

OILScoil TEICNEOLAÍOCHTA
BHAILE ÁTHA CIATH

**T
DUBLIN**

TECHNOLOGICAL
UNIVERSITY DUBLIN

AN CHEARNÓG THOIR - EAST QUAD



Calvin Klein

10
BY THE
JUNIOR



TU DUBLIN

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OVERVIEW OF TECHNOLOGICAL UNIVERSITY DUBLIN

We are proud to be Ireland's first technological university, TU Dublin – an inspiring university where the arts, sciences, business, engineering and technology converge. TU Dublin is Ireland's leading provider of technological higher education, and our ambitious 29,500+ students, from apprenticeship through to PhD, learn in a practice-based environment; our impact-focused research aims to benefit communities, society, the arts, and the economy; and innovation and enterprise are at the heart of everything we do. Deeply embedded in our region, TU Dublin has campuses in Dublin City Centre, in Blanchardstown and in Tallaght and, through our major infrastructural development plan, we are currently investing over €500 million in new, state-of-the-art, technology-enabled facilities, and the biggest arts centre in the country, to enhance our students' experience. As a strong advocate for access to educational opportunity at all stages of life, TU Dublin accounts for 10% of full-time and 17% of part-time enrolments in higher education nationally, and is the most popular choice for those commencing higher education, with over 11% of new entrant enrolments nationally.

This document provides a profile of the University in the academic year 2020-21, just two years after TU Dublin was founded. This encompasses: the creation of TU Dublin, our governance and management structures; our mission, values and strategic intent; our educational principles and our commitment to equality, diversity and inclusion; our approach to quality; our programme provision; our student profile and the student experience at TU Dublin; our graduates; our research; our international presence; our staff; how we support teaching and learning; our commitment to engagement, both civic and with business, enterprise and the arts; our ongoing and substantial infrastructure development; and a financial perspective on the University.

This profile has been produced as part of TU Dublin's 2021 cyclical Cinnnte review for QQI, which aims to establish the effectiveness of our approach to quality assurance and enhancement, and its impact: on the student experience at TU Dublin; on our mission, strategy and governance; and in public confidence in the University. It is intended to be a companion piece to a suite of documents that form part of our preparation for that review. However, it also serves as a standalone 'snapshot' of the University in these early years of its formation and development.

CREATING TECHNOLOGICAL UNIVERSITY DUBLIN

Our founding institutes, Dublin Institute of Technology (DIT), Institute of Technology Blanchardstown (ITB) and Institute of Technology Tallaght (ITT) were at the forefront of Ireland's technological higher education, from NFQ levels 6 to level 10. In coming together to seek designation as a technological university, their ambition for the new university included:

- providing an education combining theoretical and practical knowledge, enabled by research-informed teaching that supports students in gaining mastery in their fields of study in pursuit of sustainable careers;
- the strong focus on engagement with industry and society that was central to the consortium would be intensified in the new university through research collaboration, programme design, technology transfer, apprenticeships, experiential learning and strategic support;
- civic engagement would be central to the University's place in society, including staff and student collaboration with and in the community, volunteering, outreach education, socially engaged research and publicly accessible events and facilities;
- eliminating barriers to educational opportunity would also be key to providing accessible education opportunities, participating positively in the lives of communities and addressing disadvantage and social exclusion.

Following the favourable report of the International panel appointed to review our application for designation the Minister for Education and Skills announced the designation of Ireland's first Technological University, to be called Technological University Dublin, with TU Dublin as its short form. The announcement was made in July 2018, with the effective establishment date of 01 January 2019. On that day, DIT, ITB and ITT were dissolved and the inaugural President of the new University, Professor David FitzPatrick formally announced the legal establishment of Technological University Dublin, to be known as TU Dublin. He confirmed that the motto of the new University would be *Infinite Possibilities* or *Féidearthachtaí as Cuimse*.

TU DUBLIN STUDENTS



29k+
Students



9.5k+
Part time Students



8k+
Graduates p.a.

% OF NATIONAL ENROLMENTS



18%
ICT



18%
STEM



23%
Apprenticeships

TU DUBLIN PEOPLE



1:20
Staff : Student Ratio



+2.5k
Academic & Support Staff



46%
Female Staff

TU DUBLIN RESEARCH IMPACT



+400
Sustainable Businesses



€200m
Equity Investment



€655m
Value to Community



1,700
Jobs Created

MISSION, VISION, VALUES AND STRATEGIC INTENT

Our mission, vision and values capture the essence of TU Dublin, and the TU Dublin strategic intent¹, launched in January 2020, sets out a future path and an exciting journey for our next decade - it is built around the three interrelated themes of **People** - fostering individual talents in an ever changing world, **Planet** - a powerhouse for living and breathing sustainability and **Partnership** - delivering shared impact.

MISSION:



Excellence,
Practice-led
Co-creation

VISION:



Creating a
Better World,
Together

VALUES:



Excellence,
Inclusion &
Impact

Figure 1 Mission, Vision and Values

Our new University is positioned to contribute to major societal changes and seeks to enhance its education model to better prepare learners for what the future holds. It seeks to maximise human wellbeing - supporting individuals' relationships to life, to the planet, and to work. Our ambitious vision is to **Create a Better World Together**, contributing to technological, economic, social and cultural progress as we engage with and within our community. We foster a solution-oriented capability amongst our people to address the global challenges that we face, supporting technological and innovative advances that help society to thrive. Our educational model will provide new pathways for learners, encouraging excellence and celebrating their achievements.

KEY OBJECTIVES FOR TU DUBLIN:

- To embed a dynamic model of education producing the most sought-after digitally-literate graduates, transforming the learning opportunities and experience for all;
- Be the most 'accessible' Irish university, with the largest number of diverse learners;
- Be recognised as an exemplar in equality, diversity and inclusion, where people are proud to be part of a connected community and their talents, aptitude and agility will create real impact on the global stage;
- Design and investment in 200,000+ m² of new campus development space to deliver a cutting-edge learning environment;
- Achieve and develop a body of high calibre staff in line with international TUs, who are actively engaged in the University's shared purpose;
- Expand and celebrate our connected family of highly successful, internationally sought-after graduates.

...TU Dublin... Realising

**Infinite
Possibilities !**

TU DUBLIN GOVERNANCE AND MANAGEMENT STRUCTURES

Following the establishment of TU Dublin in January 2019, and the appointment of its first President, Professor David FitzPatrick, interim arrangements were put in place for governance and management, see below. An organisational design process is ongoing to devise the governance and management structure that supports the goals and commitments set out in our TU Dublin Strategic Intent 2030. As of June 2021, it has been decided that the University Executive Team will comprise the President, Deputy President & Registrar, Chief Operations Officer, 5 Faculty Deans, alongside 4 Vice-Presidents for: Research and Innovation; Partnerships; Organisation, Change and Culture; and Sustainability (Planet)

The five agreed academic faculties comprise (indicative titles):

- **Faculty of Engineering & Built Environment**
- **Faculty of Science**
- **Faculty of Business**
- **Faculty of Arts & Humanities**
- **Faculty of Digital and Data**

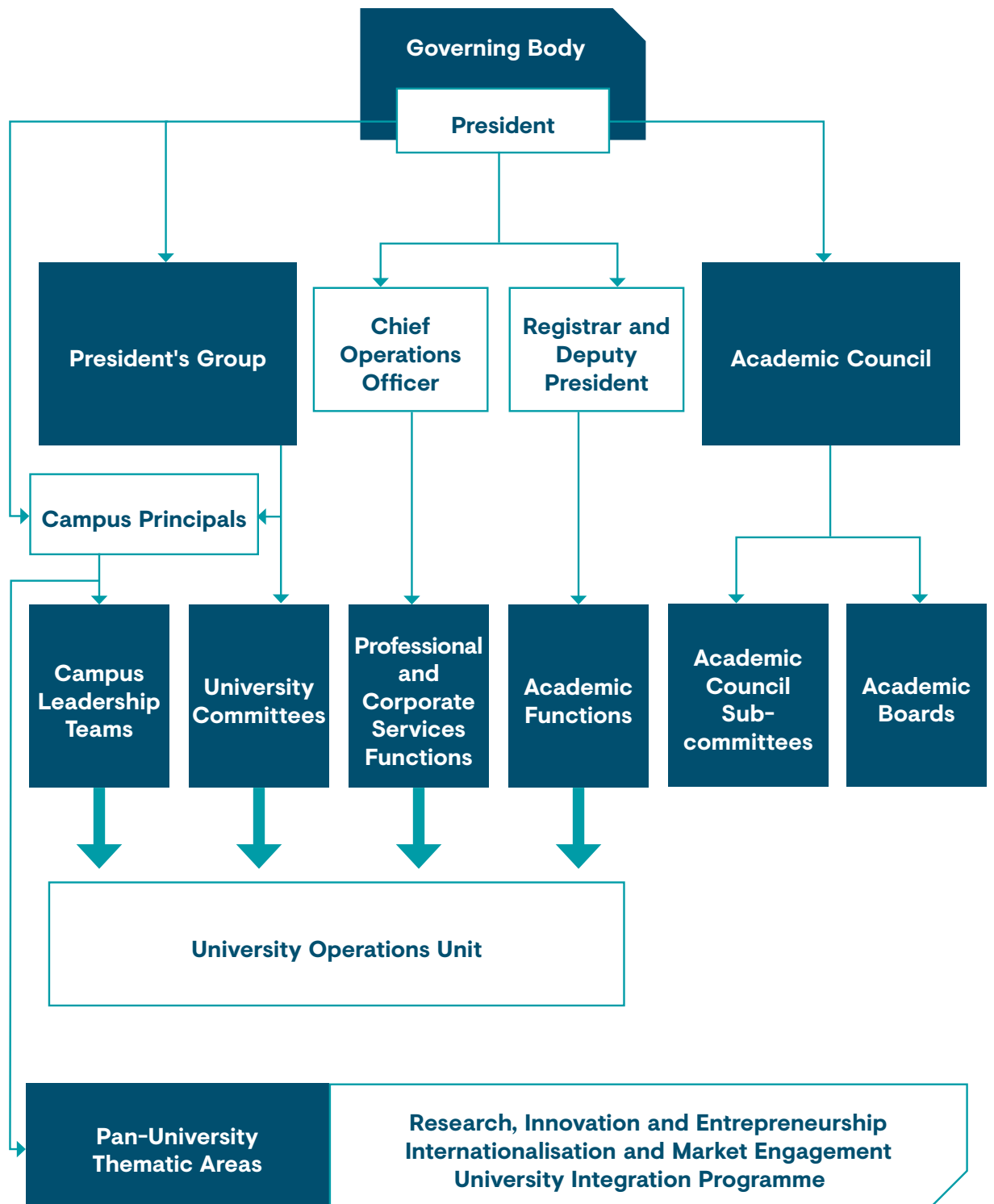


Figure 2 Interim Arrangements for Governance and Management

ACADEMIC COUNCIL

The Academic Council is the statutory body charged with establishing and maintaining the academic standards and enhancing the quality of the student experience of the University². The TU Dublin President Professor FitzPatrick and the University Registrar Dr Meaney are ex-officio members, alongside an elected membership drawn from our academic staff, professional services, and our student body.

The Academic Council, as currently constituted, has three subcommittees:

- the Academic Quality Assurance and Enhancement committee;
- the University Programmes Board, to which report 6 Academic Boards, representing the current academic organisational structure of TU Dublin, and the Graduate Research School Board;
- the Academic Regulations, Policies and Procedures Oversight committee.

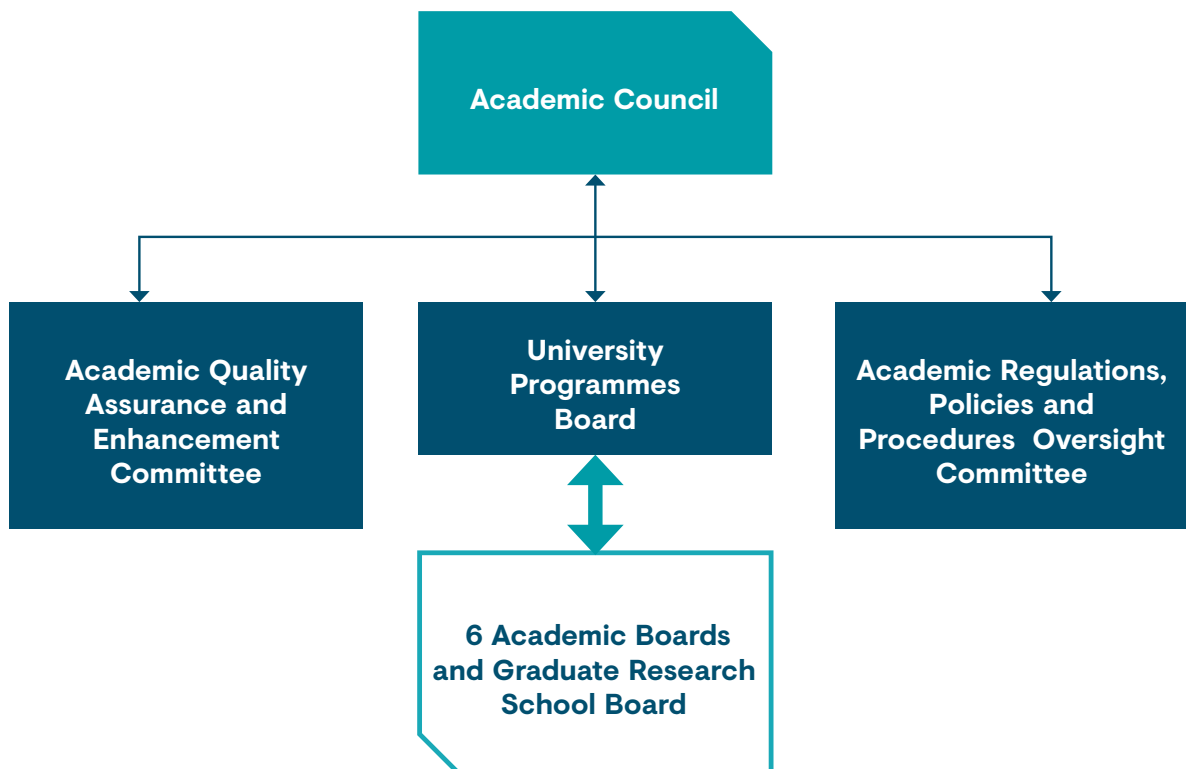


Figure 3 Academic Council Structure

OUR EDUCATIONAL PRINCIPLES

TU Dublin seeks to optimise the development of each of our students through their intellectual, cognitive, professional and personal development. This leads to active citizenship within the wider community and overall student success, allowing them to recognise and fulfil their potential to contribute to, and flourish in, society. The student experience in achieving this is defined by the relationship between the student and the University. It relates to the quality of the engagement with academic, administrative and support staff and to interaction with fellow students. At its core is the quality, breadth and appropriateness of the learning experiences, which in turn are reliant on the learning, teaching and assessment strategies that support the student. It embraces the formal, informal and hidden curriculum and is linked to the sense of community and engagement that each student experiences within TU Dublin. To achieve this objective there is a university-wide commitment to enhancing the student experience.

