not been provided from exchequer sources for most of the past decade.

STRATEGIC GOAL

4

Ensure a coherent, connected university





Central to this goal is the creation of a coherent, integrated, multi-campus University, 'One DCU.'

In terms of scale, geographic footprint, and disciplinary profile, DCU is very different to the university that existed at the beginning of our last Strategic Plan (Transforming Lives and Societies: 2012-2017). Our new 'identity' presents us with new opportunities and challenges. Strategic Goal 4 focuses on enhancing the quality and effectiveness of our operations, and interactions with students and staff, in this new context. Central to this goal is the creation of a coherent, integrated, multi-campus University, 'One DCU'.

In order to accommodate further, planned change over the next decade, we will develop a new multi-campus masterplan that focuses on the provision of the requisite educational and administrative infrastructure. This plan will be informed by a strategic analysis and associated decisions concerning the desired profile (undergraduate, postgraduate, international, trans-national, part-time etc.) of the student body and its rate of growth over the coming years. Provision of appropriate levels of student accommodation will be a key element of the masterplan. We will also initiate a new refurbishment plan to ensure upkeep of existing infrastructure. Transport to and from our various campuses will be an important factor in our planning and we will also pilot a new inter-campus transport scheme to facilitate easy movement of students and staff.

We will continue to invest in the digital infrastructure supporting campus activities, especially in the areas of teaching and learning, research, and administration. The next phase of development, however, will focus on the integration of systems that will enhance the operational effectiveness of the University and the quality of process interactions with both students and staff. This approach will leverage the affordances of digital technology to enhance the 'student journey' and the 'staff experience' in a roll-out of our Digital Campus vision. Our digitally-connected University will provide us with comprehensive data on university activity and, therefore, and evidence basis for Strategic Planning and decision-making. We will establish a new Unit (Strategic Intelligence and Operational Excellence) to coordinate activity based on these new opportunities.

STRATEGIC GOAL 4

	Specific Actions: Over the next five years we will:	Indicators of success/progress
4.1 Multi-campus Masterplan	<p>Create a new 10-year multi-campus Masterplan, informed by a faculty and student growth model (see below), to provide infrastructure to accommodate our future ambitions.</p> <p>The plan will include a substantial increase in on-campus or near-campus accommodation and will prioritise co-location of staff in each faculty.</p>	<p>Completion of new Masterplan</p> <p>Identification of phased capital funding needs to deliver on plan</p> <p>Percentage increase in provision of student accommodation</p>
4.2 Student Profile and Growth Plan	<p>Develop a comprehensive Student Profile and Growth Plan that takes account of our mission, vision and values, demographic and international HE trends, and the financial sustainability of the university (Strategic Goal 3).</p>	<p>Consultation and solicitation of inputs for plan</p> <p>Completion of plan</p> <p>Development of Faculty-specific Growth and Profile plans</p> <p>Implementation of associated Faculty recruitment strategies</p>
4.3 Digital Campus	<p>Implement our Digital Campus Vision to establish an integrated, digitally-connected university through an advanced network of connected infrastructure, digital platforms and people.</p>	<p>Completion and dissemination of Digital Campus Vision</p> <p>Roll-out of required digital infrastructure</p> <p>Launch of new Student Management System</p>
4.4 Strategic Intelligence and Operational Excellence	<p>Establish a Strategic Intelligence (SI) and Operational Excellence (OE) Unit to leverage the affordances of the Digital Campus, provide an evidence basis for strategic decision-making, and to optimise staff time through reduced bureaucracy. This unit will also place a particular emphasis on the student experience ('student journey').</p>	<p>Establishment of SI and OE Unit</p> <p>Development of a plan for prioritised actions of the Unit</p> <p>Implementation of Operational Excellence review of university procedures</p> <p>Development of DCU Dashboard to provide data analytics for decision-making</p>
4.5 Refurbishment Programme	<p>Initiate a rolling Refurbishment Programme to ensure that our student and staff facilities are continuously upgraded and remain fit for purpose.</p>	<p>Dissemination of rolling Refurbishment Programme</p> <p>Annual evidence of impact of programme</p>
4.6 Transport	<p>Develop and implement a University Transport Strategy, including a pilot of an Inter-campus shuttle bus.</p>	<p>Completion and dissemination of Transport Strategy</p> <p>Percentage increase in bus routes and frequency</p>

The next phase of development will focus on the integration of systems that will enhance the operational effectiveness of the University and the quality of process interactions with both students and staff.



