

Strategic Plan 2020 - 2023

Leading and Shaping the
Future of Higher Education in the
North Leinster-South Ulster Region





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President's Foreword

This year marks the 50th anniversary of the establishment of Dundalk Institute of Technology (DkIT). On reflecting on the achievements within the past five decades, the Institute is extremely proud of what it has accomplished and the unquestionable contribution that it has made to the region it serves - to the learners, families, schools and colleges, employers, enterprises and the wider community.

The Institute has been at the forefront of delivering excellence in higher education across teaching and learning, research and innovation and engagement, graduating fourteen hundred students annually in such areas as Business and Humanities, Engineering, Health and Science and Informatics and Creative Arts. The most significant achievement and the one we are most proud of, has been the enormous impact of DkIT to those families whose sons and daughters are the first in their families to attend a higher education institution. This has opened up new opportunities to those families and to our communities and their success has earned DkIT its reputation as a welcoming open campus.

The Institute serves the North Leinster-South Ulster region. Over 3.3 million of the population is within ninety minutes' drive of the campus. It is a region with the highest GDP and a priority location for Foreign Direct Investment and indigenous enterprises. As the most significant Higher Education Institute situated midpoint between two large cities with a hinterland across two jurisdictions, the recent Brexit decision impacts on DkIT with its attendant challenges and opportunities. The Institute commits to ongoing collaboration with colleagues and strategic partners North and South to build a future for this globally connected Cross-Border region.

Since the formation of the Institute, an ethos of partnership has been at the core of all that we developed and delivered over the past 50 years. We have enjoyed long and rewarding alliances and we look forward to growing these into the future with our Cross-Border Partners, with Dublin City University, with the Further Education Sector and with our university partners abroad.

So what of the future? To continue to excel, we must keep pace with the ever-changing landscape and to understand our place in it. DkIT looks to the future to a new form of alliance and partnership as envisaged within the Technological University designation. We will look to achieve TU status that projects incontrovertible leadership of higher education and craft apprenticeship provision at the midpoint of the Belfast-Dublin economic corridor and strengthens our Cross-Border Strategic Alliances. This Strategic Plan 2020-2023 plots a new trajectory for DkIT in driving globally connected educational, economic social and cultural development in the region.

Central to the theme of this strategy is the community served by the Institute - its internal community of learners and staff and external community stakeholders, including employers, enterprise, community organisations and others. DkIT's primary focus is to address the needs of all learners and learner groups in a responsive and flexible manner and to meet the needs of its external stakeholders.

Therefore, while celebrating fifty years of achievement we commit with purposeful energy to advance our vision:

DkIT will be the unequivocal leader for higher education and craft apprenticeships, and the engine for growth and social cohesion, in the globally connected North Leinster-South Ulster region through the achievement of Technological University status and Cross-Border Alliances.

Michael Mulvey Ph.D.
President

“DkIT will be the unequivocal leader for higher education and craft apprenticeships, and the engine for growth and social cohesion, in the globally connected North Leinster-South Ulster region through the achievement of Technological University status and Cross-Border Alliances.”

Michael Mulvey Ph.D.
President





“There is an exciting future for the Institute going forward as we celebrate 50 years and with the support and commitment of all our stakeholders, the implementation of our next four-year strategy is guaranteed.”

Paddy Malone
Chairman of Governing Body

Chairman's Statement

On behalf of the Governing Body of Dundalk Institute of Technology, I am delighted to introduce the DkIT Strategic Plan 2020-2023.

DkIT is committed to the delivery of excellence in all its pursuits. The 2020-2023 Strategic Plan sets out a mission and vision for DkIT to position itself within the Irish Higher Education landscape as a Technological University mid-point along the Belfast-Dublin Economic Corridor. This will ensure that families, employers, enterprise and communities have access to university education within their region. In doing so, this will safeguard and sustain our communities now and into the future as students will choose to study and remain in the region. The strategic goals and objectives set out within this plan reinforces the Institute's commitment to its regional remit, while contributing to the national agenda for higher education.

DkIT has an innate understanding of the environment in which it operates and an astute ability to adapt and innovate to meet the ever-changing and ever-challenging requirements as a centre of excellence in teaching and learning, research and innovation and engagement. This success is attributable to the expertise and commitment of its staff which will ensure continued success in advancing our vision.

I would like to extend my warm thanks to my colleagues on Governing Body, to the President and Leadership Team, to Institute staff and students, to partners and stakeholders, to employers and the wider community for their contribution to the Institute. I would also like to thank the Ambition Steering Committee for their hard work, commitment and valuable input into the Institute's Planning Framework over the past number of years.

There is an exciting future for the Institute going forward as we celebrate 50 years and with the support and commitment of all our stakeholders, the implementation of our next four-year strategy is guaranteed.

I am confident that DkIT will continue to play a pivotal role in the educational, economic, social and cultural life of the region we serve.

Paddy Malone
Chairman of Governing Body

Introduction

Dundalk Institute of Technology (DkIT) has earned its reputation as the leading higher education provider in the North Leinster-South Ulster region attracting learners nationally and internationally. The Strategic Plan 2020-2023 builds on the achievements of previous plans and sets out the Institute's Mission and Vision for the next four years.



This new plan has been developed during a period of major transformation in the Higher Education sector and at a time of great uncertainty as a consequence of the decision by the UK to exit the European Union (Brexit). For a Higher Education Institution (HEI) situated beside the UK's only land border with the EU, this is of particular relevance.

The Plan articulates the Institute's strategic direction towards 2023 and commits to a renewed sense of purpose to contribute to the North Leinster-South Ulster region in the context of Technological University status, with key Cross-Border Partners and the further development of core and strategic alliances with the Further Education (FE) sector.

This Strategic Plan sets out to address two key questions:

1. What does this region need – in terms of learners, families, enterprises and the wider community?
2. How can DkIT best deliver on this in a credible and sustainable manner?

North Leinster-South Ulster Region – A Connected Region



DkIT, serving the North Leinster-South Ulster region, is strategically positioned mid-way along the Dublin-Belfast Corridor, on the border with Northern Ireland which bestows unique characteristics to the Institute. The ability to engage with a potential critical mass from the many key urban centres along

the Dublin-Belfast corridor puts the Institute in a very advantageous position. Within a 90-minute drive time there is a population of 3.33 million (Socio-Demographic Profile – Foundations for Growth DkIT 2019). This presents unique challenges and opportunities as referenced in the National Planning Framework (Ireland 2040 Our Plan) and as referred to in the Regional Development Strategy 2035 for Northern Ireland.

The National Planning Framework: Ireland 2040 Our Plan highlights the opportunity of the cross-border network of Drogheda-Dundalk-Newry in the mid-stage of the Dublin-Belfast Corridor. The NI Regional Development Strategy (RDS) 2035 echoes the National Planning Framework in mentioning the potential for clustering between Newry and Dundalk and the tradition of cooperation between the two urban centres and citing Dundalk as a strategic gateway.

The M1 Corridor Report underpins on-going work for the development of an All-Island Economy. Many parts of the All-Island Economy – infrastructure, health, energy, etc. have joint collaborations to afford maximum and mutual benefit to the regions. Higher education is somewhat lagging in this regard but more recent developments have sought to adopt closer working relationships with the university sector- North and South - committing to collaborate, on an all-island basis, across a broad range of research and education initiatives.