The distinctiveness of our student experience rests in the origins of the University within higher technological education. It encompasses developing the conceptual understanding of students towards the application of knowledge in employability-focussed, and often professionally-accredited, career paths. This emphasis on employability leads to a real and lasting legacy for our graduates. Student internships, community engaged research and learning projects, placements in industry and professional services (at home and abroad) and the focus on research informed and practice-based teaching has allowed our learning and teaching strategies to align, encouraging group work, problem solving, with an emphasis on solutions to real problems. Our commitment to inclusion is evident through a suite of access programmes recognised as exemplars in higher education. These provide a combination of learning experiences that promote student engagement. Learning is active, useful and related to the world of work. There is a focus on linking the formal, informal and hidden curriculum in a holistic student experience.

Our educational principles characterise the TU Dublin educational experience commitment to:

- a student-centred ethos with an emphasis on student engagement and building a connectedness within an overall university community, enriching and integrating the learning experience and developing active citizenship, along with team working, leadership, entrepreneurship, work preparedness and other key skills.
- delivering a connected curriculum that is co-created and inclusive of internal and external stakeholder groups. There is a focus on linking and drawing together dimensions of the curriculum from within the formal lecture, laboratory, practice and performance elements with internships, placements, community projects, engagement with sports, clubs, societies, students to create the TU Dublin student experience;
- reflect the range and breadth of the TU Dublin programme provision from apprenticeship through to post-doctoral research;
- building on the TU Dublin long tradition of promoting teaching & learning excellence;
- placing a particular focus on the transition phase into higher education and developing strategies and mechanisms that promote student success in first year;
- develop student understanding through research, scholarship and innovation;
- use internationalisation of the curriculum as a means of promoting the quality of the TU Dublin educational experience while developing a sense of global citizenship; and
- build on TU Dublin's traditional emphasis on promoting access, participation and inclusion from underrepresented groups in society.

These principles are aligned to the TU Dublin Strategic Intent 2030 where key priorities, objectives and related KPIs are identified and include:

- transforming the learning opportunity and educational experience for all;
- creating the most accessible university in Ireland through multiple pathways;
- being an exemplar university in equality, diversity and inclusion;
- developing a staff of high calibre through a continued emphasis on development;
- being recognised for taking action on the challenges of sustainability;
- delivering solutions to real world problems.



EQUALITY, DIVERSITY AND **INCLUSION**

TU Dublin is committed to embedding equality, diversity and inclusion (EDI) in everything we do³, both internally, and externally in our collaboration with community, business and education partners. TU Dublin is a place where we are proud to work and study in an inclusive, supportive and interconnected environment where the diverse talents of staff and students are equally valued, and where they are given the opportunity to achieve their maximum potential. Together, we contribute to creating a better world on a local, regional and global level. This commitment has been confirmed through our attainment of an Athena SWAN Bronze Award, recognising our commitment to advancing gender equality for women in science, technology, engineering and mathematics (STEM)⁴.



Our strategic intent articulates our ambition to be an exemplar in EDI, to be the most accessible university in Ireland, with the largest diverse student population. Milestones towards this include: to be in the top quartile nationally for student and staff diversity, with 20% of our staff coming from backgrounds outside Ireland; and to have attained an Athena SWAN Bronze Institution Award (application to be submitted in November 2021).

Our approach to EDI calls for the reform, renewal and introduction of new policies and procedures. A significant policy mapping exercise is underway to identify the range, scope and gaps in existing equality policies as a precursor to updating policies such as care leave and staff recruitment. Our new QA

processes have an in-built EDI awareness, the effectiveness of which will be reviewed in 2022. To remain relevant and responsive to the needs of all staff, students and external partners, new knowledge, insight and experience must feed into the University eco-system. The AIB-funded Research Centre on Inclusive and Equitable Cultures (RINCE) hosts research and innovative practice projects on a range of EDI issues, allowing the University to benefit from the theoretical and applied knowledge generated through these projects.

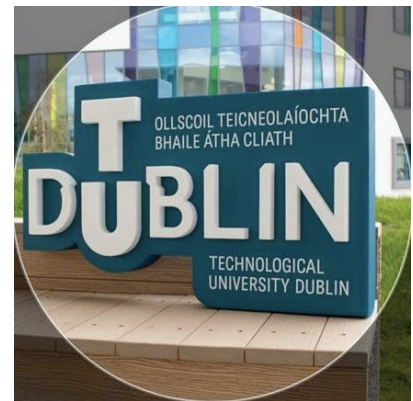
APPROACH TO ACADEMIC QUALITY

Our quality assurance system supports and enhances our commitment to student success, supporting our academic programmes, providing robust processes to assure the quality of our awards and our graduates, and supporting our broader engagement as a university with other higher education providers, nationally and internationally, with the community in which we are embedded, and with industry and business.

TU Dublin is developing a new Student-Centred Quality Framework. It has defined a set of principles and philosophical perspectives to underpin the new framework and to guide the University's approach to quality. Rather than simply merge the existing systems of the three former individual institutes, a new set of policies and procedures has been designed to support TU Dublin's distinctive mission and scope and to reflect the agreed principles, thinking afresh on practices that would deliver on enhancing the quality of the student experience, while drawing from national and international good practice and the significant repository of excellence within the University.

As a Designated Awarding Body, with the legal authority to make awards⁵, the distinctive mission and functions of a Technological University⁶ accords TU Dublin the scope to be unique in our approach to programme offerings. This requires a flexible and systemic approach to quality, in order to achieve and maintain excellence in our mission and to support our Strategic Intent, and to define our unique positioning within the higher education sector in Ireland and internationally. The strategy for embedding a quality culture requires a robust framework that builds upon the quality assurance and enhancement of the merged institutions.

In the interim period between the establishment of TU Dublin and the implementation of the University-wide Quality Framework, the well-established quality assurance processes and procedures of the three predecessor institutions continue to apply to the three campuses. The current COVID-19 pandemic, however, has involved a co-ordinated and consistent approach across the University, including emergency quality assurance measures for approving amendments as we continue to ensure the quality of the students' learning experience.



Our ambitious vision is to create a better world together. We will foster a solution-oriented capability amongst our people, encouraging them to find rapid resolutions to the global challenges that we face. We will support technological and innovative advances that will help society to thrive. Our model of education will evolve and change, nurturing bright minds, providing many new pathways for people, encouraging excellence and celebrating the achievements of all the people who make up the TU Dublin family.



PROGRAMME PROVISION

TU Dublin is a key part of the national provision in higher education⁷, reflected in the breadth and depth of our programme offerings, our apprentice provision, our collaborative offerings with our academic partners, the professional recognition our programmes attract, and our participation in government labour market activation schemes.

TU DUBLIN PROGRAMME PROVISION ON A NATIONAL BASIS, BY ISCED BROAD FIELD OF STUDY

TU Dublin is the national leader in programme provision in: Business, Administration and Law; Engineering, Manufacturing and Construction; Natural Science, Mathematics and Statistics; Information and Communication Technologies; Services; and in Craft Apprentice Training.

BUSINESS, ADMINISTRATION AND LAW

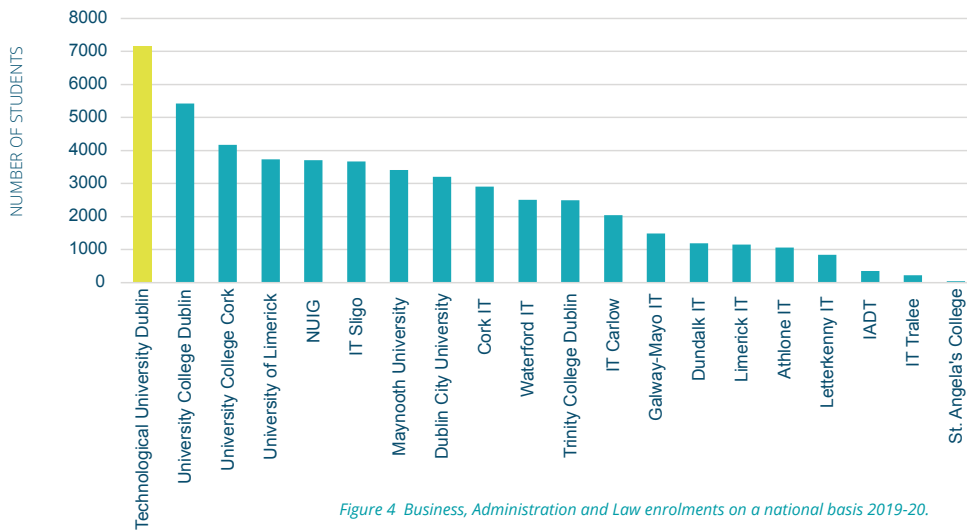


Figure 4 Business, Administration and Law enrolments on a national basis 2019-20.

In 2019-20 TU Dublin had 14% of national Enrolments in Business, Administration and Law including 12% of full-time, and 19% of part-time students.

ENGINEERING, MANUFACTURING AND CONSTRUCTION

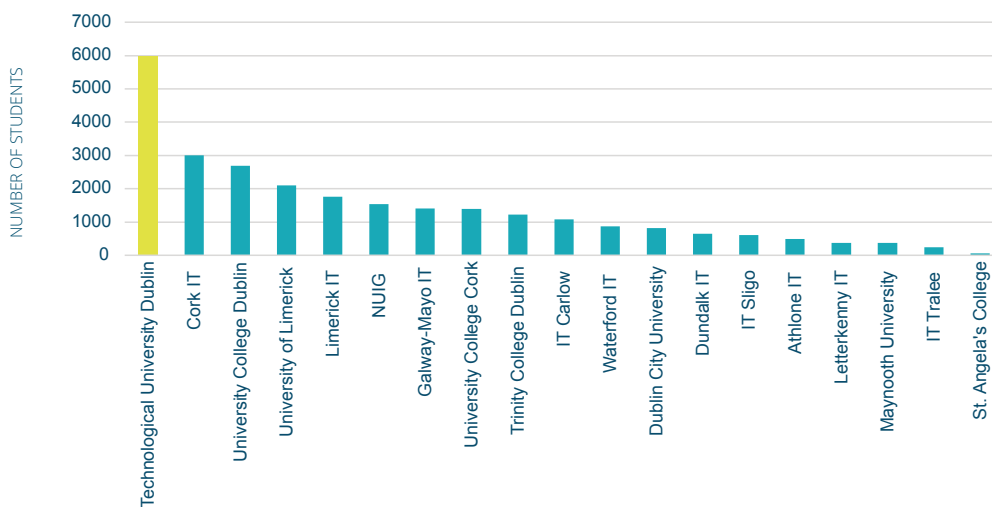


Figure 5 Engineering, Manufacturing and Construction enrolments on a national basis 2019-20.

In 2019-20 TU Dublin had 22% of national enrolments in Engineering, Manufacturing and Construction, including 19% of full-time, and 35% of part-time students.

NATURAL SCIENCE, MATHEMATICS AND STATISTICS

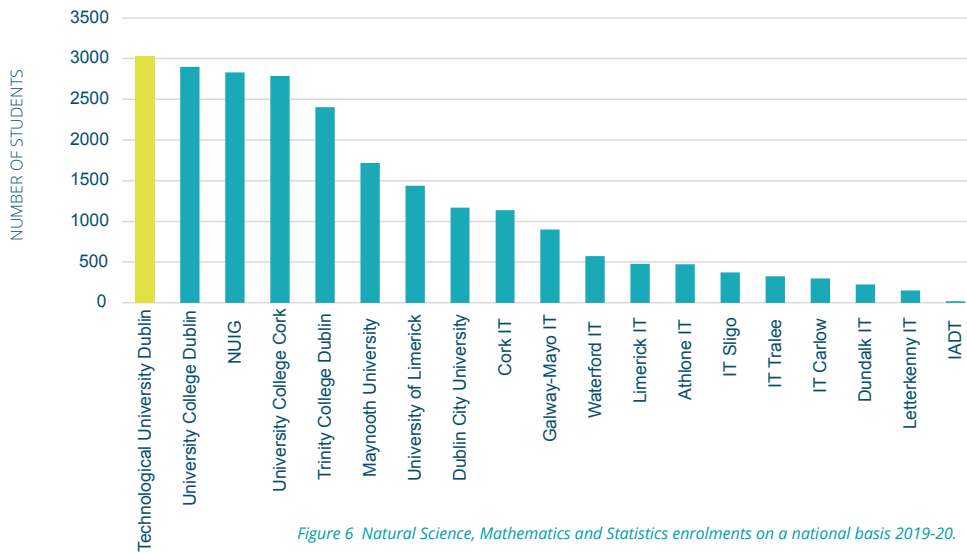


Figure 6 Natural Science, Mathematics and Statistics enrolments on a national basis 2019-20.