Value and develop our staff community

STRATEGIC GOAL

5

Recognising the considerable increase in our scale and complexity of operations across multiple campuses, the issues of recruitment, retention, and succession planning assume even greater importance.

As in any organisation, the achievements and advancement of that organisation are dependent significantly on the quality and commitment of its employees. The upward trajectory of DCU over the past decade has built upon an engaged community of staff who shared, and believed in, the mission of the institution and contributed accordingly. Moreover, since its establishment, DCU has possessed a sense of community with a culture of respect and mutual support. Now, with a significantly changed scale, footprint, and staff profile, we recognise that we should focus closely on our staff cohort and on building a new community as we enter the next exciting phase of development for the University. Strategic Goal 5 is explicit about valuing and developing our human resource, the people who make DCU what it is.

As a starting point, the focus is on identity and the lived experience of staff as we seek to establish and develop a new staff community and shared culture ('One DCU'). This will entail considerable consultation, listening, and social engagement experiences. Building on the theme of Talent in this Strategic Plan, we will expand our staff development activities, with a particular emphasis on leadership.

Recognising the considerable increase in our scale and complexity of operations across multiple campuses, the issues of recruitment, retention, and succession planning assume even greater importance. With that in mind, we will develop and implement a comprehensive Human Capital Plan. We will also establish a new Awards Scheme to recognise the outstanding contributions of our staff, especially in those areas that are not typically highlighted in a university environment.

The health and wellbeing of our staff are of critical importance and we expect that the rollout of our new Healthy Campus initiative ('DCU Healthy') will have a significant impact in that regard. We will also expand our commitment to Diversity and Inclusion. In particular, we will build upon our Women in Leadership suite of initiatives and introduce new elements that reflect our commitment to gender equality.

STRATEGIC GOAL 5

	Specific Actions: Over the next five years we will:	Indicators of success/progress
5.1 Culture and Community	Foster the development of a Staff Community ('One DCU') focusing on culture, identity and the lived experience. Following comprehensive consultation, we will develop a Staff Community Implementation Plan that will take particular account of our new multi-campus, post-incorporation situation. Broadening of communication channels with staff (e.g. DCU Fuse platform) and the creation of more cross-campus social spaces and events will be a particular focus.	<p>Launch of 'One DCU' Implementation Plan</p> <p>Introduction of new communication channels and modalities for staff</p> <p>Creation of cross-campus social engagements</p> <p>Staff survey(s)</p>
5.2 Talent Development	Increase the emphasis on Staff Talent Development through the expansion of our Coaching and Mentoring Programme and extending access to our Leadership and Management Programme.	<p>Expansion of Coaching and Mentoring Programme</p> <p>Rebrand and extension of Leadership and Management Programme</p> <p>The number of and diversity of staff availing of Programmes</p> <p>Introduction of 'Buddy System' for new staff</p>
5.3 Human Capital Plan	Develop a comprehensive Human Capital Plan focusing on strategic recruitment, retention processes, and succession planning. The Plan will adopt a 'rolling' approach with a detailed annual review used to identify priority needs.	<p>Completion and dissemination of plan</p> <p>Review of University recruitment processes (including advertising)</p> <p>Identification of staff progression and support processes</p> <p>Annual review data</p>
5.4 Awards Scheme	Recognise the contribution of staff through the introduction of an Annual Staff Awards Scheme .	<p>Launch of Award Scheme</p> <p>The number of submissions</p>
5.5 Health and Wellbeing	Enhance Staff Health and Wellbeing through the introduction of the Healthy Campus Initiative ('DCU Healthy') and related supports.	<p>Roll-out of 'DCU Healthy'</p> <p>Percentage engagement of staff with 'DCU Healthy'</p> <p>Achievement of 'Healthy Workplace' accreditation</p> <p>Work-life balance initiatives</p>
5.6 Diversity and Inclusion	Promote Diversity and Inclusion across the University through initiatives such as DCU Women in Leadership.	<p>Extension of DCU Women in Leadership initiatives</p> <p>Athena SWAN and similar successes</p> <p>DCU Gender Equality data</p> <p>Introduction of other Diversity and Inclusion initiatives</p> <p>Percentage engagement of staff</p>


As a starting point, the focus is on identity and the lived experience of staff as we seek to establish and develop a new staff community and shared culture ('One DCU').