This includes proposals for a new All-Island Doctoral Training Partnership – Innovation Lab Ireland – with a focus on innovation, bringing universities, enterprise, community and policy-makers across the island of Ireland to support innovation training and practice for postgraduates. Additional focus by the higher education sector in collaboration with the enterprise representative organisations, Enterprise Ireland and Science Foundation Ireland is the renewed emphasis on developing the Belfast to Dublin Corridor. As a major player and contributor to the development and sustainability of this region, along the Dublin-Belfast Corridor, the role of DkIT in this regard is paramount.



North Leinster-South Ulster FE-HE System



Our Institutional Profile

A detailed analysis of the baseline performance of the Institute to establish the Institute's relative and comparative position within the sector was carried out. This was further reflected in the HEA Mission-based Performance Compact Annual Report. Both reports provided insights into areas of comparative strength and highlighting opportunities for improvements.

The Institute's focus over the next four years is to strengthen its student base by:

1. Increasing part-time and flexible provision to achieve and exceed Institute of Technology (IoT) sectoral averages and meet TU targets;
2. Continuing to grow student enrolments from Northern Ireland;
3. Increasing the scale of the School of Engineering;
4. Increasing postgraduate taught provision;
5. Continuing to grow international enrolments.

The Institute excels in the area of national and international engagement and during the lifetime of this plan, the greater emphasis to implement a coherent and integrated strategy to support employer engagement will continue. The introduction of the Corporate Partnership Programme provides a strategic and focussed framework for a cross-disciplinary and cross-functional approach to employer engagement to elicit maximum mutual benefit in terms of teaching and learning, research and innovation, learner engagement and enhanced learning environment.

In the area of research and innovation, the Institute remains one of the top performing IoTs in the sector. Going forward, the Institute will focus on the consolidation of its research activity. This will involve building a critical mass centred on a select number of high performing research centres.

It is within this context and reflecting on its current institutional performance and regional profile that DkIT has based its strategic mission and vision for a whole-of-the organisation approach to a coherent and integrated Strategic Plan 2020-2023.

DKIT by Numbers

90 Acre
all-in-one campus

Top Performing
Institute in Research
and Innovation

1,220
Work Placements
each year

94%
Graduate
Employment Rate

485 International
students from
over 35
countries

Level 7
To
Level 10
Plus Craft
Apprenticeships

620
Staff

5,440
Students

90%
of which come
from our region

Looking Ahead

DkIT is a quality provider of higher education that meets the needs of its many regional stakeholders – learners, staff, employers, enterprises and the community – educationally, economically, socially and culturally. In devising the Institute's strategic goals, critical consideration is given to the rapidly changing higher education landscape nationally with the formation of Technological Universities, the evolving trends internationally and to the economic, social, cultural and political challenges presented by Brexit as discussed above.

The Institute offers a broad provision of higher education primarily from Level 7 to Level 10 across Business and Humanities, Engineering, Informatics and Creative Arts, Health and Science and Craft Apprenticeships. Consideration is given to the challenge of developing appropriate signature domains which unites existing organisational strengths in a coherent and compelling manner to meet the needs of the region to include:

- Agriculture provision, a core expertise, allows for development and synergies in such areas as climate change, sustainable farming and food production;
- Our expertise within craft apprenticeships acts as a foundation for a renewed focus on Engineering and Renewable Energy provision;
- Finance and Accounting provision which underpins the development of the M1 Payments Corridor;
- Within research, innovation and engagement with enterprise, expertise within the domains of Connected Health and Wellbeing integrate into teaching and learning in such areas as informatics and health.

The strategic focus therefore reflects:

- A focus on the level, profile and needs of our learners to sustain an excellent learner experience;
- Increased use of flexible modes of delivery;
- Leveraging and refocussing the internal resources and capacity of the Institute to maximise the impact to include, but not limited to:
 - Increased focus on resources for new and enhanced areas of academic provision to include flexible learning and upskilling for enterprise
 - Enhanced learner supports and services
 - Increased levels to support organisational enablers such as IT systems and campus infrastructure;
- Distributed provision in areas such as Drogheda, Cavan, Monaghan and Armagh;
- Leveraging the educational assets of the region and deliver in the wider context FE HE education system;
- Globalisation of higher education, research and innovation and the impact of major challenges such as climate change, urban and rural development and disruptive technologies;
- Funding Environment.

DkIT will strive to continue to offer affordable entry to higher education with a range of pathways that appeal to diverse learners and which aims to retain greater levels of students in communities in the region. In committing to achieve Technological University status, enhance strategic Cross-Border Alliances and linking seamlessly into the Further Education Sector, DkIT will safeguard its centrality in the provision of higher education. This centrality, positing the institution as a credible nexus for a region of learning, determines the architecture of alliances and relationships that best facilitates DkIT delivering its role in this collaborative-networked education system.

In this way, DkIT will continue to be a transformational player in the North Leinster-South Ulster region by maintaining and enhancing its profile and position in learning and teaching, research, innovation, enterprise development and internationalisation.

In committing to achieve Technological University status, enhance strategic Cross-Border Alliances and linking seamlessly into the Further Education Sector, DkIT will safeguard its centrality in the provision of higher education.



Vision, Mission & Values



Mission

DkIT provides learner-centred graduate-focused higher education and craft apprenticeships, driving and inspiring globally connected educational, economic, social and cultural development in North Leinster-South Ulster.

Vision

DkIT will be the unequivocal leader for higher education and craft apprenticeships, and the engine for growth and social cohesion, in the globally connected North Leinster-South Ulster region through the achievement of Technological University status and Cross-Border Alliances.

Values

Our values set out the Institute's ethos, which guides and underpins our strategy.

Learner-Centredness: DkIT strongly believes in the empowerment of the individual learner and in affording every learner the opportunity to learn, succeed and meet their full potential personally, academically and professionally, in the workplace and in the community.

Equality, Diversity and Inclusivity: DkIT is committed to accessible higher education for learners in all of their diversity through equal access opportunities and to the delivery of education and support services, which will enable learners to achieve their goals.

Transparency and Accountability: The Institute is committed to the efficient and effective management of resources to maintain public trust and ensure a fiscally responsible and a sustainable future through ethical practices.

DKIT 1970-2020

1970

- Formation of Regional Technical College (RTC)
- 15 acre campus
- 8,000 m² floor space
- Circa 500 students
- Offered Leaving Certificate and two year certificate programmes in Science, Engineering and Business Studies

1989

- Opening of the Regional Development Centre (RDC): First Campus Incubation Facility
- Faulkner Building Opens

2001

- Purchase of the PJ Carroll Factory
- Second Extension to RDC
- T K Whitaker Building Opens

2005

- Wind Turbine - First on a Third Level Campus in Ireland

2006

- Institutes of Technology Act 2006

1973

- Apprenticeship Provision

1992

- First Extension to RDC
- Regional Technical Colleges Act 1992

2004

- Third Extension to RDC
- Muirhevna Building Opens



2011

- P J Carroll Building Opened

2013

- Acquisition of JJB Sports

2018

- Technological Universities Act 2018
- Southern Regional College, Northern Ireland joins NEFHEA

2020

- 87 acre Campus
- 74,500 m² floor space
- 5,400 students
- Offering Programmes from Levels 6-10 on NFQ in: Business & Humanities, Engineering, Health & Science, Informatics & Creative Arts
- Craft Apprenticeships

2007

- North East Further and Higher Education Alliance (NEFHEA) MOU Signed

2014

- Opening of DkITSports
- Dublin City University-DkIT Graduate School is established

2019

- Naming of the De Chastelain Library



DkIT's Strategy for 2020-2023

Dundalk Institute of Technology's mission, vision, values and strategic priorities sets out its ambition for the period 2020-2023. These are aligned to the strategic areas identified in the HEA's Mission-based Performance Compacts and reflect the ambitions of the Institute across five key areas as determined by the needs of the learners, staff and the region.