In 2019-20 TU Dublin had 13% of national enrolments in Natural Science, Mathematics and Statistics, including 8% of full-time, and 56% of part-time students.

INFORMATION, COMMUNICATION AND TECHNOLOGIES

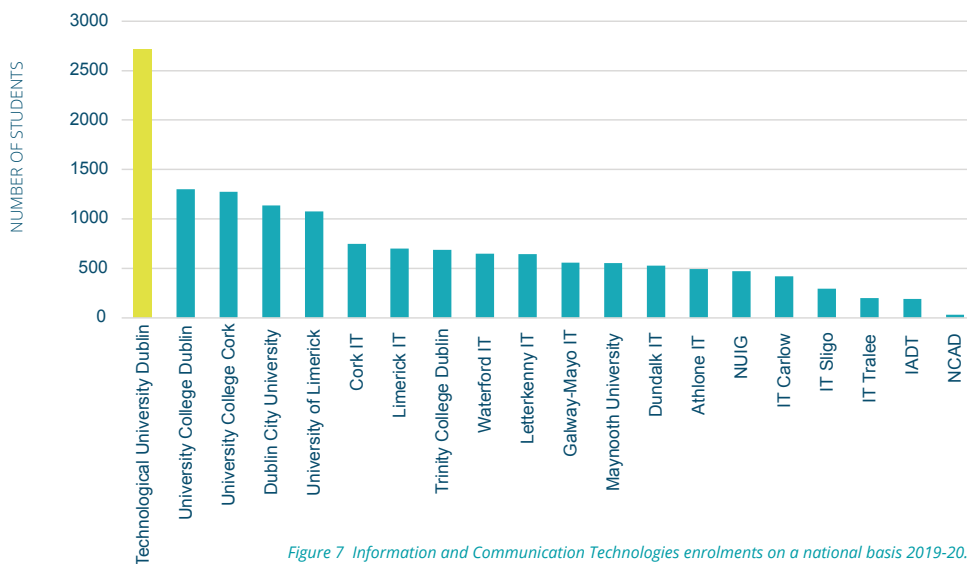


Figure 7 Information and Communication Technologies enrolments on a national basis 2019-20.

In 2019-20 TU Dublin had 18% of national enrolments in Information, Communication and Technologies, including 15% of full-time, and 36% of part-time students.

SERVICES

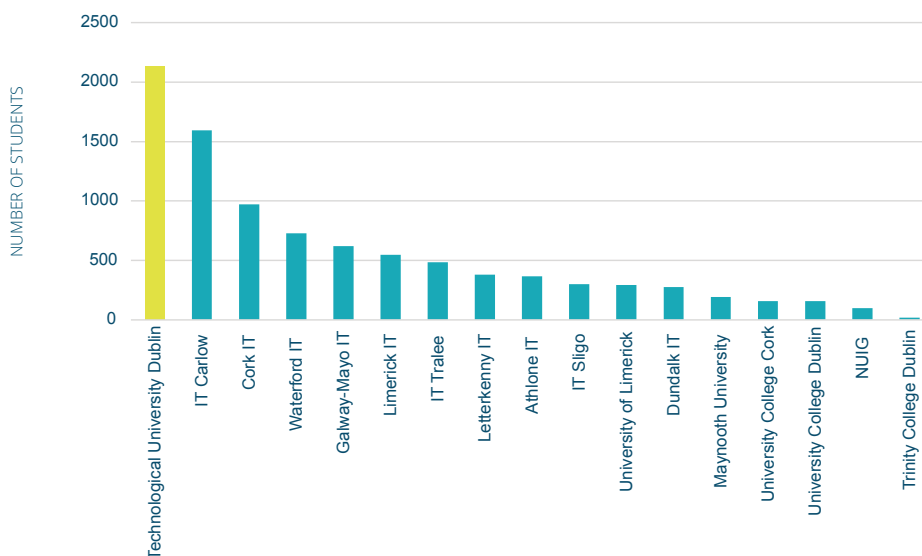


Figure 8 Services enrolments on a national basis 2019-20

In 2019-20 TU Dublin had 23% of national enrolments in Services, including 28% of full-time and 11% of part-time students.

Additionally, as measured in 2019-20, TU Dublin is a significant provider of academic programmes grouped under the following broad ISCED categories:

- in Arts and Humanities, 7% of national provision, including 8% of full-time and 6% of part-time students;
- in Health and Welfare, TU Dublin has 5% of national enrolments, including 5% of full-time and 3% of part-time students and is the sole provider of education nationally in a number of health and social care professions;
- in Social Sciences, Journalism and Information, TU Dublin has 3% of national enrolments, including 3% full-time and 2% of part-time students.

APPRENTICE PROVISION

Apprenticeship and Skills programmes are a key means in which TU Dublin demonstrates its commitment to workplace learning as an integral part of higher education. This was highlighted as a particular focus for the TU sector in the National Strategy for Higher Education in Ireland to 2030⁸ (Hunt Report). Government policy is to expand apprentice education into new areas⁹, for example ICT¹⁰, and in line with this TU Dublin has expanded its portfolio by offering new apprenticeships in Logistics Associate, Quality Technician, Telecommunications & Data Network Engineering and Industrial Electronics, and also learn and work type programmes in Process Instrumentation and Automation, Computing and Quantity Surveying.

TU Dublin offers 13 of the 27 existing statutory ‘designated trades’ which are colloquially referred to as ‘traditional apprenticeships’, and in half of these TU Dublin is the sole national provider of such programmes, which are critical to the success of companies in a variety of sectors. TU Dublin is unique in Irish Higher Education in providing 23% of the craft apprentice training at phase 4 and phase 6¹¹. This places an onus on TU Dublin to maintain such provision, and enhances the unique proposition that TU Dublin is active in spaces not normally occupied by other providers.

TU Dublin has 23% of Craft Apprentice Training in Higher Education in 2019-20

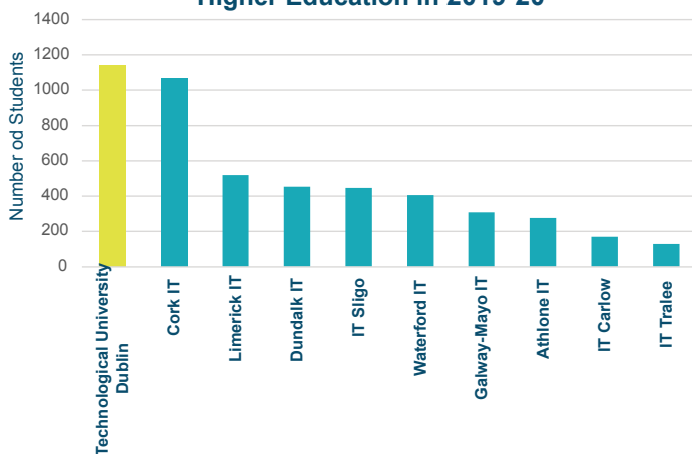


Figure 9 Craft Apprentice Training in Higher Education, National Profile, 2019-20

COLLABORATIVE PROVISION

TU Dublin is highly connected with collaborative partners in a range of organisations, including universities, industry, associations, public bodies, charities and research centres. Through our strategic intent, we “actively seek to increase and deepen our partnership all over the world, on the understanding that the complex problems of today are solved together”¹². A particular strength is the breadth of our academic collaborations, nationally and internationally. As of November 2020, TU Dublin had 135 programmes involving academic partnerships, including joint programmes with other Irish Higher education providers, with professional bodies, and with international partners. Over 2,500 students are registered on these programmes. TU Dublin is a partner in the European University of Technology¹³, a flagship initiative of the European Education Area, with a leading role in work package 2, Europe for everyone: inclusiveness and embeddedness.

PROFESSIONAL ACCREDITATION, ENDORSEMENT, EXEMPTIONS AND STATUTORY BODY APPROVAL

TU Dublin has over 90 programmes with: professional body accreditation; which lead to exemptions from the examinations of professional bodies; are endorsed by communities of specialists; or have recognition from regulatory bodies. TU Dublin has over 8,500 students registered on these programmes.

LABOUR MARKET ACTIVATION

TU Dublin is an active participant in Irish government initiatives to leverage higher education for labour market activation. This includes Springboard+¹⁴, which funds programmes leading to qualifications in areas where there are employment opportunities. As of November 2020, TU Dublin had over 1,500 students registered across 49 programmes funded through such initiatives.

8 gov.ie - National Strategy for Higher Education to 2030 (www.gov.ie)
 9 Action Plan to expand Apprenticeship and Traineeship in Ireland 2016-2020, Dept. of Education and Skills
 10 Technology Skills 2022 Ireland's Third ICT Skills Action Plan, Department of Education and Skills
 11 Review-of-Apprenticeship-Training-in-Ireland (education.ie)
 12 https://www.tudublin.ie/explore/about-the-university/strategicplan/2030/
 13 Université de Technologie Européenne (univ-tech.eu)
 14 https://springboardcourses.ie/



STUDENT PROFILE

Reflecting the strength and diversity of our programme provision, TU Dublin's student population is enrolled across a range of broad ISCED area categories

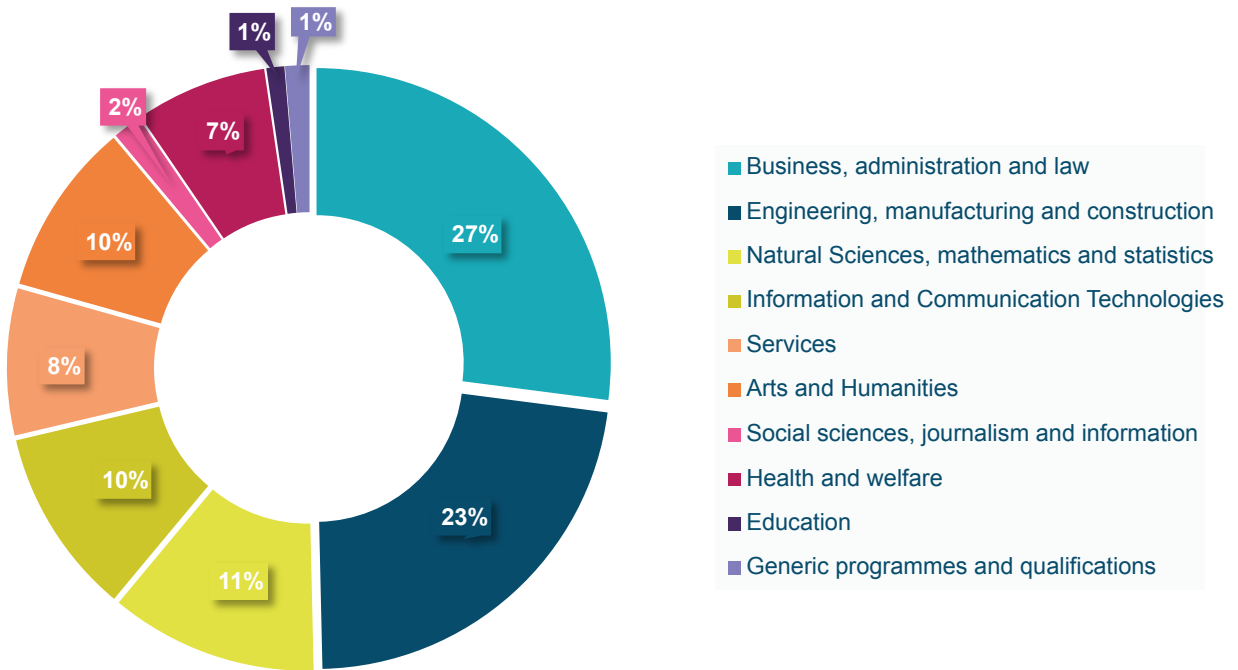


Figure 10 Enrolments per Broad ISCED Area (2019-20)

Breakdown of enrolments in TU Dublin across broad ISCED codes by gender indicates that, in general, TU Dublin is in line with national averages.