Develop a global university

STRATEGIC GOAL

6



As part of our commitment to developing talented graduates that can flourish worldwide, we will introduce new opportunities for students to have a global experience during their undergraduate degree.

Given DCU's aspiration to global significance as articulated in our Vision statement and also our commitment to developing graduates that can flourish as global citizens, the International dimension of our Strategic Plan is of critical importance. That level of significance is reflected in our plan to develop an integrated, university-wide Internationalisation Plan that has strong roots in each faculty. This plan will target key regions in Europe, North America, Asia and the Middle East but will be sufficiently flexible to respond to new opportunities as appropriate. We will also expand our global footprint by replicating our Trans-National Education model, which has been developed and implemented successfully in the Kingdom of Saudi Arabia, and in other locations.

As part of our commitment to developing talented graduates that can flourish worldwide, we will introduce new opportunities for students to have a global experience during their undergraduate degree. In addition, we will integrate international dimensions as widely as possible into our curricula. The new Student Centre (due to open in March 2018 on the Glasnevin Campus) will further contribute to the global agenda, as a core element of the Centre will be a Global Village that celebrates multi-cultural and multi-ethnic diversity.

International research partnerships, and the associated mobility of student and staff, play a key role in the global engagement of universities. As highlighted in Strategic Goal 2, we will support this activity by creating a formal link between our International Office and the new Strategic Partnerships Office. Both existing and new partnerships will be supported and we will place a particular emphasis on opportunities created by Brexit.

STRATEGIC GOAL 6

	Specific Actions: Over the next five years we will:	Indicators of success/progress
6.1 Internationalisation Plan	Establish an integrated, Pan-University Internationalisation Plan that will be faculty-based and will set ambitious targets framed around three pillars: Mobility, Partnership and Recruitment. Activities will be focussed primarily on the following key territories: USA, China, India, Europe and the Gulf region (while simultaneously tracking opportunities in other emerging regions).	Completion and dissemination of plan Percentage activity under each pillar at faculty and university level Regional Strategy Groups established Annual performance and income versus targets
6.2 Trans-National Education	Prioritise and replicate our Trans-National Education (TNE) model, focusing on a small number of suitable partners and with involvement of all five Faculties.	The number of international locations The number of Faculties involved The number of TNE students registered Percentage performance and income versus targets
6.3 Global Experience and Citizenship	Establish a Global Experience and Global Citizenship Plan for students. There will be a specific focus on (i) maximising the number of students experiencing a significant global engagement, and (ii) integrating international elements into the formal curriculum. More generally, we will develop a DCU Language Plan to support our community in developing conversational ability and cultural appreciation for selected European and Asian countries.	Percentage programmes incorporating international experience (project; INTRA; period abroad) Percentage programmes with international curricular element Percentage students exposed to international experience and/or curricular element Development of the DCU Language Plan
6.4 Global Village	Create an On-campus Global Village . The Global Village, which will have physical and virtual dimensions and will celebrate global diversity, will have its hub in the new Student Centre but will have nodes on all our campuses.	Launch of Global Village Plan The number of events and the number of students engaged The number of engagements with international locations
6.5 Strategic Partnerships Office	Establish a strong functional link between our International Office and new Strategic Partnerships Office (SPO) (Strategic Goal 2). The International Office will support the development of new partnerships and the deepening of existing partnerships (with a particular focus on the post-Brexit situation).	Formalisation of link between International Office and SPO The number of projects supported The number of new partnerships

A core element of the new Student Centre* will be a Global Village that celebrates multi-cultural and multi-ethnic diversity.

STRATEGIC GOAL

7

Nurture creativity and culture across the university

We will promote the exploration of possibilities arising at the intersections of the creative arts and technological innovation.

DCU has a well-established reputation for innovation. This has been based primarily on our effective translation of research outcomes in the science and technology areas into commercial benefit (as evidenced by strong technology transfer metrics, for example) together with the behaviour of the institution itself in responding to national and global challenges and opportunities. The recent expansion of DCU, however, has created new possibilities for us across all disciplines. In particular, the university has broadened and deepened its profile in the creative and performing arts. Strategic Goal 7 reflects not only the changed dimensions and possibilities of the University but also a new dynamic in the role of culture and creativity in society, both nationally and globally.