Strategic Priority

1

Changing Landscape in terms of Designations, Mergers and Alliances

2

Excellent Teaching and Learning and Quality of Learner Experience

3

High Quality, Internationally Competitive Research and Innovation

4

Enhanced National and International Engagement

5

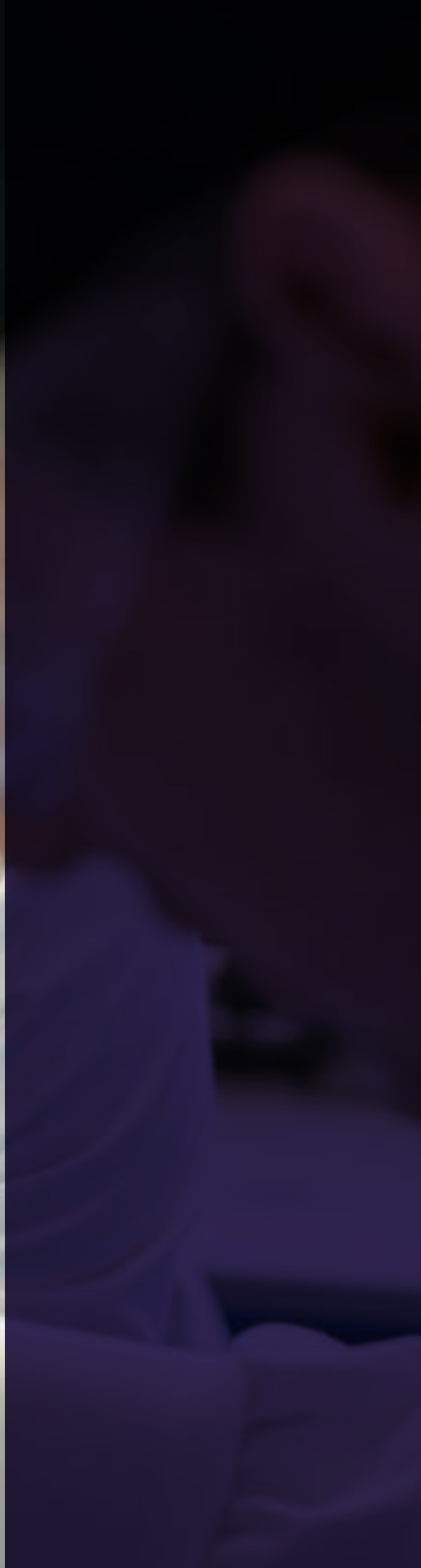
Organisational Development and Corporate Excellence





Strategic Priorities, Goals, Objectives and KPIs

The five Strategic Priorities identified are presented with associated high-level strategic goals, objectives and key performance indicators for the next four years.





Strategic Priority 1:

The Changing Landscape in terms of Designations, Mergers and Alliances

To achieve TU status for DkIT under the Technological Universities Act 2018

DkIT is unequivocally committed to achieving Technological University (TU) status. This will future-proof the Institute in meeting the educational, economic, social and cultural needs of the region. In doing so, the Institute will ensure that greater numbers of students are attracted to the region and will contribute to economic, social and cultural fabric within the communities by choosing to stay and work in the region after they graduate. TU status, as envisaged under Project 2040, will deepen the talent pool for distinctive regional clusters and drive research and innovation.

TU status requires DkIT either to join a consortium with existing TU consortia or to join an existing TU (i.e. Dublin). An urgent requirement is to identify potential partners. This involves the establishment of a framework for the development of collaboration within the identified TU consortium (or existing TU), while continuing towards meeting the criteria required for TU status.

Strategic Goal 1:

To achieve TU status for DkIT under the Technological Universities Act 2018.

Strategic Objectives:

- Develop and implement a consultative process to identify partner(s) and become part of a TU consortium (or make progress with respect to an existing TU) by the end of April 2020
- Continue to work to satisfy the criteria required for designation as a TU
- Establish a framework for the development of collaborations within the identified consortium or existing TU

KPIs:

- TU/ TU Consortia partner identified and secured by April 2020
- To meet the TU criteria in partnership.

Strategic Goal 2:

To enhance the Institute's position within the North Leinster-South Ulster region of learning.

Strategic Objectives:

- Strengthen the Memorandum of Understanding with DCU
- Collaborate with Northern Ireland institutions including QUB and UU and foster close and effective alliances with both FE and HE in the region
- Enhance the NEFHEA and MEND clusters

KPIs:

- Increased and enhanced alliances
- Increased Institutional Economic, Social and Cultural Impact in the region

To enhance the Institute's position within the North Leinster-South Ulster Region of Learning

An important aspect of DkIT's collaborative engagements with other institutions is the existence of 'focal points' or common interests, which serve to give both parties mutual benefits. There is a geographic dimension to focal points, where partners operate in a common region of interest. Collaboration with other institutions involved in education and training is an important part of the operations of the Institute. The Institute has an established and valued strategic alliance with DCU, NEFHEA, the MEND cluster and Cross-Border Partner Institutions and these will be further enhanced.

North East Further and Higher Education Alliance (NEFHEA)

The Institute is part of the aforementioned NEFHEA, whose members include Drogheda Institute of Further Education (DIFE), Monaghan Institute, Cavan Institute, O'Fiaich Institute, Dunboyne College of Further Education, Beaufort College and NI-based SRC (Southern Regional College). NEFHEA is underpinned by a Memorandum of Understanding (MoU), in which its members are committed to working together to enhance progression opportunities for learners from further to higher education, to collaborating on course design and development in response to regional needs and to sharing expertise and resources. NEFHEA is particularly focused on enabling more learners from the FET institutes in the region to progress and provide pathways to study at DkIT on HE courses (Levels 7, 8 and higher in the NFQ), thereby facilitating learners to fulfill their learning potential. The entry of SRC to NEFHEA in 2018 enriches the cross-border potential of the network.

DCU-DkIT Graduate School

The DCU-DkIT Graduate School is a cornerstone of postgraduate research provision within the Institute. DkIT learners wishing to pursue a Master degree or PhD by research do so at DkIT and receive a DCU-accredited award. DkIT's alliance with DCU also extends into the innovation and enterprise development space via the Technology Transfer Strengthening Initiative (TTSI) and the Enterprise Ireland funded New Frontiers Entrepreneur Development Programme.

Leinster Pillar II Cluster/MEND Cluster

DkIT is part of the Leinster Pillar II Cluster, which also includes DCU, Maynooth University and AIT (the regional cluster is known as the MEND Cluster, comprising the Midlands, East and North Dublin) with continued landscape funding for cluster development.

Regional Skills Fora

Inter-institutional collaboration is also encouraged and promoted through Regional Skills Fora, with the aim of enhancing the capacity of educational institutions to better respond to regional economic development needs. In 2015, the Department of Education and Skills commenced work on the establishment of nine Regional Skills Fora which saw all universities and IOTs working with the Education and Training Boards (ETBs) to enhance employer engagement on skills needs in each of the regions and to establish how these needs can best be met by the education and training providers. DkIT is an integral part of North East Regional Skills Forum as the only higher education provider.

Cross Border Partnerships

The Institute will continue to strengthen its relationship with University of Ulster and Queen's University and build on successes in research and innovation and enterprise development. DkIT is committed to a renewed sense of purpose to contribute to the North Leinster-South Ulster region encompassing this cross-border region.