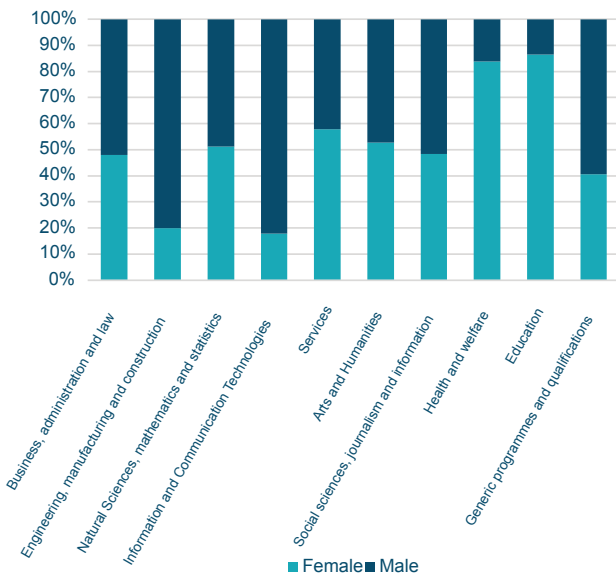


Figure 11 TU Dublin Female and Male Enrolments per Broad ISCED Code (2019-20)

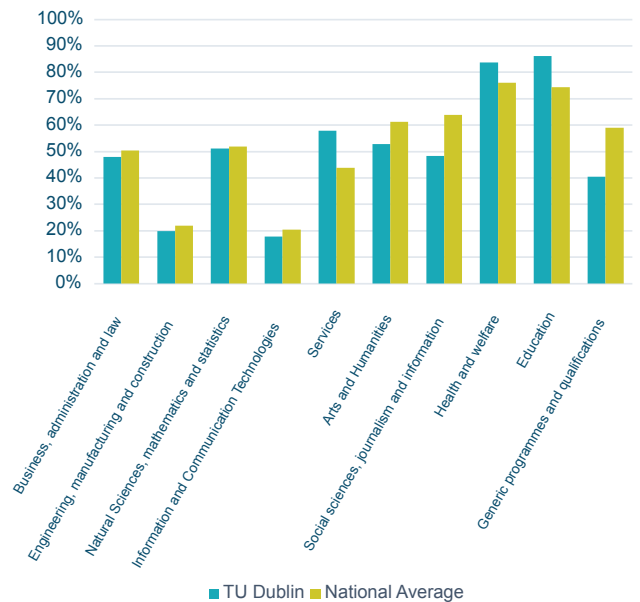


Figure 12 Comparison of Female Enrolments against National Average (2019-20)

ENROLMENT TRENDS

The charts below illustrate full and part time enrolments trends over the period 2014-19.

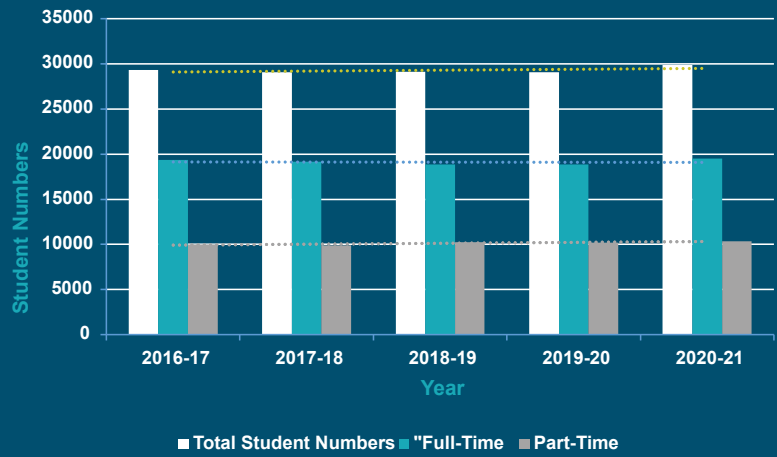


Figure 13 Enrolment Trends

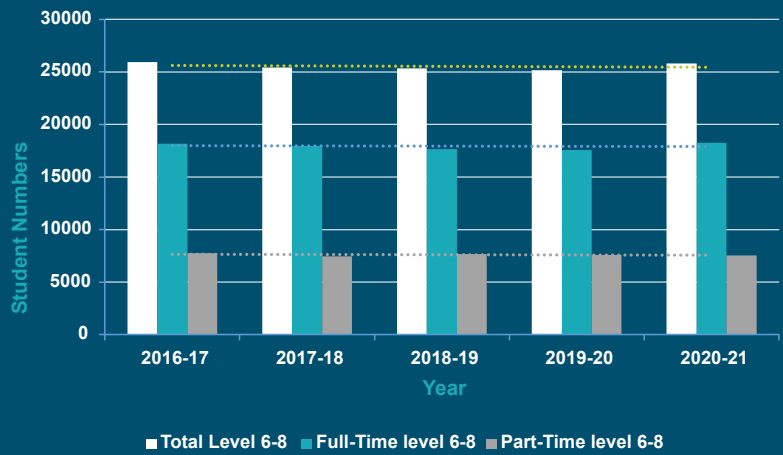


Figure 14 NFQ Level 6-8 Enrolments

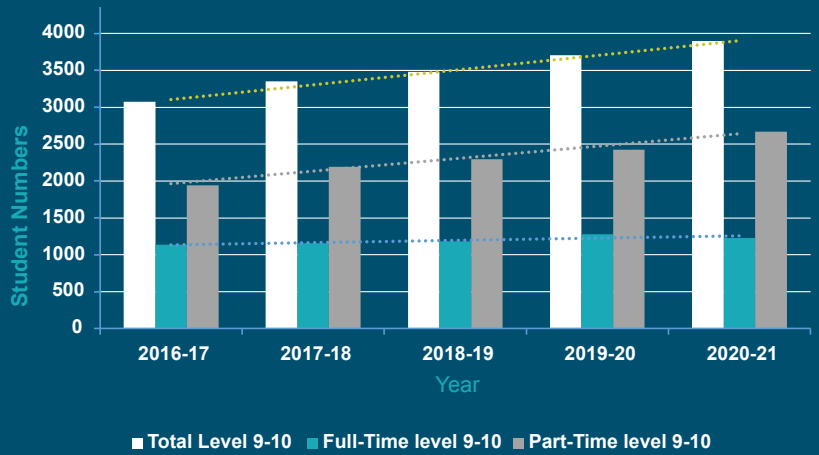


Figure 15 NFQ Level 9-10 Enrolments

The percentage of level 6, 7 and 8 undergraduate enrolments indicates that TU Dublin is fulfilling its mission to continue to make provision across these levels of the NFQ.

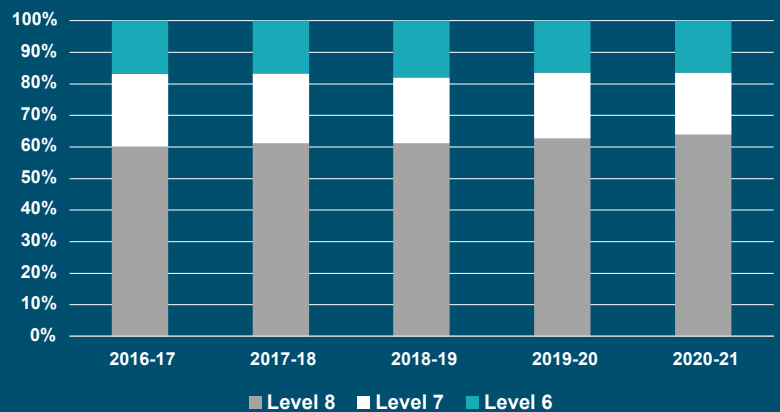
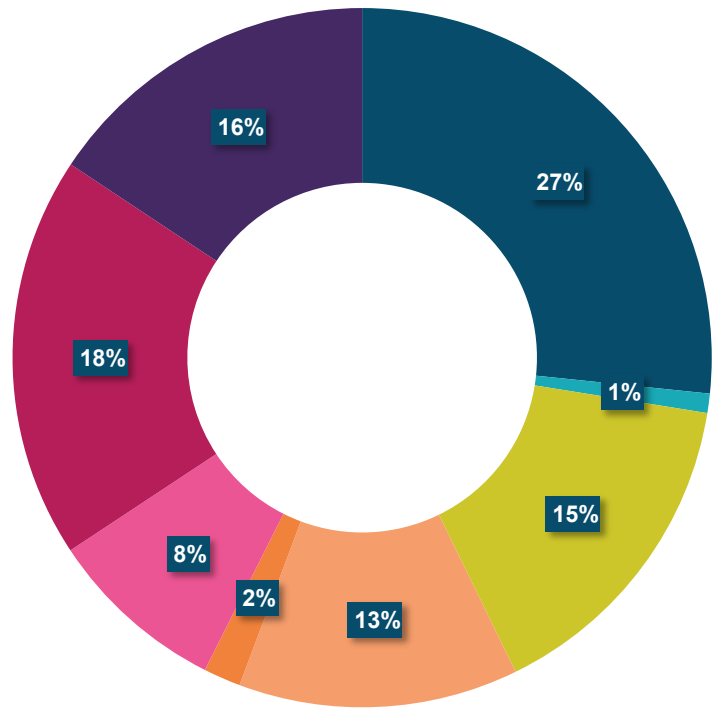


Figure 16 Level 6, 7 & 8 Students as % of Undergraduates

ENTRY BASIS FOR ENROLMENT IN TU DUBLIN

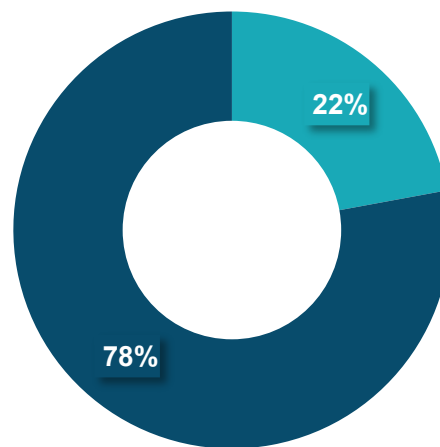
The majority of TU Dublin's full-time enrolment is through the CAO, constituting 67% of new entrants (3184) to full-time undergraduate education in 2019. Access to education is important to TU Dublin, to our students, to the communities in which we are embedded and to the broader society we serve. TU Dublin provides a diversity of access entry routes to enable students from socio-economically disadvantaged backgrounds to access higher education and address under-representation. Such routes enable students to enter higher education at lower levels of educational attainment in recognition of the impact of socio-economic disadvantage on educational attainment and participation. Through schemes such as HEAR, DARE, the QQI Quick Access route, ACCESS TU Dublin, the Access Foundation Programme, recognition of prior learning, mature entry, and others¹⁵, 33% of enrolments to TU Dublin are through alternative routes, showing the depth of our commitment to access and inclusion.



- Further Education Award or equivalent
- Access/Foundation course
- HEAR
- Direct Entry Route
- Portfolio/Audition + academic entry requirement
- Previous higher education
- DARE
- Other Access Routes
- Mature Years

Figure 17 Non-CAO Entry (2019)

Grant Supported Fees were received by 22% of TU Dublin's FT students in 2020-21.



- Grant supported fees
- Non-grant supported fees

Figure 18 Grant Supported Student fees, 2020-21



THE STUDENT EXPERIENCE

Our student experience provides a range of opportunities to apply knowledge gained through their education, including: problem-based learning, active citizenship, work-placement opportunities, project work, action learning, community-based research and learning projects, research, and the input from, and engagement, with contemporary practitioners.

STUDENT SUPPORTS

Student administration services facilitate the movement of students through the student life cycle, from recruitment to graduation. It provides applicants with the supports and information to make informed programme choices. Retention statistics demonstrate that facilitating students to make the right choice of programmes to suit their own interests and talents contributes to success as they progress through their programme. Our supports include Admissions services, Induction Services, Access services, International support, and Exams and Assessment.

Student welfare services cater for the personal and health needs of students. Our supports include financial aid (for example through the HEA's student assistance fund), our accommodations services¹⁶, crèche and childcare supports for students, medical centres, counselling and pastoral care¹⁷, and career development¹⁸.

Disability Support Services¹⁹ ensure that no student with a disability experiences an educational disadvantage in accessing, fully participating in and benefiting from educational opportunities at TU Dublin, with dedicated staff on each campus to support this.

Our Access Service²⁰ provides comprehensive supports for students from socio-economically disadvantaged backgrounds who enter via access entry routes. Our support programmes address the additional academic, financial, transition, emotional and social needs for such students to ensure equity of outcome regarding academic progression and development and equal access to graduate opportunities. Transition supports use a partnership model including access tutors, students from SED backgrounds, academic staff, other internal and external support services, and include assessment of need and supports tailored toward individual students.

Library Services²¹ provide excellence in student-centered services that enrich and support learning, enabling the development of skills that contribute to lifelong learning. Library collections provide access to leading academic research to support the learning and research in the University. Library spaces, both physical and virtual, provide an opportunity for flexible learning and support. Library staff provide expert academic support to students at all stages throughout their academic journey, and provide an inclusive service to all students.



¹⁶ <https://www.tudublin.ie/for-students/student-life/accommodation--living-in-dublin/accommodation-and-living-costs/>

¹⁷ <https://www.tudublin.ie/cao/student-support/pastoral-care-and-chaplaincy/>

¹⁸ <https://www.tudublin.ie/for-students/career-development-centre/>

¹⁹ <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/disability-support-service/>

²⁰ Widening Participation | TU Dublin

²¹ <https://www.tudublin.ie/library>



SPORTS, CLUBS AND SOCIETIES

Participation in clubs and societies enhances the student experience of university and creates a sense of community, and students also enjoy health benefits from participation in sports. A number of national and international competitions are available for students to participate in and all three predecessor institutes have been successful in such endeavours. TU Dublin provides sports scholarships and supports for students competing at a top level in their sport. Across TU Dublin there are over 100 societies covering a diverse range of pursuits for students, including drama, dance and student media. A number of societies are closely linked to academic programmes and increase skills training in areas such as radio production, newspaper editing etc.