We will foster a broader culture of creativity and innovation in DCU, beginning with the narrative used to describe the university and its priorities, both inside and outside the university. We will promote the exploration of possibilities arising at the intersections of the creative arts and technological innovation. We will develop an Innovation Plan that leverages the wide-ranging assets available to the University in this context, e.g. DCU Ryan Academy for Entrepreneurs (DCURAE), DCU Business School (DCUBS), DCU Invent, DCU Alpha and others. We will aim to develop a pioneering

Maker Space on the DCU Alpha campus. We will also engage with external partners to develop a significant initiative in the area of social innovation and social entrepreneurship.

The Student Innovation Hub in the new Student Centre (opening in March 2018 on the Glasnevin Campus) will stimulate a broad range activities and opportunities for students in the areas of innovation and entrepreneurship. Student engagement in these activities is expected to increase significantly as a consequence.

We will develop a new Arts and Culture strategy, the implementation of which will lead not only to an active programme of cultural activities for students and staff inside the university but also a significant engagement with the communities in our neighbourhoods around the University. In this latter context, we will seek to establish a DCU Cultural Quarter.

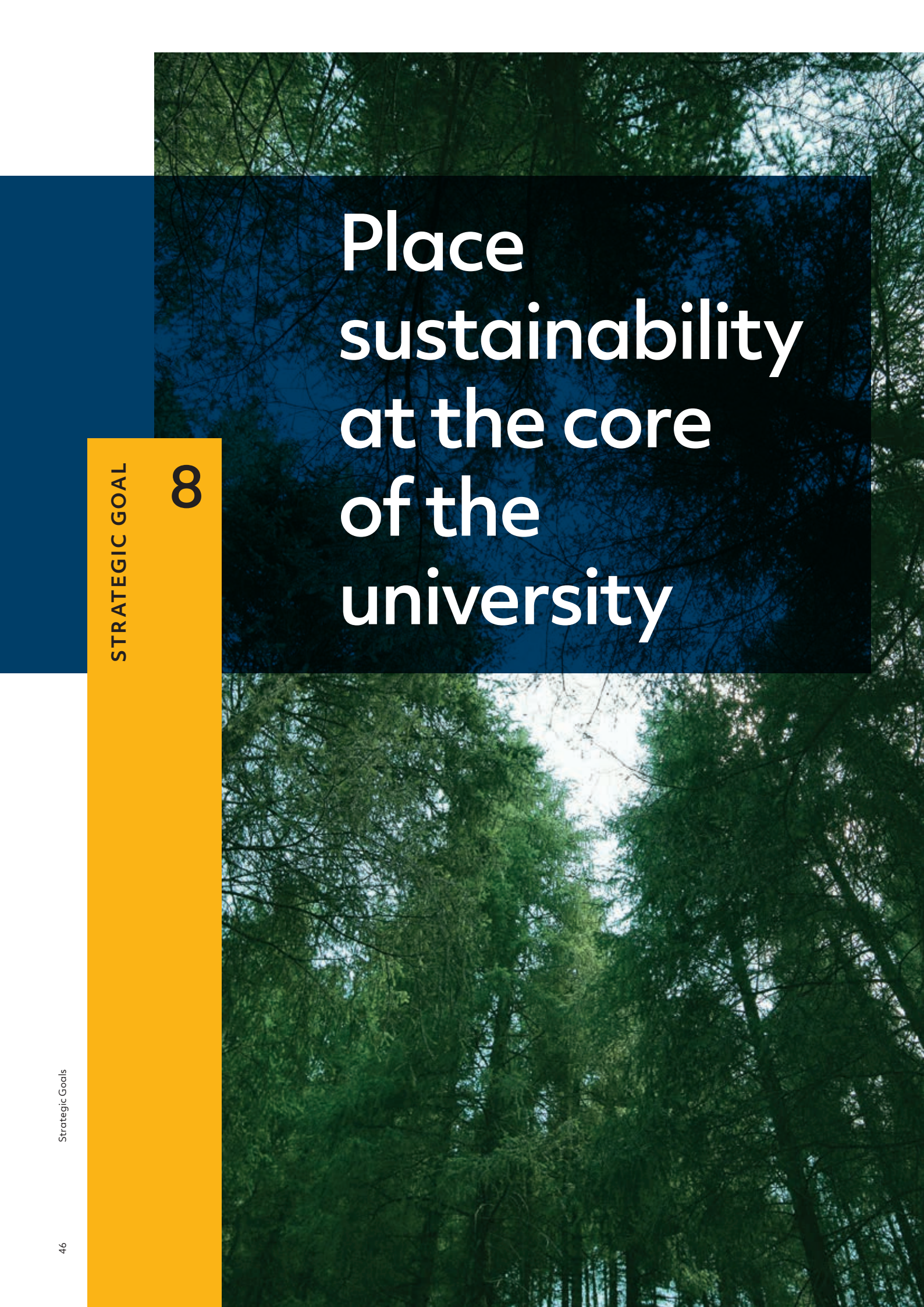
We will establish an Institute of Creativity that will focus on scholarship, education and outreach in the area of creativity and this Institute will also engage actively with the Creative Ireland initiative. Our new Irish Language Strategy (Straitéis na Gaeilge) will represent a step-change in our commitment to the promotion and teaching of the Irish language. This will be augmented by a broader Language Plan for the University.