“My three years here in DkIT have been unforgettable. I moved from the South-East not knowing one person in this College, but from day one I felt welcome. The community atmosphere and friendly faces along the corridors is like no other. I have made so many memories here that I know will shape my future.”

Katie Ryan
Student in Dundalk Institute of Technology





Strategic Priority 2:

Excellent Teaching and Learning
and Quality of Learner Experiences

Excellent Teaching and Learning and Quality of Learner Experiences

Internationally and nationally, the concept of 'student success' has become increasingly influential as a means of understanding and enhancing the learner experience. The term reflects a shift in thinking and emphasis: learning rather than attainment and engagement rather than retention. The National Forum for the Enhancement of Teaching and Learning has developed a national understanding of Student Success defining it as below:

'Student success optimises the learning and development opportunities for each student to recognise and fulfil their potential to contribute to, and flourish in, society. To be achieved, this requires a culture in Irish higher education that values inclusivity, equity and meaningful engagement between students, staff, their institutions and the wider community' (O'Farrell, 2019, p.27).

Informed by the needs of our learners and our region, DkIT is committed to promoting student success by ensuring a high quality, supportive learner experiences that foster the development of graduates who are work-ready and can contribute positively to their communities.

The Institute will continue to place learners at the heart of its strategy. This is reflected in the strategic prioritisation of a high quality, supportive learner experience, with a particular emphasis on promoting wellbeing, as an enabler of student success.

In terms of programme portfolio, DkIT will continue to provide craft apprenticeships and higher education programmes primarily from Level 7-Level 10 across its disciplines in Business, Humanities, Informatics, Creative Arts, Health, Science and Engineering. Given the demographic profile of the region, DkIT will place a particular focus on six key areas as follows:

1. Ensuring that employability is recognised as a key aspect of the learning experience;
2. Using flexible modes of delivery to respond to employer and enterprise needs through the provision of focussed accredited training and upskilling programmes. The Institute will provide further CPD, as appropriate, to staff to facilitate the development and implementation of these modes of delivery;
3. Addressing the educational needs of the full-time and flexible learners in the choice of programmes from Levels 7-10 and craft apprenticeship provision;
4. Continuing to deliver on its core programmes across all disciplines while exploring opportunities for inter-disciplinary STEAM programme development and delivery;
5. Increasing STEM provision and scaling the School of Engineering;
6. Developing the range of programmes offered at Level 9 and 10 and continue to attain TU metrics.

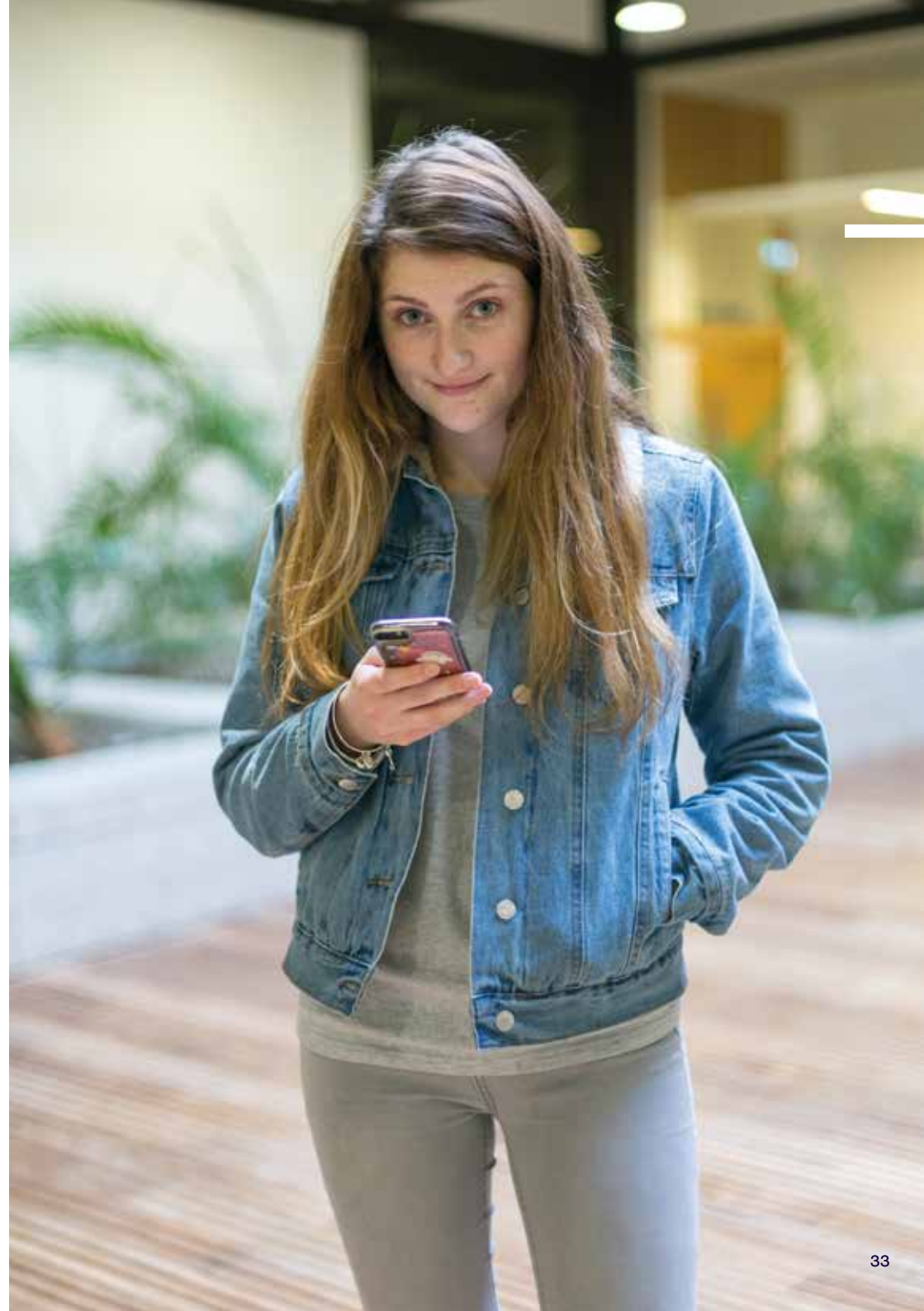
DkIT will work closely with the NEFHEA partners to ensure greater levels of progression from FE to HE and greater access to higher education from targeted under-represented groups. In addition, the Institute will explore further options for common entry-level programmes to enhance learner options.

The Institute will continue to develop and support craft apprenticeships. The new apprenticeship model offers increased opportunities in enterprise-education collaborations and provides an alternative educational path for learners in the region. It also has potential to further differentiate the Institute within the higher education sector in terms of its learning and teaching provision.

Brexit has the potential to impact on Cross-Border student mobility and recruitment. As one of two higher education institutes situated on the border with Northern Ireland, the Institute remains committed to its role in cross-border educational and economic development and will continue to promote itself to potential learners from Northern Ireland.

DKIT will prioritise its strategic focus on increasing its participation and access rates. This requires a prioritised focus on increasing flexible and lifelong learning provision. This reflects the strategic intent of the Institute to provide programmes relevant to the needs and abilities of learners and to meet the needs of employers in the region. To support this strategic goal, the Institute will develop access and progression routes for diverse learner cohorts.

The following strategic goals and associated strategic objectives and KPIs are set out under this strategic priority.



Strategic Goal 3:

To maintain a high-quality, inclusive learner experience that supports all our learners, holistically, and in their diversity, to achieve their potential.