OUR STUDENTS' UNION

TU Dublin Students' Union²² is an independent, representative organisation that actively participates in, and advocates on, student issues at all decision-making levels in the University, including Governing Body and Academic Council. The Union's mission is to act in its members' best interests, to advance and defend their rights in relation to their education and welfare as students and also as citizens. Led by students for students, core to its vision is that every student will have a positive, transformative experience that assists them to reach their full potential academically, socially and professionally, and to develop as ethical and informed individuals.

The Union's president alongside a team of 9 full-time and 11 part-time officers and support staff oversee this vibrant democratic organisation. The Union provides a wide range of events, campaigns, and services, including the class representative system and student ambassadors. This is an integral part of the University's QA process, comprising over 600 elected student representatives who represent the interests and opinions of their peers at programme boards and other fora. All the Union's endeavours are underpinned by its values: student-led, democratic, inclusive, transparent, accountable, ethical, respectful, empowering, and professional. All registered students are members of the Students' Union.

STUDENT ENGAGEMENT

A particular feature of our student experience is our emphasis on student engagement, in our QA processes, in our academic practice, and through our professional services. TU Dublin uses our participation in the Irish Survey of Student Engagement as a measure of our success in student engagement, and as a guide to how to improve. In 2020 2567 students from first year, 1653 students from final year undergraduate programmes and 565 taught postgraduate students participated in the survey. Survey responses indicate that 78% of students are satisfied with their education in TU Dublin. In answer to a key question, "Would you go to the same institution you are now attending?", 81% of students responded positively. As a further example of our commitment to student engagement, as part of the Cinnte review, and working with our Students' Union, we undertook an NStEP Institutional analysis of our involvement of students in decision making.

OUR GRADUATES

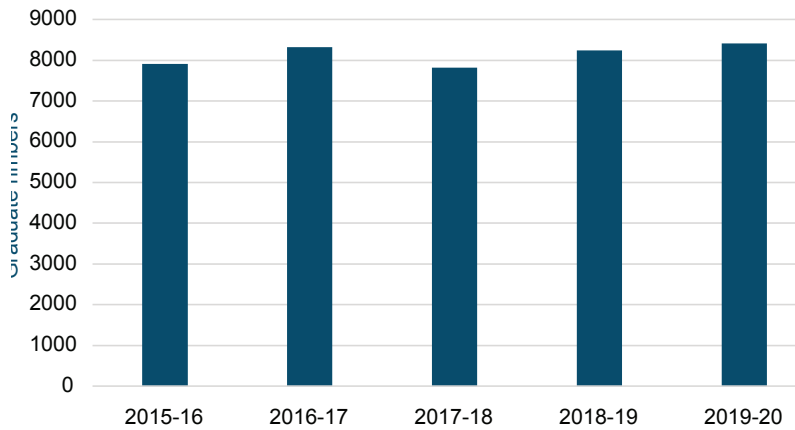
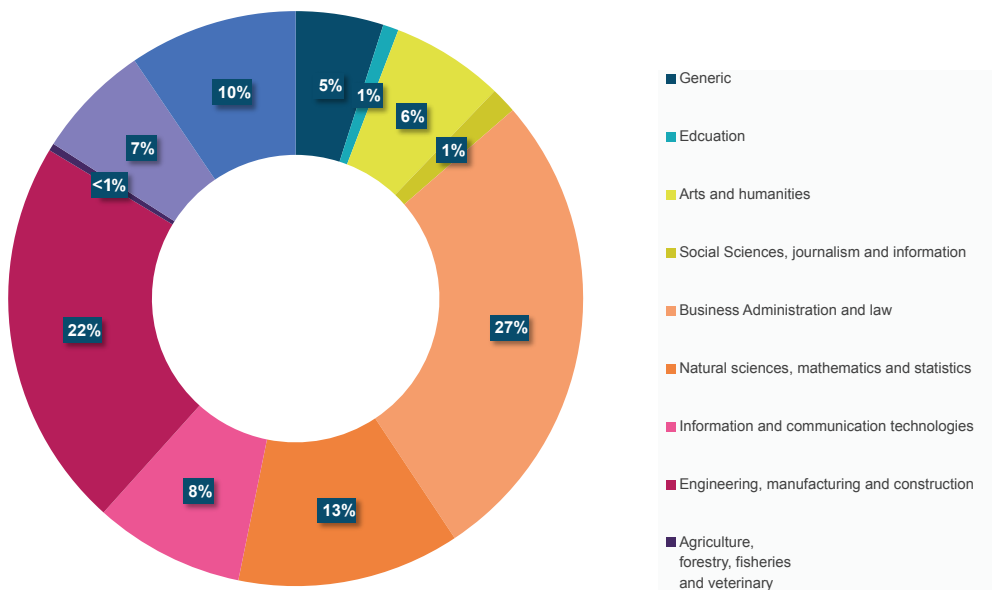


Figure 19 Graduate Trends

We are immensely proud of our network of 100,000+ TU Dublin graduates who make their careers here in Ireland and in 70 countries worldwide. In 2019 over 8000 students graduated from TU Dublin, across a range of areas, showing an upward trend across a 6 year timespan. Of these, 16% were level 6, 18% level 7, 50% level 8, 16% level 9, and 1% level 10 graduates.



Our graduates are distributed across a range of academic areas, reflecting the depth and breadth of programme provision in the University.

Figure 20 Distribution of Graduates across Broad ISCED Codes, 2020

RESEARCH

TU Dublin pursues excellence in the conduct of research to serve all its stakeholders as well as the wider public interest. Research activity, underpinned by fundamental/theoretical concepts that can translate into novel technologies, practices and policies for the benefit of learning, society, business and industry, contributes to the TU Dublin vision to be a research, innovation and thought leader in Europe with impact at a global level.

PRINCIPLES THAT CHARACTERISE RESEARCH AT TU DUBLIN

1. *TU Dublin supports the academic freedom of all researchers while encouraging affiliation within research centres and groups with independence of investigation as a core principle within the overall TU Dublin strategy.*
2. *Research informs and supports our teaching, is solution-focused, curiosity driven and has measurable impacts.*
3. *Research is underpinned by an integrated system of quality assurance, building upon peer review mechanisms and incorporating relevant metrics and complementing the specific procedures in place to quality assure research education and training.*
4. *Research is primarily organised into Research Institutes (RIs), helping to create a high quality, shared environment to support the wider research community.*
5. *Research is aligned with National Research Priority Areas²³, societal challenges for the EU Horizon 2020 programme²⁴, and UN Sustainable Development Goals (UNSDGs).*
6. *TU Dublin promotes and promulgates ethical research and scholarly practice, emphasising integrity and rigour and sustaining a culture in which the principles of honesty, openness and fairness are understood and observed.*
7. *TU Dublin supports the Open Science agenda with the commitment to making TU Dublin's research publications and research data open and publicly available.*
8. *Knowledge transfer and commercialisation of research is an integral part of TU Dublin's serving the community and public interest.*

RESEARCH THEMES

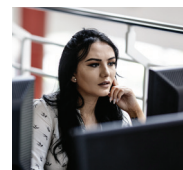
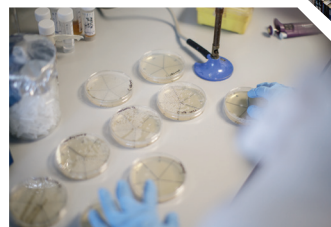
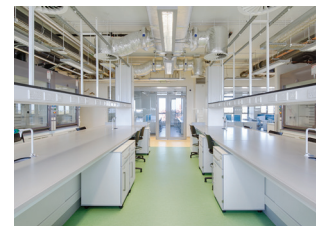
TU Dublin has prioritised its research activities in thematic clusters and built up Research Institutes and Centres of Excellence in selected areas founded in our fundamental research and applied expertise²⁵. We encourage interdisciplinary research activity to expand our applications, maximise opportunities and deliver maximum impact and have long-standing strategic partnerships with other universities and external partners. Our research teams work across the creative arts, sciences, engineering, business and technology arena to focus on areas that will benefit business and society in the following thematic areas:

- **Theme 1: Environment, Energy & Health**
- **Theme 2: Information, Communications & Media Technologies**
- **Theme 3: New Materials & Devices**
- **Theme 4: Society, Culture & Enterprise**

RESEARCH INSTITUTES

These provide access to dedicated research facilities, supports and leadership, and facilitate the creation of research platforms and partnerships across and outside TU Dublin. They include:

- FOCAS, which provides a range of state-of-the-art microscopy and spectroscopy laboratory support for research groups.
- CASH, the Centre for Appliance and Health. Located on our Tallaght campus, this provides facilities and support for research in biomedical related areas.
- ESHI, the Environmental Sustainability and Health Institute. Located in our Greenway Hub, ESHI integrates the knowledge and expertise of professionals and researchers to generate collective responses to public health needs.
- AHSS, the research institute for Arts Humanities and Social Sciences, supports the strong and distinctive provision in TU Dublin in creative arts and media.
- ICE, Information, Communication and Entertainment. This virtual institute brings together complementary strengths in ICT related research, distribution and delivery platforms and engineering technology to support industry.



RESEARCH PUBLICATIONS

From 2015-2019 TU Dublin had 2308 research publications²⁶, distributed across a range of academic areas.

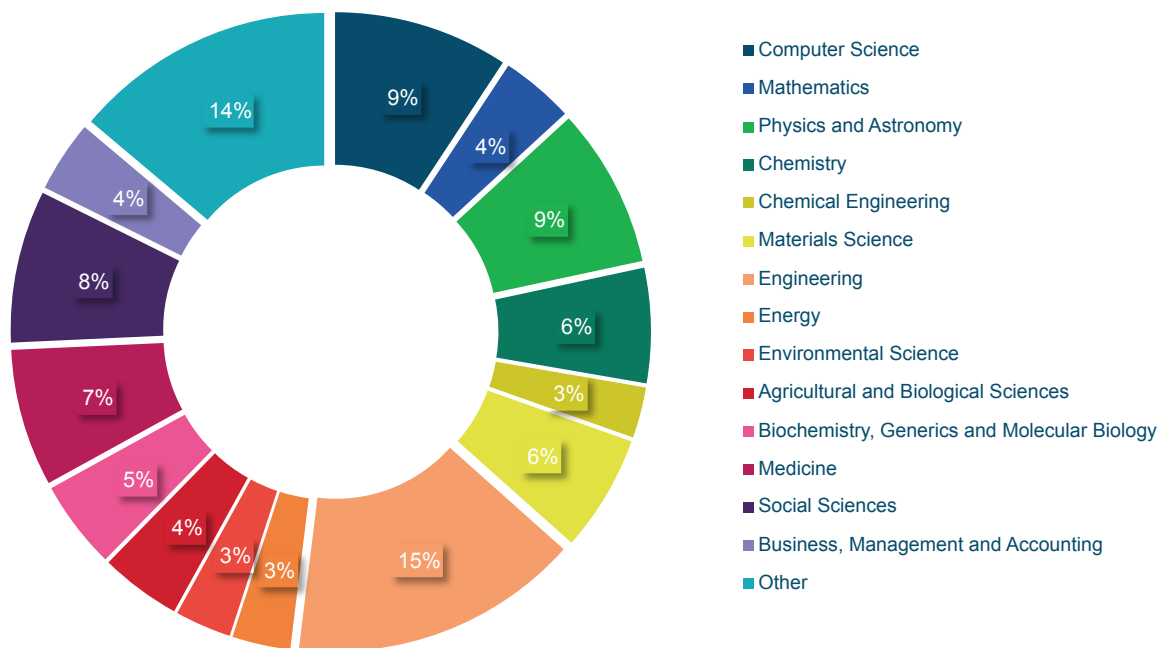


Figure 21 TU Dublin Research Publications, 2015-2019

IMPACT OF RESEARCH PUBLICATION

TU Dublin's research output is of a high standard, with 30% of our publications in the top 10% of journals²⁷. TU Dublin consistently scores above average in Field-Weighted Citation Index (FWCI), with an FWCI of 1.23 over the five-year period 2015-2019.

Arrow@TUDublin is the institutional repository for TU Dublin research and demonstrates our commitment to Open Science. Providing a measure of our research impact, it incorporates 14,689 papers which have been downloaded 9,385,374 times (as of Oct. 6, 2020)



Figure 22 Arrow download map 2015-19

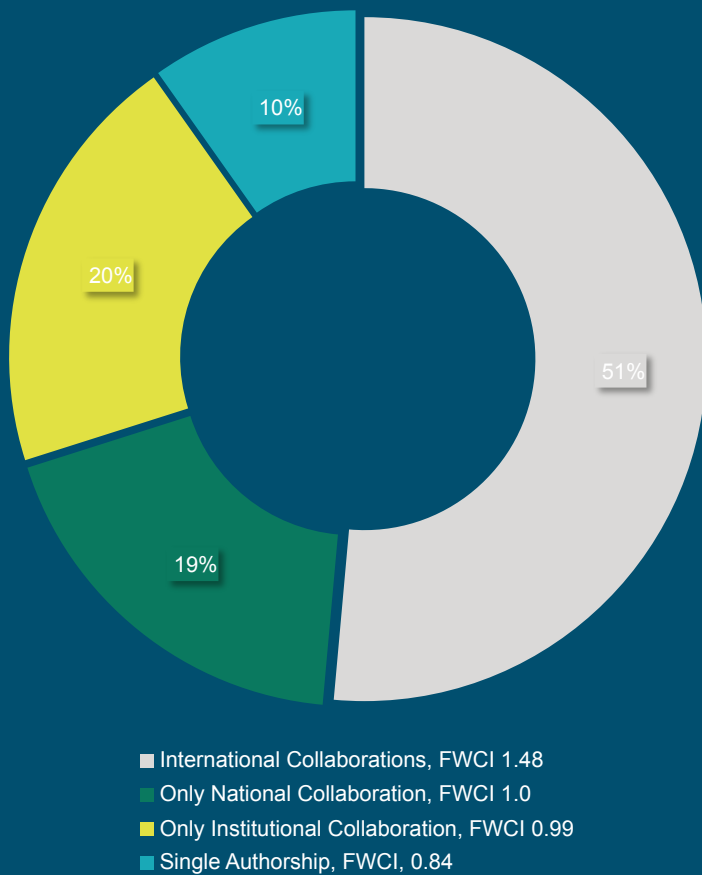


Figure 23 FWCI of Research Publications by Authorship-Type

For the period 2015-2019, 71% of TU Dublin's research publications included co-authors from outside of TU Dublin, and only 9.8% (216 papers) were single authorship. A relatively small number of TU Dublin's research publications (3%) included corporate collaboration, but these have an FWCI of 2.03.