STRATEGIC GOAL 7

	Specific Actions: Over the next five years we will:	Indicators of success/progress
7.1 Creativity and Innovation	Foster a culture of creativity and innovation in the University. Much of the culture will derive from other Specific Actions associated with this Strategic Goal but it will also require clear articulation in high-level communications from the University along with reinforcement through events and awards.	<p>Inclusion of creativity and innovation in high-level messaging</p> <p>Attraction of sponsor for President's Award for Innovation</p> <p>Developing relationships with key external thought leaders in creativity and innovation</p> <p>Appointment of Adjunct Professors in creativity and innovation, respectively</p>
7.2 Innovation Plan	Develop and implement a DCU Innovation Plan . The plan will include an integrated approach to innovation across the University through coordination of the activities and strengths of DCU Ryan Academy for Entrepreneurs (DCURAE), DCU Alpha, DCU Business School (DCUBS), DCU Invent and other units with capability in this area.	<p>Completion and dissemination of Innovation Plan</p> <p>Programme of activities across DCURAE, DCU Alpha, DCUBS, DCU Invent etc.</p> <p>Provision of optional module(s) for students in area of innovation and entrepreneurship and percentage take-up</p> <p>Development of a Maker Space in DCU Alpha</p> <p>Social Innovation initiative</p>
7.3 Student Innovation Hub	Leverage the Student Innovation Hub in the new Student Centre.	<p>The number of activities</p> <p>The number of students engaged</p> <p>The number of national and international competitions participated in and successes</p> <p>The number of international innovation engagements</p>
7.4 Cultural Experience	Promote the cultural experience of students and staff . This will entail the creation of an Arts and Culture Strategy together with a structure to support an active programme of performing and creative arts across the three DCU campuses. It will also involve the exploration of a Cultural Quarter engaging with communities in the neighbourhoods of our campuses.	<p>The number of events; attendance</p> <p>Engagement with partners to develop Cultural Quarter</p> <p>Creation of an Arts and Culture Strategy</p> <p>Attraction of artists in residence</p> <p>Inclusion of cultural dimension in engagement strategy (Strategic Goal 9)</p>

	Specific Actions: Over the next five years we will:	Indicators of success/progress
7.5 Institute of Creativity	Establish a DCU Institute of Creativity . This multidisciplinary institute will draw upon the expertise of staff across various faculties as well as external thought leaders and will focus on scholarship, outreach, and education in the area of creativity. The Institute's programme of activities will also include engagement with the Creative Ireland initiative.	Scale of staff involvement Research outputs The number of events and outreach activities Provision of creativity module Engagement with Creative Ireland
7.6 An Ghaeilge Irish Language	Develop and implement an Irish Language Strategy (Straitéis na Gaeilge) . The Strategy will include both internal goals and a vision for DCU's national and regional contribution to the promotion of the Irish language. A core objective is the creation of a new Centre, tentatively called Lár-ionad Teagasc agus Foghlaim na Gaeilge (LTFG), with a strong focus on research on language acquisition and the teaching, learning and promotion of Irish.	Launch of the Irish Language Strategy The number of events promoting Gaeilge across all campuses; the number of participants Creation of new Centre (LTFG) New programmes for both Initial Teacher Education and CPD to strengthen teaching and learning of Gaeilge Improvement metrics

The recent expansion of DCU has created new possibilities for us across all disciplines. In particular, the University has broadened and deepened its profile in the creative and performing arts.



Place sustainability at the core of the university

STRATEGIC GOAL

8



It reflects not only our commitment to play our part as a responsible organisation but also our realisation of the messages we can convey as an exemplar organisation to both our students and society around us.