Strategic Objective:

- To enhance student success by ensuring excellence and innovation in learning, teaching and assessment.

KPIs:

- Development and Implementation of revised DkIT Learning and Teaching Strategy
- Development and implementation of a Digital Learning Strategy and Policy
- Implementation of the Student Success Strategy
- Enhancement of current programme approval policies and procedures to incorporate quality assurance policies and procedures for blended and online learning
- Provision of accredited and non-accredited professional development in learning and teaching, open to all who support learning.

Strategic Objective:

- To enhance the provision of effective learner-centred support for all our learners.

KPIs:

- Review resourcing of learner supports completed and recommendations implemented
- Development of a structured approach to support for part-time learners
- Development and implementation of online learner support portal
- Development of an online induction accessible pre-registration
- Creation of a student-management forum.

Strategic Objective:

- To provide increased opportunities within our region by offering a wide range of programmes and access routes to learners and extending our provision of postgraduate, flexible and lifelong learning provision.

KPIs:

- The overall total student numbers
- Number of CAO Level 6-8 enrolments
- Number of part-time and Springboard students
- Number of undergraduate programmes with advanced entry, including FE to HE
- Number of apprenticeship students
- Number of taught and research postgraduates
- Participation by underrepresented groups.

Strategic Objective:

- To actively promote and support wellbeing and positive mental health

KPIs:

- Development and implementation a comprehensive mental health policy for the campus based on the HSE Connecting for Life guidelines.



Strategic Goal 4:

To foster the development of learners as graduates, personally and professionally, who can contribute positively to society.

Strategic Objective:

- To enhance student engagement.

KPIs:

- Development and implementation of framework to support and promote student engagement

Strategic Objective:

- Ensure that employability is identified as a key aspect of the learning experience.

KPIs:

- DkIT Graduate Attributes developed
- Institute Employability Statement developed, adopted, and interpreted in the context of each programme

Strategic Objective:

- To enhance engagement between employers and learners.

KPIs:

- Number of placements and the trends in growth, enterprise area and location
- Number of employer/employability related events on campus
- Number of graduate programme partners with DkIT on a national and regional basis.



“Lots of factors contribute to students’ success here in DkIT, including the open door policy for students, small class sizes and most definitely, the teaching and learning strategies or methodologies which are at the heart of every academic programme.”

Brid Delahunt
Lecturer in Department of Nursing,
Midwifery and Early Years





Strategic Priority 3:

High Quality, Internationally Competitive
Research and Innovation

High Quality, Internationally Competitive Research and Innovation

Society is currently facing real global challenges which affect people's quality of life, including finding renewable forms of alternative energy, finding cures for fatal diseases and addressing the societal issues around ageing populations. Within our cross-disciplinary research teams, through both basic and translational research programmes, DkIT is attempting to address these global issues and find solutions for enterprise and society. Ensuring our research has impact, whether it is contributing to the knowledge gap, aiding economic development, solving societal challenges, informing national and international policy and informing the teaching remit of the Institute, has always been at the heart of our research endeavours.

The Institute aims to invest in growth areas of strategic importance, which are aligned with the Institute's research strengths and which are informed by the external environment and founded upon excellence led by global needs with real-world societal and economic impacts. Through the National Research Prioritisation Exercise, Horizon 2020, Innovation 2020 and a recent Institute self-assessment exercise, DkIT identified both its current research strengths and emerging research areas. The Institute's research agenda within both these established and emerging areas is driven by a number of research teams, which are embedded across the Institute's four academic schools and include:

- *Prioritised Established Research Clusters:* (a) ICT, Health and Ageing; (b) Energy and the Environment; and (c) Creative Arts.
- *Emerging Research Clusters:* (a) Humanities and Social Sciences; (b) Teaching and Learning; and (c) Entrepreneurship.

In particular, the Institute aims to build a critical mass centred on a select number of high performing research centres.

It is vitally important that the Institute increases the visibility of its research to external stakeholders, including research funders, private and public bodies, potential collaborators and society. This will demonstrate the unique contribution the Institutes' research outputs are making to the knowledge economy. Greater visibility will not only lead to strengthening the Institutes ability to secure external research income but it will also enable the development of strategic partnerships with public and private bodies. We recognise that it is the quality and expertise of our researchers, which underpins our research success to date.

The Institute will strive to actively support its research community in their endeavours, both established and early career researchers. It is only through this that the Institute can attain its research vision to be a leader in its research themes. Research, is a critical and integral part of the overall learning environment of the Institute for its staff and student body. The guiding principle is to embed the Institute's research activities within its academic Schools through the implementation of a suite of strategic actions.



"I have found the DkIT research community to be a highly supportive, encouraging and nurturing environment, where the contributions and talents of individual researchers are recognised and valued. Having begun my research career in DkIT as a postdoctoral research fellow, I am now director of my research centre, with DkIT supporting my progression."

Dr. Julie Doyle
Director, NetwellCASALA

Strategic Goal 5:

Focus and drive research and innovation excellence in an enabling environment, which is internationally competitive and has societal and economic impact which informs our teaching and learning environment.

Strategic Objectives:

- Ensure our research priorities are aligned with the areas articulated in the National Research Prioritisation Exercise and Horizon Europe
- Support and develop specific enterprise and community partnerships in research applications and programmes that promote translational research
- Prioritise leading research teams for major strategic external programmes and internal investment.
- Recruit and retain high calibre academic researchers in selected research areas
- Support and identify emerging research areas
- Support and enable existing academic staff to become research active
- Review the research and teaching duties for all active researchers
- Support the national implementation of a Career Framework for Researchers
- Recognise and reward research excellence and impact.

KPIs:

- Exchequer and non-exchequer research funding leveraged by researchers
- Number of research and innovation awards
- Number of research Level 9 and 10 researchers
- Number of research Level 9 and 10 graduations
- Number of research supervisors
- Number and breadth of intellectual policy outputs as per TTSI3
- Number of emerging and established researchers within the academic schools
- Maintain HR Excellence in Research Award.

Strategic Goal 6:

Sustain existing and build new collaborative research and innovation networks, nationally and internationally, of scale so as to increase the visibility and impact of our research and innovation.

Strategic Objectives:

- Formally join large scale national and European research and innovation platforms
- Build strategic alliances to maximise our research impact
- Develop a detailed communications strategy with respect to our research and innovation activities.


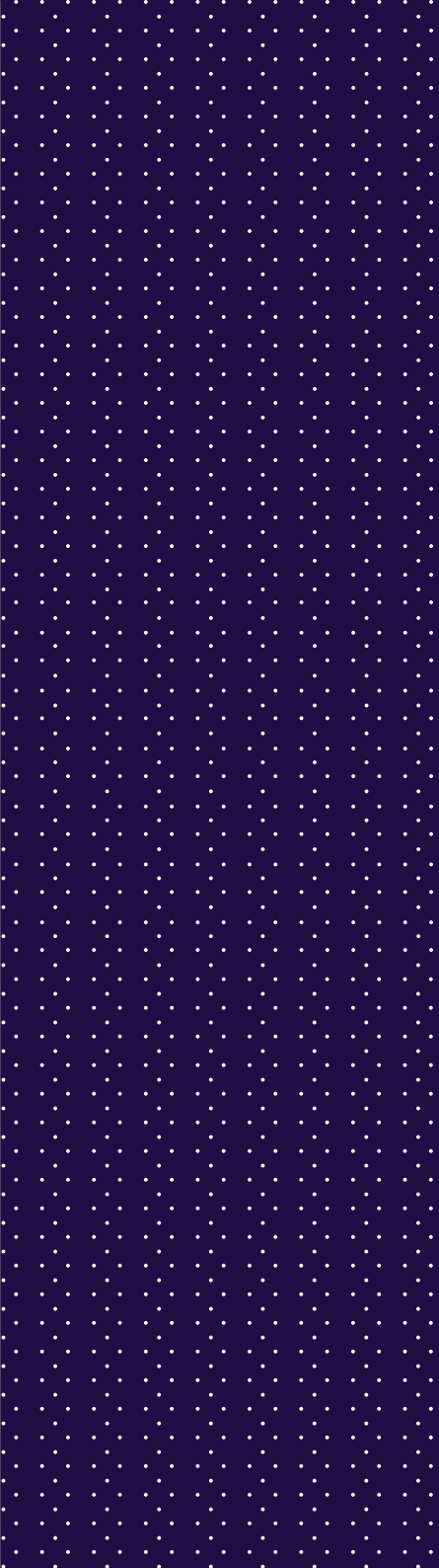
KPIs:

- Level of participation in EU wide networks and success rate in Horizon Europe applications
- Involvement in all Island SFI Centres
- Research and Innovation MOUs with university partners
- Ireland-US SFI Programme applications
- Peer reviewed publications in journals and citations
- Research and Innovation Communication Strategy developed and implemented.





International Culture Day



Strategic Priority 4: Enhanced National and International Engagement

To increase the level of responsiveness to external organisations focusing on areas of academic excellence, flexible learning provision, research and innovation strengths

DkIT's role in the integrated development and enhancement of the economic, social and cultural life of the globally connected cross-border region is at the centre of DkIT's Strategy. The Institute is committed to its engagement with cross-border regional enterprises, communities, state and semi-state bodies, educational providers and other key stakeholders for the benefit of the region. Enhancing the research, innovation and learning environment at DkIT is underpinned by creating rich opportunities and a strong bridge for engagement for both national and international organisations and reflected in the Institute's Corporate Partnership Programme. The Institute will ensure greater coherence across the Institute to drive and deliver on this agenda. This will involve greater cross collaboration between functional units to include the Careers and Employability Centre, Lifelong Learning Centre, Research Centres, Regional Development Centre and the North East Regional Skills Forum.

The Regional Development Centre (RDC) at DkIT acting as the commercially oriented interface between DkIT and the industrial, commercial and business life of the region has been an engine for regional economic growth and development since 1989. The RDC makes available the expertise, facilities and resources of the Institute for the wider benefit of the regional economy and provides extensive enterprise support that is supplemented through ongoing research. The work of the RDC ranges from the promotion of entrepreneurship to students, supporting knowledge based start-up businesses and providing specialised supports to meet the needs of established business through innovation and applied research projects. DkIT's Careers & Employability Centre focus on Employability skills and Student Work Placements by engaging with learners and employers to enhance student learning and creating meaningful linkages with all professional fields locally, nationally and internationally. The Lifelong Learning Centre at DkIT co-ordinates part-time and Springboard courses to meet external organisation requirements delivered on campus or as outreach options.





“The links which we have developed and the relationships we have forged have been instrumental in helping us grow and develop our company. Without the support of the DkIT RDC network and facilities we would have struggled to meet the needs of our expanding client base.”

Alan Clarke
CEO, STATSports

Strategic Goal 7:

To increase the level of responsiveness to external organisations focusing on areas of academic excellence, flexible learning provision, research and innovation strengths.

Strategic Objective:

- To increase capacity for enterprise incubation and job creation.

KPIs:

- To maintain a supportive community of entrepreneurs, start-ups and soft landing FDI, measured through client satisfaction rate surveys
- Maintain incubation occupancy levels above international benchmarks
- Meet funder targets for participation numbers on entrepreneur development programmes
- Increase the capacity footprint of the incubation facilities.

Strategic Objective:

- To create and maintain an enabling and encouraging environment for staff engagement with external organisations.

KPIs:

- Development and implementation of a CPD framework to support staff to enhance engagement with external organisations.

Strategic Objective:

- To increase the number of research, innovation and learning projects with external organisations.

KPIs:

- Leverage visibility through development of a detailed communications strategy to include Corporate Marketing Collateral
- Increase the number of Corporate Partnership Programme MoUs, partnership agreements and learning provision contracts developed with external organisations
- Maintain the commitment to annually sponsor Research and Innovation Enterprise Post Graduate positions.

To enhance and widen learner experience and global awareness by sustained development of inbound and outbound internationalisation

DkIT's objective is to consolidate its international market-recruitment, enhance international diversity and develop strategic international engagement through inbound and outbound student and staff mobility. The internationalisation agenda remains a key priority for the Institute and it aspires to continue to be one of the top performing Institutes in terms of attracting overseas students. Brexit presents opportunities for Ireland and the Institute in further attracting international students.

This objective feeds directly into the delivery of the overall Institute mission and vision to produce graduates who are work-ready, internationally engaged and inter-culturally aware. Internationalisation is already embedded in the curriculum. Learning and teaching strategies are employed in the classroom to ensure Irish and international students collaborate, thus enhancing their inter-cultural competencies. The Institute remains committed to the maintenance and promotion of international exchange activities and will continue to raise awareness among the staff and student body of the importance of overseas exchanges.

Strategic Goal 8:

To enhance and widen learner experience and global awareness by sustained development of inbound and outbound internationalisation.

Strategic Objective:

- To increase the number of inbound international students

KPIs:

- Increase International student recruitment in targeted markets
- Develop Memoranda of Understanding with higher education providers in targeted markets with a focus on student and staff exchange, summer schools and advanced entry pathways.

Strategic Objective:

- To increase the number of students, staff and research engaging on outbound development opportunities.

KPIs:

- Enhanced internationalisation
- Increase the number of staff engaging in outbound mobility
- Increase the number of students engaging in outbound Erasmus mobility.



“I joined DkIT as an undergraduate student back in 2012 to complete a Bachelors Degree in Pharmaceutical Science and I went on to study a Level 8 Add-On, graduating with a 1st Class Honours in 2016. I’m now completing a Ph.D at the Institute with the Smooth Muscle Research Centre.

My progression to Level 9 would not have been possible without the excellent supports provided by the the International Office and my lecturers. The atmosphere on campus is very collaborative and the quality of programmes is very high.”

Ms. Zhihui Fong (Nicole)
Ph.D Student at Smooth Muscle
Research Centre





Strategic Priority 5:

Organisational Development and
Corporate Excellence

Organisational Development and Corporate Excellence

DkIT aims to deliver on its promise to learners, to the community and to the region. Staff will be empowered through effective communication and continuous professional development.

Physical Environment and IT Infrastructure: The Institute's Campus Development Plan 2011-2021 will be updated to reflect the current capital requirements. In addition, a new IT Plan will be developed to reflect the requirements for a 21st education in terms of digital infrastructure, new modes of learning and connectivity.

Financial Sustainability: A fundamental principle within the strategy is to ensure the longer-term financial sustainability of the Institute. All future resource planning will be strategically aligned to the overall mission and vision, underpinned by the financial considerations.

A number of additional organisational objectives aimed at positioning the organisation strategically will ensure the future development of the Institute as per its mission and vision. These include the Institute's on-going commitment:

1. To the equality and diversity agenda;
2. The attainment of Athena Swan accreditation;
3. To building brand awareness;

The following strategic goal and associated strategic objectives and KPIs is set out under this Strategic Priority.

Strategic Goal 9:

To enhance the Institutes reputation as an organisation committed to sustainable excellence, equality and wellbeing for all learners and staff.