COLLABORATIVE RESEARCH

Over the period 2018-2020, there are 33 active research projects including 327 signed collaboration agreements with 265 partners. The research collaboration agreements are with a wide range of organisations, including universities, research centres, industry, community and civil society organisations, and public authorities. Funding source includes EuropeAid, InterReg, Horizon 2020, Erasmus+.

THE GRADUATE RESEARCH SCHOOL

The graduate research school has an overarching role to support quality assurance of graduate research and develops graduate education across TU Dublin. It oversees delivery of the TU Dublin structured PhD programme comprising education activities that support the acquisition of a range of relevant specialist and transferrable skills.

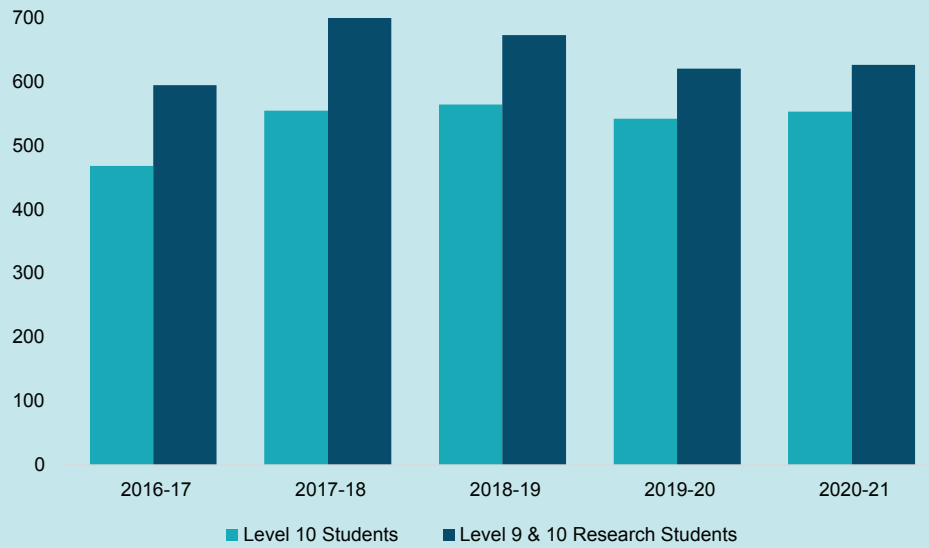


Figure 24 Research Student Trends, Level 9 & 10

RESEARCH STUDENTS

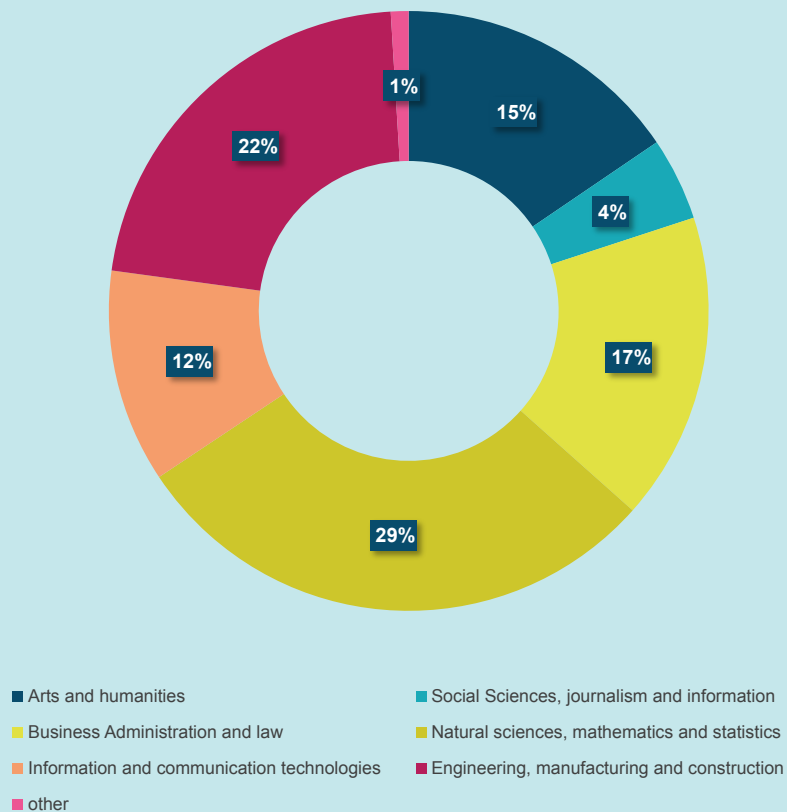


Figure 25 Research Student Registrations per Broad ISCED Code

RESEARCH FUNDING AND KNOWLEDGE TRANSFER IMPACT

Since 2015 TU Dublin has had research expenditure of over €17 million per annum²⁸. The table below gives an indication of funding sources, and the type of associated collaboration.

TABLE 1 RESEARCH RELATED FUNDING, 2016-2020

AWARD VALUE (€000S) BY FUNDER AND TYPE					
	Conference	Consultancy	Incubator	Research	Training
External Funding	€76.57	€444.22	€2,187.98	€35,372.39	€9,580.43
TU Dublin Internally Funded	€19.10	€5.00	€115.00	€17,553.50	
Total	€95.67	€449.2	€2,302.98	€52,925.90	€9,580.43

Figure 26 compares TU Dublin's knowledge transfer impact against selected HEIs from the IoT and University sectors²⁹. In order to illustrate the 'value for money' of the TU Dublin approach, knowledge transfer metrics for each HEI have been normalised against their respective research expenditure, allowing comparison of knowledge transfer impact on the basis of expenditure.

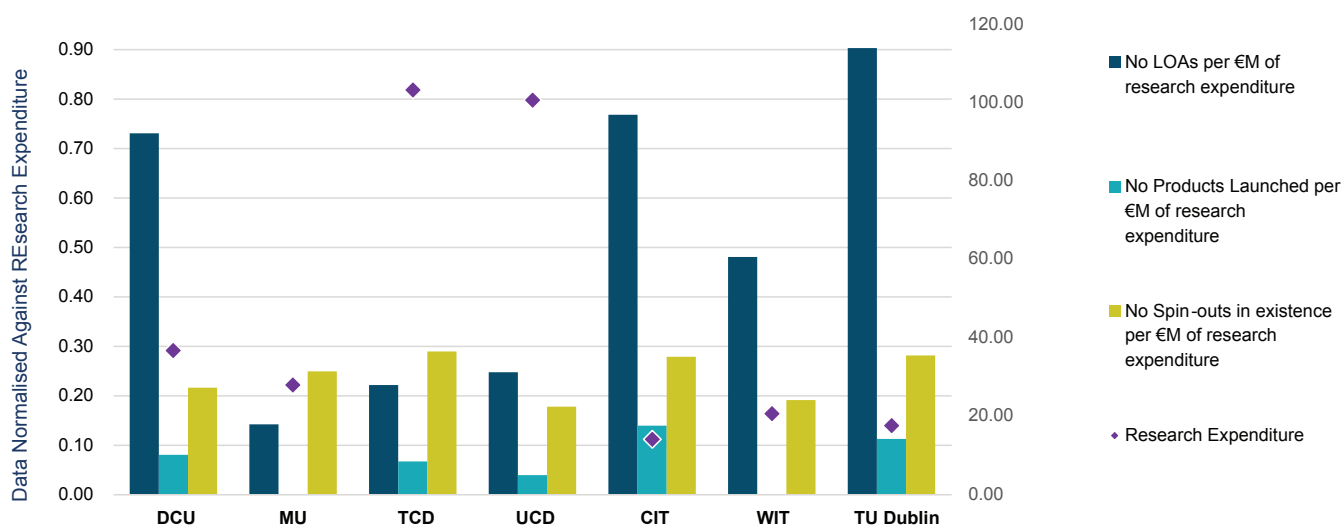


Figure 26 TU Dublin Knowledge Transfer Impact, 2019

LIBRARY SERVICES SUPPORT FOR RESEARCH

Library Services support researchers in the development of new scholarship. Library Services and Research partner to provide combined expertise in all aspects of the research cycle. Supports include research events, training workshops, bibliometric analysis and individual advice. Library Services provide access to leading international research through an extensive range of electronic resources, including those available through the Irish Research e-Library (IReL), while showcasing the research output of the University in Arrow, the institutional repository. Library Services support the University's move to open research by supporting researchers with information, training and general support.

²⁸ Source <https://www.knowledgetransferireland.com/>

²⁹ <https://www.knowledgetransferireland.com/Reports-Publications/KTI-Annual-Review-Annual-Knowledge-Transfer-Survey-2019.pdf>

AN INTERNATIONAL INSTITUTION

TU Dublin's international strategy is to build an international experience for students at all levels and in doing so impact positively on the quality of the education we provide and on the student experience. Aims include: ensuring that the University has an international staff and student body; enhancing quality in learning, research and engagement activities – to become an international university; engaging students with internationally informed curriculum, research and cultural and linguistic diversity; building international and intercultural capacity and develop inter-culturally competent students; ensuring that Internationalisation is embedded into all core activities of our university; providing an opportunity for every TU Dublin student across all programme levels to experience an international dimension to their educational experience; building Internationalisation on the particular disciplines and strengths of the University; and harnessing the economic impact of Internationalisation for the benefit of the University and the greater Dublin region.



Figure 27 Embedding Internationalisation in TU Dublin – A Focus for Quality

INTERNATIONAL ENROLMENTS IN TU DUBLIN

Enrolments of international students provide a perspective of the breadth and depth of our international presence, and its importance to our university.

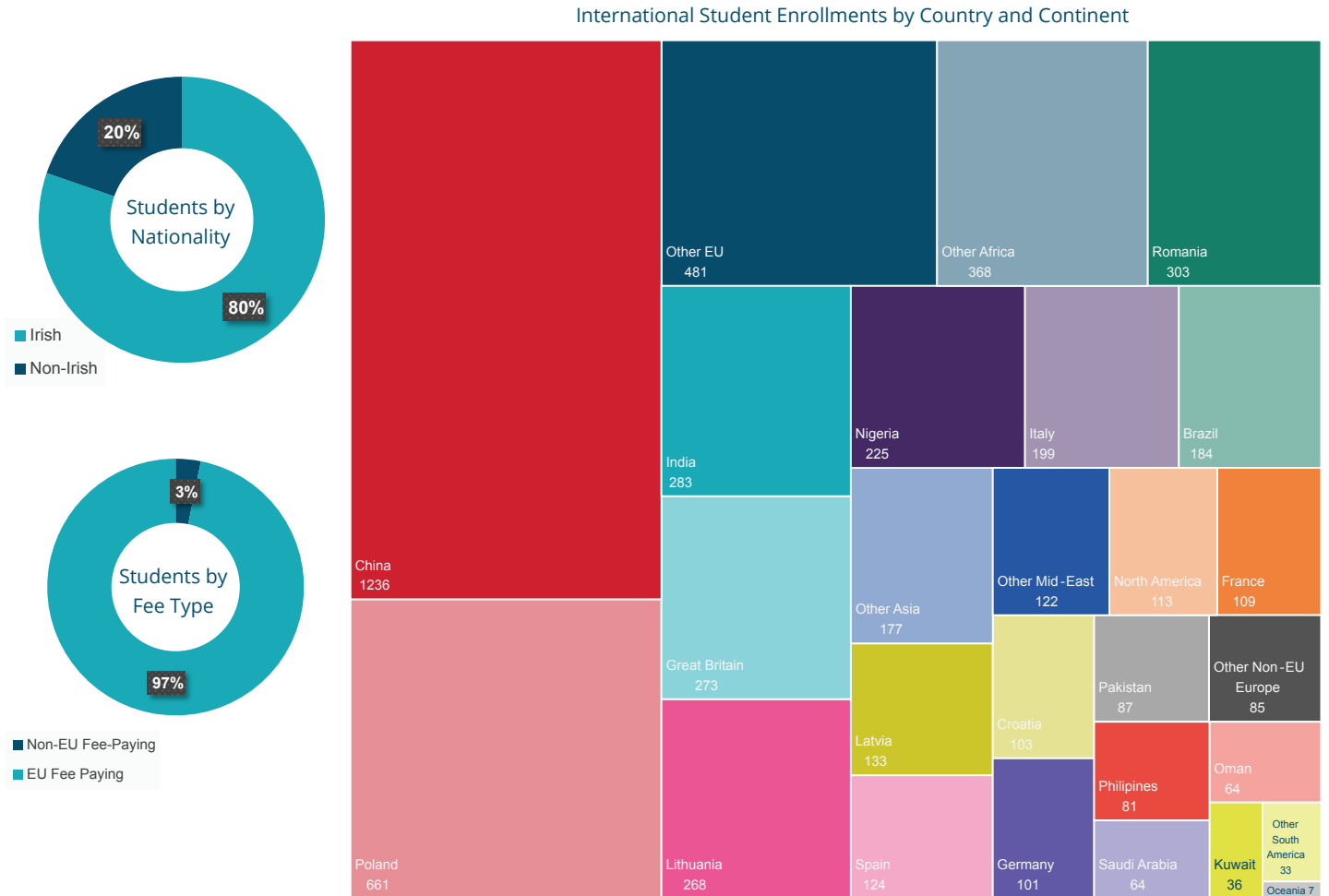


Figure 28 Perspectives on International Student Enrolments at TU Dublin

International enrolment trends for postgraduate and undergraduate programmes are shown below.