The UN's Brundtland Commission Report (1987) concluded that humanity has the ability to make development sustainable if it satisfies the "needs of the present without compromising the ability of future generations to meet their own needs." This extension of the concept of sustainability beyond environmental protection to include human wellbeing was an important step forward and was further reflected in the more recent UN Sustainable Development Goals. This broad definition of Sustainable Development underpins DCU's own commitment to Sustainability as highlighted in this Strategic Goal. The inclusion of this Goal as one of nine priorities in our Strategic Plan is an important statement by the University and it emphasises the critical importance of this topic for global society. Moreover, it reflects not only our commitment to play our part as a responsible organisation but also our realisation of the messages we can convey as an exemplar organisation to both our students and society around us.

At the core of this Strategic Goal will be the development and implementation of a DCU Sustainability Plan created by a cross-institutional Sustainability Council. This council will also play a key role in monitoring the implementation of the plan.

From the narrower environmental perspective of sustainability, we will seek to embed best practice across the broad range of DCU multi-campus operations. We will also establish ecological footprint metrics and set ambitious targets to reduce these. As an extension of this objective, we will identify one of our campuses and seek to develop it as a carbon-neutral exemplar campus.

Sustainability will play a key role in our academic and research activities. With a view to enhancing the insight and commitment of our students, we will integrate principles of sustainability and sustainability literacy into our undergraduate curricula. Specific degree programme(s) will be developed at postgraduate level. We will also promote research focusing on sustainability. Such activity is likely to build on existing strengths and existing international collaborations.

STRATEGIC GOAL 8

	Specific Actions: Over the next five years we will:	Indicators of success/progress
8.1 Sustainability Plan	<p>Create a DCU Sustainability Plan that will be a road map for operating a healthier and more sustainable University, including responsible management, for students, staff, and the local community.</p> <p>A cross-institutional Sustainability Council will be established to support the creation of the plan and to monitor its implementation.</p>	<p>Establishment of Sustainability Council</p> <p>Completion and dissemination of Sustainability Plan</p> <p>Roll-out of implementation plan</p> <p>Annual reports on achievement of goals set</p>
8.2 Sustainable Operations	<p>Embed Sustainability as a key driver in DCU operations including building management, energy, water, CO₂ emissions, transportation, operational resilience, public realm spaces and in the construction of new buildings. The new challenges facing DCU in operating a decentralised campus will have to be taken into account here.</p>	<p>Achievement of ISO 50001 certification for energy and water</p> <p>Retention of An Taisce/FEE Green Campus Flag</p> <p>Levels of sustainable commuting to, from and between campuses</p> <p>Implementation of NZEB standard for all future buildings</p>
8.3 Curricular Integration	<p>Integrate Sustainability Principles, Literacy and Awareness into the student curriculum. This will involve working closely with Faculties and the Education Committee to establish the optimal approaches to achieving this objective. There will be a particular emphasis on awareness of the UN Sustainable Development Goals.</p>	<p>The number of degree programmes with Sustainability components integrated</p> <p>The number of students participating in such degree programmes</p> <p>Creation of optional (online) sustainability module</p> <p>Develop of a Sustainability Engagement digital credential</p>
8.4 Ecological Footprint	<p>Establish Ecological Footprint Metrics for the University and set ambitious targets to reduce these.</p>	<p>Establishment of Footprint Metrics for each campus/ faculty/unit</p> <p>Annual reports on targets achieved</p> <p>Measures of student engagement and behavioural change</p>
8.5 Research Focus	<p>Promote and support Sustainability Research across the University. This will include, for example, our involvement in the Global Consortium for Sustainability Outcomes (GCSO) and the ongoing work of the DCU Water Institute.</p>	<p>Identification of optimal campus and required implementation plan</p> <p>Percentage progress to carbon-neutral status for exemplar campus</p>
8.6 Carbon-Neutral Campus	<p>Develop a DCU campus as an exemplar Carbon-Neutral Campus.</p>	<p>Identification of optimal campus and required implementation plan</p> <p>Percentage progress to carbon-neutral status for exemplar campus</p>


Sustainability will play a key role in our academic and research activities. With a view to enhancing the insight and commitment of our students, we will integrate principles of sustainability and sustainability literacy into our undergraduate curricula.