Strategic Objectives:

- Effective governance, leadership and operational practices reflective of a professional, engaged and responsive organisation
- Engage and enable all staff through Continuous Professional Development
- Commitment to the Equality, Diversity and the Public Sector Duty and the Irish Language Agendas.
- Enhanced campus facilities and IT infrastructure/Systems
- Enhanced brand awareness regionally, nationally and internationally.

KPIs:

- Implementation of Code of Governance and maintain operating surplus position
- Update DkIT's recruitment policy to reflect engagement with external organisations as a criteria for academic, research and innovation posts
- Increased levels of CPD qualifications among academic staff in line with the TU metrics
- Achieving Athena Swan Accreditation
- Achieve two SALI appointments
- Implementation of the Irish Language Act
- Development and implementation of plans to deliver effectively on the Institute's strategic goals and objectives to include:
 - Resource Plan 2020-2023
 - Marketing and Brand Development Strategy 2020-2023
 - Internal and External Communications Strategy 2020-2023
 - Campus Development Plan 2020-2030
 - IT Plan 2020-2030.



"As ICT Manager in DkIT, my role is to work with my colleagues in Computer Services to make sure all staff and students have access to the technology they need to support their teaching and learning experience. As a key part of that effort we are committed to the ongoing development of the IT infrastructure to deliver a digital environment which supports new and future proofed modes of teaching and learning."

Michael Denihan
Computer Services Manager

Implementation & Reporting on Progress

The five Strategic Priorities identified are presented with associated high-level strategic goals, objectives and key performance indicators for the next four years. The Strategic Plan sets out the high-level strategic priorities and goals, which will serve as a basis for the future, decision-making process within the Institute. The responsibility for the management, review and reporting on the implementation of the Strategic Plan is the responsibility of the President and the Leadership Team. The roles and responsibilities for the delivery on each of the strategic goals are set out in Appendix 1.

Sub-strategies and implementation plans will be developed for each of the Strategic Priorities to ensure delivery on the strategic goals and objectives and associated KPIs. These plans will detail how the strategic goals will be achieved, the detailed strategic and SMART (Specific, Measurable, Achievable, Realistic and Timely) objectives and key performance indicators. The overall executive responsibility for each strategic goal will develop the plan by engaging with Schools, Departments and Functional Units within the first 3 months of the adoption of the Strategic Plan 2020-2023.

Within these detailed plans, a number of additional areas will be explored and documented. In line with best practice, each strategic goal will identify its risk profile and risk mitigation options so as to feed into the risk management process of the Institute. Each area will identify benchmarking criteria. External and internal factors, which may impact on the achievement of the overall strategic objectives and key performance indicators, will be identified and subsequent contingency options scoped. A framework for assessing the overall impact of the attainment of each strategic priority will be developed. This framework will then be adopted in assessing the economic and social impact of the Institute across its strategic priorities. These plans will serve as the basis for the development of a resource allocation plan in line with overall agreed strategic goals for the Institute for the next 3 years.

The Leadership Team will review, monitor and report on progress. This will also form the basis for the annual report. This report will be presented to the Governing Body for review and adoption. It will also form the basis for the annual report to the HEA on the Mission-Based Performance Compact.



Sensory Garden,
Muirhevna Building



References

Accelerating Gender Equality in Irish Higher Education Institutions – Gender Action Plan 2018-2020, Report of the Gender Equality Task Force; Department of Education and Skills 2018

Action Plan for Education 2018

Action Plan to Expand Apprenticeship and Traineeship in Ireland 2016-2020, Department of Education and Skills 2016

Connectedness & Collaboration through Connectivity Technological Universities Report of the Technological Universities Research Network 2019

DkIT Commissioned Reports:

→ AIRO Report: Socio-Demographic Profile – Foundations for Growth DkIT 2019

→ PMCA Economic, Social and Cultural Impact Analysis and Study 2019

→ PMCA Scenario Planning and Foresight Study of Strategic Options (Designations, Alliances and Mergers) 2019

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Enterprise 2025

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Higher Education System Performance Framework 2014-16

Innovation 2020

Ireland's National Skills Strategy 2025

Irish Educated Globally Connected – an International Education Strategy for Ireland 2016-2020

National Forum for the Enhancement of Teaching and Learning in Higher Education

National Plan for Equity of Access to Higher Education 2015-2019

National Strategy for Higher Education to 2030

Programme for Partnership in Government

Project 2040 National Development Plan 2018-2027

STEM Education Policy Statement 2017-2026

Technological Universities Act 2018
THEA Code of Governance for Institutes of Technology 2018

Glossary

AIRO	All-Island Research Observatory
Athena Swan	Recognising advancement of gender equality: representation, progression and success for all.
CPD	Continuous Professional Development
CSO	Central Statistics Office
DCU	Dublin City University
DkIT	Dundalk Institute of Technology
EU	European Union
FE	Further Education
F/T	Full-time
GDP	Gross Domestic Product
HE	Higher Education
HEA	Higher Education Authority
HEI	Higher Education Institute
H2020	Horizon 2020
IoT	Institute of Technology
KPI	Key Performance Indicator
MEND	Midlands East North Dublin
MOU	Memorandum of Understanding
NE	New Entrants
NEFHEA	North-East Further and Higher Education Alliance
NFQ	National Framework of Qualifications
NLSU	North Leinster-South Ulster
RDC	Regional Development Centre

SALI	Senior Academic Lecturer Initiative
STEM	Science Technology Engineering and Maths
The Region (NLSU)	Counties Louth, Monaghan, Cavan, Meath, North Dublin, Armagh and Down
TRL	Technology Readiness Levels
TTO	Technology Transfer Office
TTSI	Technology Transfer Strengthening Initiative
TU	Technological University
TURN	Technological University Research Network
WTE	Whole Time Equivalent



Appendix 1: Strategic Planning Process

In formulating the Strategic Plan, the Institute adopted an inclusive and consultative three-phased strategic planning process. A number of working groups were established to engage in the development of five key areas of the Strategic Plan to include:

1. Changing Landscape to Include Consideration of Alliances, Mergers and Designation Options
2. Teaching and Learning and the Learner Experience
3. Research and Innovation
4. National and International Engagement
5. Organisational Development and Corporate Excellence.

This ensured that the strategic goals and objectives outlined in the Plan are aligned with national policy priorities for higher education in Ireland and that the Institute is positioning itself effectively to meet the needs of learners, staff, employers and stakeholders in this globally connected region.