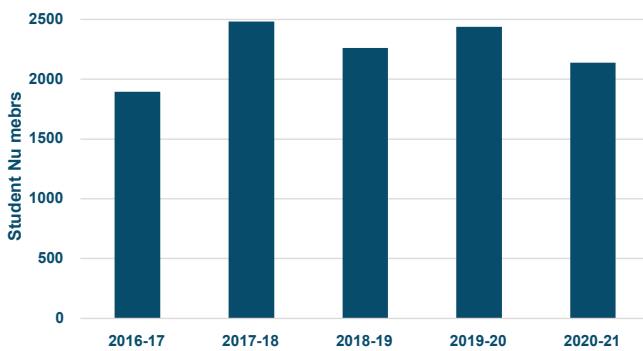


Figure 29 International Undergraduate and Taught Postgraduate Enrolments, excluding Erasmus and Overseas Students

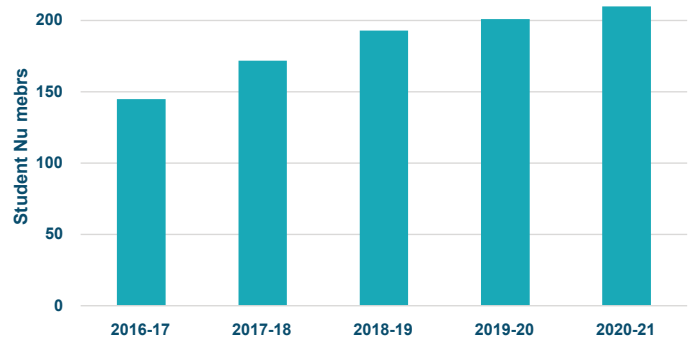


Figure 30 International Research Postgraduate Student Enrolments excluding Erasmus and Overseas Students

STAFF PROFILE FROM AN INTERNATIONAL PERSPECTIVE

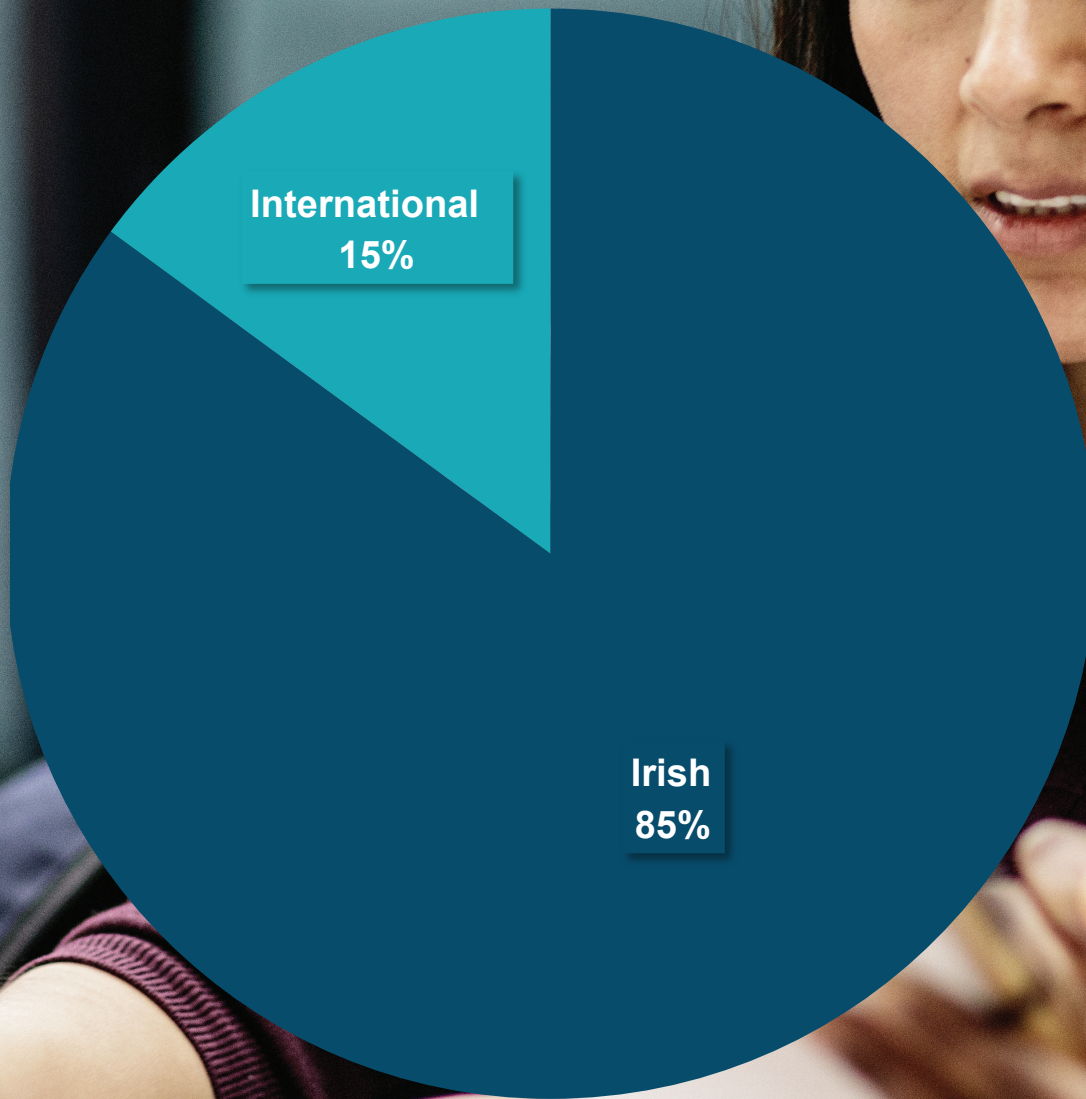


Figure 31 International Perspective on TU Dublin Staffing (excluding where nationality is not recorded)

ERASMUS, STUDENT EXCHANGE AND STAFF MOBILITY

Staff and Student Exchange coordinated by the TU Dublin Erasmus+ and Exchange Section in the International Office at TU Dublin³⁰ in collaboration with Schools and Colleges. Erasmus+ is the European Union's (EU) flagship education and training programme in the third level education sector. TU Dublin holds the Erasmus Charter for Higher Education, allowing it to participate in all aspects of the Erasmus+ programme. TU Dublin has 323 active Erasmus+ agreements with 245 different universities in 26 countries.

These Erasmus+ mobility agreements provide the capacity for TU Dublin to accept 967 incoming students and send out 936 students annually. 90% of our incoming mobility students and 96% of our outgoing mobility students are on the Erasmus+ programme. The balance is 'other exchange' students from universities across the globe. In 2019-20, TU Dublin had a total of 620 incoming mobility students, and 712 outgoing students.

Our top 4 country destinations for Erasmus+ mobility are France, Spain, Germany and the Netherlands, accounting for two out of every three of our Erasmus+ mobility agreements. Our top Erasmus+ partner is Universitat Politecnica de Valencia (UPV) in Spain. TU Dublin has ten Erasmus+ agreements with UPV across a range of disciplines. TU Dublin has Erasmus+ mobility agreements with each of its partners in the European Universities of Technology Initiative (EUT+).

The University also applies ERASMUS grants to allow staff to travel to partner institutions or enterprises for the purpose of Staff Teaching or Staff Training³¹. For 2020/2021, TU Dublin received 45 teaching grants and 20 training grants.

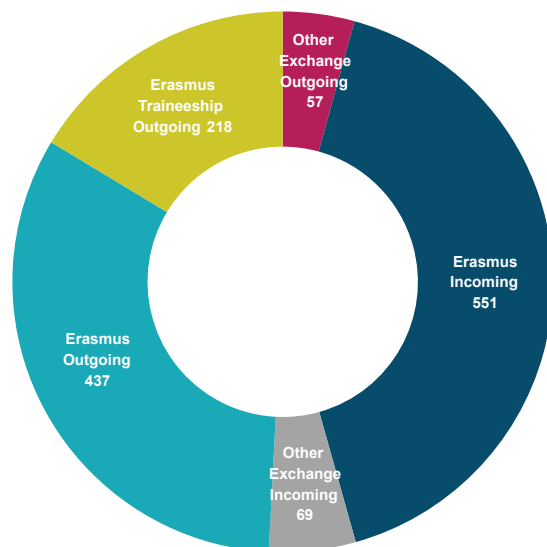


Figure 32 Student Exchange 2019-20



³⁰ Study Abroad and Erasmus+ | TU Dublin
³¹ Erasmus+ for Staff | TU Dublin

OUR STAFF

TU Dublin has over 2500 academic, technical, and professional staff who support a positive student experience for our 29,500+ students. At time of writing, our staff are experiencing a huge change in how they deliver their academic programmes and services due to the COVID-19 pandemic. This is happening at a time when our staff are already engaged in a major organisation transformation, and the physical development and relocation of many staff to the new Grangegorman campus. In the face of this unprecedented level of change, our staff have demonstrated agility and resilience and an unwavering commitment to deliver on our TU Dublin strategic goal to nurture bright minds, creativity, and ambition.

In developing our TU Dublin strategy and in our consultation with over 2,500 stakeholders, People, Planet and Partnership were identified as our strategic priorities in line with the UN Sustainable Development Goals (SDGs). Our people are a unique source of competitive advantage and it is through our people that our new Technological University will be realised.

CREATING A UNIVERSITY WHERE PEOPLE LOVE TO WORK AND LEARN

We are committed to creating a place of imagination and inspiration where people love to work and learn. We will achieve this by attracting, retaining and bringing out the best in our high-calibre and diverse staff, enabling each staff member to reach their full potential. In TU Dublin we provide all staff with the opportunity to engage in training and development programmes that support individual, operational and strategic learning needs, while academic staff are supported to develop good practice learning teaching and assessment.

To deliver on the opportunities of Ireland's first Technological University, we need to create a culture that cares for people, a place where there is space to foster ideas, relationships and individual personal development. That is the reason we want to build a university where individuals are proud to be part of a living thriving connected community, an inclusive work environment that is underpinned by the values of equality and diversity. However we have a major challenge ahead to deliver on our organisation transformation amidst an unplanned and unforeseen global pandemic. This may be a key challenge in the short term, alongside engaging and supporting staff in the organizational design, and in relocation as new campus facilities become available.



Fostering Individual Talents in an Ever Changing World

- we intend to ignite the imagination of students, staff and partners and support people to explore their abilities and reach their full potential

STAFF PROFILE

TU Dublin has over 2,500 staff, and the following tables and charts show this represented in terms of the distribution of academic posts, the number of staff in professional services, the gender distribution of our staff, and staffing trends.