Pursue active engagement with our communities

STRATEGIC GOAL

9





We are, and always have been, a highly engaged university, the very antithesis of the 'Ivory Tower University.'

From its establishment, DCU has been committed to active engagement with its various communities. These include the University's own community (students, staff, retirees, alumni, and supporters), our local and regional communities, the enterprise sector, and a range of global partners. We are, and always have been, a highly engaged university, the very antithesis of the 'Ivory Tower University'. It is one of the distinctive features of DCU. In this Strategic Plan, we extend that commitment and associated behaviour even further, with a deepening of engagement across all the sectors highlighted above.

We will develop a 4x4 Engagement Strategy reflecting the combination of the Quadruple Helix (Enterprise, Government, Citizens, Academia) model of engagement with four of our primary communities (Local, Regional, National, Global). We will also establish an Engagement Forum to act as an interface point for external partners. Through a range of initiatives (including formal credentialing and curricular recognition), we will foster student engagement and volunteering.

Reflecting our expanded footprint locally, we will pursue the development of a Northside University Quarter with an associated commitment to add value locally in partnership with community stakeholders. Our focus on widening educational participation will

continue through a range of new initiatives, the most significant being the establishment of an Adult Learning Centre.

One of the many advantages of our location is the vibrant region to the south of DCU (Dublin City) and the dynamic region to the north of the University (Fingal; M1 Corridor; Belfast). Consequently, regional engagement offers many opportunities to us and we will pursue with our partners across a range of topics, with a special focus on commercial and social innovation. Cross-border engagement will be a particular priority, especially with our Strategic Partner, Ulster University.

We will continue to address global grand challenges (e.g. ageing; natural resources) with global partners (especially via the Transatlantic Higher Education Partnership with Arizona State University). A new development will be a broadening of our commitment to inclusion via the establishment of the world's first Autism-friendly University.

As Ireland's University of Enterprise, we will deepen our engagement with enterprise partners under the guidance of a new Enterprise Engagement Plan. A particular focus will be on leveraging the assets of our Innovation Campus, DCU Alpha. We will also strengthen our engagement with our Alumni community via a range of initiatives.

STRATEGIC GOAL 9

	Specific Actions: Over the next five years we will:	Indicators of success/progress
9.1 Engagement Strategy	Develop a 4x4 Engagement Strategy framed on the Quadruple Helix (Enterprise, Government, Citizens, Academia) model of engagement with our four primary communities (Local, Regional, National, Global). Actions in this constituent strategy will include the establishment of a University Engagement Forum that will act as a contact point for external engagement and that will stimulate and support staff engagement.	Completion and dissemination Engagement Forum Scale of participation in staff engagement initiatives
9.2 Student Engagement	Foster and recognise Student Engagement . This will entail a multi-faceted approach (integration of external engagement into curricula via optional or required modules; assessed service learning; introduction of the DCU Extra-curricular Engagement Award (as in Strategic Goal 1); encouragement of student volunteering via student volunteer.ie).	The number of modules with engagement elements Percentage students who gain credits or credentials The number and percentage growth of students volunteering
9.3 Local Communities	Build on our Engagement with Local Communities to reflect both our expanded footprint and some additional priorities. In particular, we will develop the concept of a Northside University Quarter that brings social, cultural and economic value to our neighbouring communities. We will extend our commitment to widening participation and educational pathways through the establishment of an Adult Learning Centre and an Annual Educational Festival. We will also engage with Local Area Partnerships in this context. Our commitment to inclusive education will also be reflected in our ongoing development of the Centre for Talented Youth (CTYI).	Development of Plan for Northside University Quarter Roll-out of specific initiatives under plan (e.g. Cultural Hub) Establishment of Adult Learning Centre Organisation of Annual Educational Festival
9.4 Regional Focus	Champion social, cultural, and economic growth in our region . This region includes Dublin City, Fingal, and the Eastern Corridor from Dublin to Belfast. To make the desired impact, we will build upon deep partnerships (existing and new) with local authorities, County Councils, and major organisations and institutions (e.g. Dundalk IT) in our region. We will place particular emphasis on strengthening cross-border engagement, especially with our strategic partner, Ulster University.	The number of partnerships established Impact measures of initiatives in partnership plans; annual reports KPIs of cross-border projects (e.g. research outputs) Cross-border mobility of staff and students