Phase 1: Review of Key Policy Documents and Analysis of the External Environment

A comprehensive review of the key policy documents and sector reports was carried out to provide a contextual background for the development of the new Strategic Plan and to inform the process. There are a number of major changes to higher education policy arising from the National Strategy for Higher Education to 2030, the most recent relating to the Technological Universities Act 2018, the National Development Plan 2018-2027 and Ireland 2040 and Regional Development Strategy 2035 (See Appendix 1). Of particular relevance is:

1. A strategy for system level restructuring and reform through the process of establishing technological universities (Connectedness & Collaboration through Connectivity Technological Universities Report of Technological University Research Network (TURN) 2019, National Strategy for Higher Education to 2030, Technological Universities Act 2018, Programme for Partnership in Government);
2. HEIs have become more accountable for their performance through the formation of service level agreements with the Higher Education Authority as set out in the Mission-based Performance Compacts (National Strategy for Higher Education to 2030, Programme for Partnership in Government, The Higher Education System Performance Framework 2018-2021);
3. The importance of lifelong learning and flexible educational provision has been underscored (National Skills Strategy to 2025, National Forum for the Enhancement of Teaching and Learning in Higher Education (various reports));
4. A clear focus on access and participation requires HEIs to be more innovative and adaptable in engaging and supporting targeted groups such as the mature learners, minority groups and learners with disabilities (National Plan for Equity of Access

to Higher Education 2015–2020, Action Plan for Education 2016–2019, Supporting Progression from FET to HE – Making it Happen, 2016);

5. An increased focus on STEM provision (HEA: Financial Review of the Institutes of Technology, 2016);
6. The sector is tasked with becoming more responsive to employer needs and providing learners with work-ready skills (Action Plan for Education 2016–2019, Review of Apprenticeship Training in Ireland 2013);
7. HEI's contribution to the delivery of the cross-disciplinary research, innovation and enterprise development targets (Enterprise 2025, Innovation 2020);
8. An increased focus on the internationalisation agenda. (National Strategy for Higher Education to 2030);
9. An emphasis on diversity and equality with a particular strategic focus on gender equality within higher education institutions (HEA National Review of Gender Equality in Irish Higher Education Institutions 2016).

Such policy positions, many of which are now linked to funding, place greater challenges on an already challenged higher education system. Higher education in Ireland is required to be ever more agile and responsive to a changing and dynamic national and global environment, which includes Brexit.

This review of the policy framework assisted in identifying and scoping the external factors and macro-environment within which the Institute would plan its future strategic trajectory. In addition, a range of data sources was collated and reviewed to inform the overall process.

These included inter alia:

- a. key statistical data from multiple sources including Solas, the HEA, Government Departments, CSO and AIRO;

- b. skills needs' reports and enterprise profile reports for the region;
- c. external factors, which influence and impact upon Irish higher education;
- d. national and international trends in higher education and
- e. the best practice in higher education delivery at national and international level.

This evidence base was augmented with the findings of Institutional Review 2019 and the work on the development of the Institute's ten-year Programmatic Portfolio strategy, which subsequently informed the Programmatic Review process for the four Schools. The portfolio strategy supported the delivery of the DkIT strategic goals of providing a career-oriented education that reflects and addresses the current and future needs of society, community and enterprise. The Institute successfully completed both its internationally reviewed Institutional Review 2019 and Programmatic Reviews for its four Schools of Business and Humanities, Engineering, Health and Science and Informatics and Creative Arts. These provided a detailed audit of the Institute's quality enhancement processes and an extensive review of its entire academic programme portfolio. The Institutional Review Report 2019 commended the Institute on its strong commitment to being relevant in the region and the integration of teaching and learning with lifelong learning, with particular reference to addressing these needs through a partnership approach with enterprise. The Institutional Review and Programmatic Review processes have guided the Institute towards the development of a set of prioritised actions to ensure that programme design and delivery are relevant to regional needs while simultaneously supporting a distinctive practice-based, research-informed learner experience.

Three externally commissioned reports were completed which provided Institute-specific quantitative and qualitative datasets to further inform strategy.

1. *Socio-Demographic Profile – Foundations for Growth DkIT 2019.*

This key indicator report provided a clear overview of the distribution and pattern of statistical trends across the catchment area – both North and South. Data in the report was based on the 2016 Census results in the Republic of Ireland and the latest census data from Northern Ireland. The report focussed on a number of key indicators to include (a) population profile, (b) education attainment, (c) economy and employment and (d) DkIT catchment profile and travel to work analysis.

2. *PMCA Economic, Social and Cultural Impact Analysis and Study 2019.*

This report presented the results of an independent study of the economic, social and cultural impacts of the Institute.

3. *PMCA Scenario Planning and Foresight Study of Strategic Options (Designations, Alliances and Mergers) 2019.*

This report provided an evidence-based assessment of strategic options (in terms of designations, alliances and mergers) concerning the future direction of Dundalk Institute of Technology. This report included a detailed analysis of the findings of a staff survey and focus group consultations with learners and enterprise, providing a rich insightful data source to assist in the selection of appropriate strategic priorities and goals.

Phase 2: Analysis of internal factors and future needs

Following the review of the external environment, the internal factors, which may impact on the strategic direction of the Institute, were considered. This involved an analysis of the Institute's current position. Much of this work was reflected in the Scenario Planning and Foresight Study of Strategic Options, which include a detailed analysis of the Institute's baseline performance.

This was further reflected in the HEA Mission-based Performance Compact 2018-2021. Due consideration was given to the following:

- a. internal data and statistics showing trends on key metrics to include: student numbers; internationalisation; research funding; enterprise data and engagement;
- b. a review of the performance of the current Strategic Plan;
- c. an analysis of the Institute's strengths, weaknesses, opportunities, and threats as a mechanism to identify its key differentiating factors vis-à-vis the rest of the HEI Sector in Ireland;
- d. the identification or need for sub-strategies and plans for the new Strategic Plan to include:
 1. learning and teaching,
 2. research and innovation and
 3. national and international engagement.

These processes and reports were complemented by a series of extensive consultations with a wide range of external and internal stakeholders to further assess such current and future needs. These included consultations with staff at School and Functional level, with learners, the Leadership Team and Ambition Steering Committee, the Governing Body as well as external groups and organisations including DCU, NEFHEA and Economic Fora, State Agencies to include Enterprise Ireland and IDA, County Councils, enterprise and community stakeholders.

Phase 3: Assessment and Selection of Strategic Priorities

Following the completion of Phases 1 and 2, Phase 3 considered the strategic routes open to the Institute and the subsequent prioritisation and selection of key strategic goals and objectives designed to meet the overall ambition of the Institute for the coming years. This was followed by the identification of key performance indicators for each objective so as to allow the tracking of progress. Due consideration was given to ensure that the strategy aligned with the HEA's Mission-based Performance Compacts.

The Strategic Plan is therefore structured across five key strategic priorities to include:

1. Changing Landscape in terms of Designations, Mergers and Alliances
2. Excellent Teaching and Learning and Quality of Learner Experience
3. High Quality, Internationally Competitive Research and Innovation
4. Enhanced National and International Engagement
5. Organisational Development and Corporate Excellence

In addition a number of themes (talent, student success, identity, partnership, sustainability and health and well-being) and a number of enabling factors (continuous professional and personal development of staff, enhanced campus facilities, enhanced IT infrastructure and systems, detailed financial and resource planning) were identified which underpin the successful implementation of the Strategic Plan 2020-2023.



Appendix 2: Executive Responsibility

Strategic Priority	Executive Responsibility	Sub-Strategy and Action Plan
Changing Landscape	→ President and Leadership Team	→ TU Designation Framework and Cross Border Alliances Action Plan
Teaching and Learning and Learner Experience	→ Vice President Academic Affairs & Registrar → Heads of School → Head of Teaching and Learning	→ Teaching and Learning Strategy 2020-2023 → Learner Engagement Action Plan 2020-2023
Research and Innovation	→ Head of Research → Head of Innovation and Business Development	→ Research and Innovation Strategy 2020-2023
National and International Engagement	→ Head of Innovation and Business Development → International Manager	→ National Engagement Strategy 2020-2023 → Internationalisation Strategy 2020-2023
Organisational Development and Corporate Excellence	→ Finance and HR → ICT Manager → Vice President Strategic Planning, Communications and Development → Head of Marketing and Communications	→ Resource Plan 2020-2023 → Financial Plan 2020-2023 → IT Plan 2020-2030 → Campus Development Plan 2020-2030 → Marketing and Brand Development Strategy 2020-2023 → Internal and External Communications Strategy 2020-2023