	Specific Actions: Over the next five years we will:	Indicators of success/progress
9.5 Global Issues	Engage with global issues and global partners . We will continue to address the challenges and opportunities of an ageing demographic (by leveraging our growing global network of Age-Friendly Universities –AFU) and tackle the issue of water supply for all (through DCU Water Institute and the Global Consortium of Sustainable Outcomes). We will pioneer the development of an Autism-Friendly University. We will develop opportunities for students to engage with global issues through our major university partnerships (e.g. ASU). We will continue our commitment to University of Sanctuary initiatives.	Expansion and impact of AFU global network Local impact and metrics of DCU AFU initiative Roll-out of Autism-Friendly University initiative The number of student participants in global engagement initiatives
9.6 Enterprise Engagement	Develop an Enterprise Engagement Plan that focuses on creating a step-change in the scale and depth of our interactions with enterprise partners. In particular, we will leverage the opportunities provided by the growing enterprise base in DCU Alpha, the industry partners of our SFI and EI Centres, and the international network afforded by our Fraunhofer partnership. We will establish a small number of deep strategic alliances with partners aligned with our research priorities (ICT, Bio etc.). Specific initiatives will include expansion of our 'Matchmaker' and partner-specific Hackathon events.	Completion and dissemination of Enterprise Engagement Plan Database of DCU enterprise engagements The number and scale of engagements; outputs and outcomes The number of strategic alliance outcomes
9.7 Alumni Community	Strengthen our engagement with our community of Alumni and enlist their support in advancing the university. We will establish a deeper, structured relationship at Faculty and School level and develop a clear value proposition for ongoing engagement of alumni with the University. A simplified pathway or portal for all modalities of engagement will be established by a renewed Alumni Relations Office.	Creation of new alumni engagement structure at Faculty and School level Creation of simplified engagement portal Articulation of value proposition KPIs on percentage alumni community connected, engaged The number of alumni active in mentoring and other contributions

A rolling approach to planning provides DCU with an opportunity to be flexible and responsive to the dynamic national and global environment.



Modified Rolling Planning

Building on the success of the approach adopted in our previous Strategic Plan (Transforming Lives and Societies: 2012-2017), implementation of this Strategic Plan will involve a process of modified Rolling Planning. The major modification is the introduction of an annual prioritisation process, whereby, for each of the nine Strategic Goals, a decision is made each September regarding which Specific Actions, underpinning each Strategic Goal, are to be addressed over the following 12 months.

A rolling approach to planning provides DCU with an opportunity to be flexible and responsive to the dynamic national and global environment.

Our implementation process will involve annual assessment of DCU's progress towards its goals, while simultaneously taking account of changes in the environment in which it operates.

At the end of each year of the plan, we will conduct a review and critical evaluation of the delivery and ongoing relevance of all the Specific Actions underpinning our nine Strategic Goals. In particular, we will measure annual progress against agreed indicators of progress (as highlighted for each Specific Action).

Any proposed, substantive modifications to the plan must be approved by DCU Governing Authority as part of an annual update to the Authority on progress over the previous 12 months.

Each of the nine Strategic Goals is 'owned' by a member of the DCU Senior Management Group (SMG) that meets weekly with the President. Therefore, during the course of each year, any issues that might arise regarding the implementation of any aspect of the plan can be raised at SMG and addressed speedily.

The rolling planning system will enable us to revise and develop our Strategic Goals, where necessary, while maintaining a focus on our stated strategic Mission, Vision, Culture and Values. The annual 'review and renew' process will continue over the five-year duration of this plan. This approach will enable DCU to be both responsive to emerging opportunities, and alert to risks and uncertainty in our environment, especially in the funding context

Constituent Strategies

Following the launch of this Strategic Plan (Talent, Discovery, and Transformation: 2017-2022) in September 2017, a process will commence across the University to develop the following Constituent Strategies, which will provide much greater detail regarding actions at local level to deliver on the plan:

Thematic Areas:

- Teaching and Learning
- Research and Innovation
- Internationalisation
- Engagement
- Student Experience

Faculty Plans:

- Humanities and Social Sciences
- Engineering and Computing
- Science and Health
- DCU Business School
- DCU Institute of Education

Major Units:

- Finance
- Human Resources
- Operations (COO)

These constituent Strategies will be launched in February 2018. Consequently, by early 2018, there will be clear plans in place for all major elements of the University, all of which will be aligned with the overarching Strategic Plan. It is expected that all Schools and Units will complete local Strategic Plans in the months that follow.





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