TABLE 2 CORE STAFFING PROFILE (Q4 2020)

ACADEMIC POSTS						
	Whole Time Equivalent			Headcount		
	Male	Female	Total	Male	Female	Total
Director of TU Dublin College	2.00 (50%)	2.00 (50%)	4.00	2	2	4
Senior Lecturer 3	22.00 (73%)	8.00 (27%)	30.00	22	8	30
Senior Lecturer 2	53.00 (65%)	29.00 (35%)	82.00	53	29	82
Senior Lecturer 1	49.5 (57%)	37.5 (43%)	87	50	38	88
Lecturer	459 (60%)	305 (40%)	764	464	317	781
Lecturer Structured	8.00 (89%)	1.00 (11%)	9.00	8	1	9
Other	5 (83%)	1 (17%)	6	9 (75%)	3 (25%)	12
Assistant Lecturer	175 (57%)	132 (43%)	307	209	155	364
Hourly Paid Academic Staff	15 (56%)	13 (46%)	28	107	107	214
Total	788.5	527.5	1,316	924	657	1583

OTHER POSTS						
Pay scale maximum point	Whole Time Equivalent			Headcount		
	Male	Female	Total	Male	Female	Total
Above €70,000	59 (54%)	50 (46%)	108	59	50	109
Below €70,000	402 (48%)	434 (52%)	836	424	496	920
Total (December 2019)	461	484	945	483	546	1029

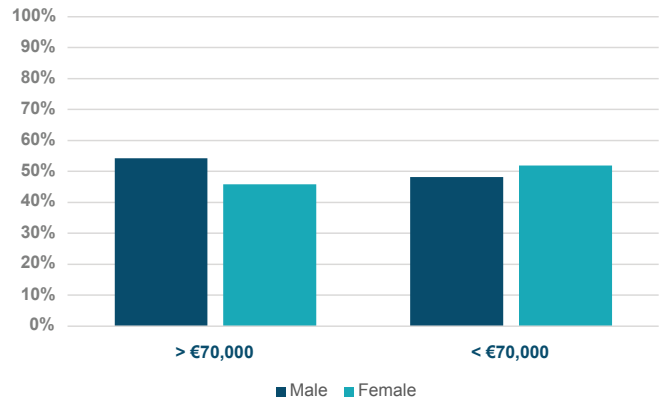
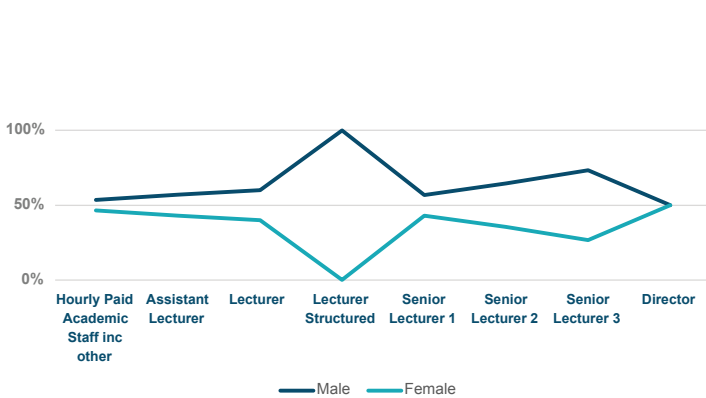


Figure 33 Core Academic Staff by Gender Core Staffing Profile (Q4 2020)

Figure 34 Professional Services Staff by Gender and Pay Core Staffing Profile (Q4 2020)

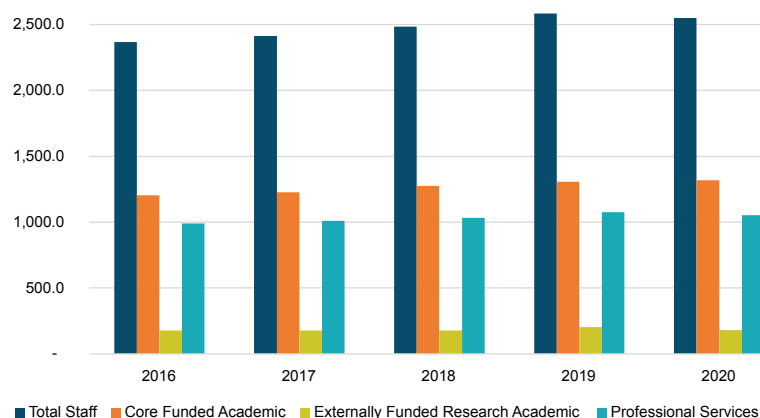


Figure 35 Staff Employment Trends

SUPPORTING TEACHING AND LEARNING

Our City Campus Learning, Teaching and Technology Centre (LTTTC) provides professional development opportunities for academic staff through a suite of postgraduate programmes in third level learning and teaching, and through training workshops and consultancy on matters related to pedagogies, programme design, assessment strategies, technology-enhanced learning and student support. The LTTTC also provides pedagogical and technical support for learning technologies across the University and is the primary locus of support for the institutional VLE. All LTTTC Staff are involved in the provision of teaching and research supervision on post-graduate programmes in third level learning and teaching. The LTTTC provides a Post-Graduate Certificate of University Learning and Teaching for all new TU Dublin academic staff who do not already possess an equivalent teaching qualification (with 160 graduates); supporting, dissemination and rewarding of effective practice and innovation in learning, teaching and assessment; and participation in institutional, local, national, and international bodies.

Our Tallaght campus leverages the teaching and learning services provided by LTTTC and also provides technology-enhanced learning, teaching and assessment support through the Centre for Learning and Teaching (CeLT). The Centre supports academic departments and staff through the following activities: a week-long training webinar series at the start of each semester; regular technology tips and hints via a weekly newsletter; provision of administration and configuration services and technical support for the campus Virtual Learning Environment and virtual classroom services; engagement with the National Forum for the Enhancement of Teaching and Learning in Higher Education; engagement with external teaching and learning networks to provide opportunities for Tallaght campus staff in teaching and learning initiatives.

Teaching and Learning practices on our Blanchardstown campus are as varied and diverse as our learner population. One common characteristic is the desire to meet the needs of learners and provide a supportive and welcoming learning environment. Our academic community continue to reflect on and transform their practices – their experience, motivation and professional judgement enable them to navigate a path through the demands of their programme outcomes to meet the needs of learners. This is further enhanced and supported by organisational and sector lead supports and initiatives, including academic department champions. On campus, the National Learning Network continues to provide student centred interventions as part of the first-year experience commencing with the identification of a learner's dominant learning style; a peer mentoring programme recognises that although each student's journey is unique, the support of peers is a vital ingredient to their success. Staff avail of workshops, training programmes and accredited postgraduate qualifications in teaching and learning, all provided in a flexible and supportive manner by the LTTTC. In partnership with the LTTTC and other academic supports, Library Services provide a network of expert teaching and research supports across the University for students and staff. Collection development in liaison with academic colleagues ensures that essential resources are available to support teaching and learning. At a national level the National Forum for Teaching and Learning continues to be a beacon for the recognition of teaching and learning practice within our Higher Education sector. The collaboration with the Centre of Excellence in Universal Design³² and AHEAD³³ has provided a range of resources and opportunities that will transform our core practice and beliefs in relation to the needs of learners.

TU Dublin strives for excellence in teaching and learning and is particularly proud that the Centre for Excellence in Universal Design conferred Technological University Dublin (TU Dublin) with a Recognition of Excellence trophy in celebration of a decade-long collaboration with its founding Institutions, and our commitment to the application of Universal Design³⁴.

³² The Centre for Excellence in Universal Design | Centre for Excellence in Universal Design

³³ Home - AHEAD

³⁴ Universal Design at TU Dublin Recognised By CEUD | Centre for Excellence in Universal Design

TRANSITION TO ON-LINE LEARNING

TU Dublin was well-positioned to support teaching and learning activities when the Covid-19 pandemic caused the closure of Irish higher education buildings, and onward as we continue to deliver programmes and support students online. Utilising the University's Virtual Learning Environment and the experience staff developed delivering technology enhanced learning, the University quickly transitioned to delivering and assessing programmes online to ensure that students were able to progress with their studies. A strong focus was placed on supporting staff to deliver online. Over 1,800 staff registrations were recorded on webinars offered through March-June 2019 themed on 'how to keep teaching during Covid-19'. E-learning platforms utilised by the University include Brightspace, Moodle and Adobe Connect. Nearly 19,000 Brightspace virtual classroom sessions took place from September to October 2020 and over 1,300 Adobe Connect meetings from September to November. In November 2020 we had almost 3,000 users logging in per-day on our Blanchardstown campus Moodle, and over 13,000 distinct users logging in per day on Brightspace. On our Tallaght campus, Moodle logins in November 2020 reached as high as 16,000 per day, 3 times the comparable 2019 figure.

The Online Library continues to be available 24 hours, 7 days a week irrespective of any closure of campus facilities due to COVID-19 restrictions. The availability of online resources has been expanded considerably to support the move to online teaching and learning. Librarians have pivoted to delivering orientations, digital skills and Open Research skills classes entirely online.

At this juncture as we continue to navigate our way through the pandemic the need to maintain momentum is a critical factor in easing the uncertainty for learners, nurturing hope, and keeping their aspirations alive. This is enabled by the ICT and e-learning infrastructure, supported by cross campus IT support and expertise. Training on a range of eLearning tools and technologies was provided locally at Departmental level and by the LTTC and the Tallaght Campus educational technology staff. A concerted effort by all staff, an army of individual actions motivated by a desire to help – capturing the true essence of a public service.



ENGAGEMENT

Contributing to the social, civic and economic life of Dublin and Ireland

TU Dublin, through its founding institutes, has a long history of engagement and partnership with the community, business and enterprise, the professions and other stakeholders across the greater Dublin region and nationally³⁵. Our new university has maintained and strengthened these links and contributes directly and indirectly to furthering the social, civic and economic life of Dublin in innovative and interesting ways. This includes a commitment to supporting community, entrepreneurship, enterprise development and innovation through teaching and research, and through effective knowledge transfer.

Collaboration with business, enterprise, the professions and related stakeholders including civil society organisations in the design and delivery of programmes of education and training and through innovation activity and research is central to the University's ambition to:

- Develop capacity through an expert and skilled labour force;
- Enhance regional development, promoting an entrepreneurial ethos;
- Create international opportunities for students and staff, including through learning partnerships, joint research projects and provision of education and training;
- Engage in partnerships with wider society and contributing to informed public discourse;
- Provide accessible opportunities to remove or reduce economic, social, gender or disability barriers that exist in society;
- work towards a balanced, inclusive equality of opportunity for all.

CIVIC ENGAGEMENT

TU Dublin is committed to contributing to social, cultural, technological and economic progress, through engagement with and within the community, with widening access to education a core part of its mission³⁶. TU Dublin also aims to ensure high quality student development and graduate success through innovative use of community engaged research and learning in its programmes.

Civic engagement activities in TU Dublin include:

- building mutually beneficial partnerships with civil society, communities and other education sectors to create and exchange knowledge and develop pathways to learning;
- providing transformative learning opportunities for a diverse range of students and widening participation in higher education;
- impacting positively on Irish society, through engagement programmes addressing key societal issues and co-creating knowledge for better policy and practice;
- enhancing the quality of TU Dublin's education experience, supporting student development and preparing life and career-ready graduates;
- engaging in outreach programmes with primary schools, 2nd level schools and community organisations;
- Community engagement programmes, including staff and student volunteering;
- Community-based research and learning;
- Access entry routes for school leavers and adults from socio-economically disadvantaged backgrounds and for people with disabilities;
- Providing access student transition and support;
- Student development programmes
- Research, policy and practice-impact activities.

Examples of embedded civic engagement activities include Students Learning with Communities³⁷, outreach activities with clusters of DEIS (Delivering Equality of Opportunity in Schools) schools in Grangegorman (4) and other inner-city locations (10), Clondalkin, West Tallaght and Ballyfermot, as well as links with schools in Cavan, Meath, Louth, Roscommon and Longford³⁸, the Afri Hedge School initiative with Action from Ireland³⁹, and working with AHEAD⁴⁰ to create an innovative Universal Design day where a wide variety of organisations were invited to the event with diversity and people variability at the core, where students debated without words to construct a narrative around diversity and inclusion. TU Dublin has been successful in attracting a range of funding to support civic engagement activities, from philanthropic funding such as BasisPoint⁴¹ to highly competitive Horizon 2020 research funding.

³⁵ The Socio-Economic and Cultural Impact of TU4Dublin, TU4Dublin Alliance, 2018

³⁶ Communities | TU Dublin, Civic Engagement | TU Dublin - Tallaght Campus, TU Dublin | Access & Civic Engagement, Civic Engagement | W

³⁷ TU Dublin | Access & Civic Engagement: Students Learning with Communities

³⁸ Civic Engagement | TU Dublin - Tallaght Campus

³⁹ News | Afri Hedge School 2020 | TU Dublin

⁴⁰ Home - AHEAD

⁴¹ Basispoint.ie

ENTERPRISE PARTNERSHIPS

Building on its established record of multifaceted engagement across a range of activities, disciplines and functions, the University is committed to optimising its existing and new engagement opportunities. To achieve this, TU Dublin adopts a proactive, strategic and relationship driven approach to the development and management of enterprise relationships. This is a key element of positioning the University at the heart of economic, social and innovation ecosystems at both regional and national level creating an inclusive and collaborative environment from which all stakeholders can benefit.

ENTERPRISE AND INNOVATION

Incubation Facilities

TU Dublin hosts three business incubators, one on each campus of the University, The Greenway Hub on the Grangegorman Campus; The LINC on the Blanchardstown Campus and the Synergy Centre on the Tallaght Campus. It also hosts an off-campus incubation facility for scale-up companies, Synergy Global, based in City West, Dublin 24. The suite of supports delivered through these facilities ranges from mentorship, onsite expertise, pre-accelerator programmes, and funded programmes, through to physical space, onsite technical facilities and access to knowledge and key business networks. In 2019, TU Dublin supported over 100 companies across the four incubation centres, employing approximately 400 people.

ENTREPRENEURIAL ACTIVITIES

Underpinning the successes of many of our client and alumni companies is the residency of the Enterprise Ireland National Entrepreneur Development Programme, New Frontiers, on all three campuses of the University. In 2016 TU Dublin was awarded €7.89m to deliver the programme across the three campuses of the University. This represented 32% of the national investment in the programme of €23.4m. In 2019, c200 entrepreneurs engaged at a point of the three stage programme. The programme supports emerging entrepreneurs through the evolution from concept through to investor readiness, contributing significant qualified dealflow into the Irish investment ecosystem. The companies supported through the programme also contribute towards the generation of wealth and employment in the regions served by the University.

Over the period of 2012-2019 TU Dublin contributed 45% of the national pipeline of High Potential Start-Ups (HPSUs) and 49% of the national pipeline of innovative High Potential Start-Ups (iHPSUs), generated by the New Frontiers Programme nationally into the Enterprise Ireland investment pipeline.

The development of entrepreneurial endeavors in our student body at TU Dublin are supported through the Synergy Student Enterprise Awards, dedicated programmes such as i-Cubed and the Enterprise Garage and the 2019 launch of the International Innovation Summer School.

INNOVATION

TU Dublin has a European-leading, multi-award winning, knowledge transfer function, generating real socio-economic impact through the creation of deep-tech spin-outs and industry collaborations from micro-enterprises to MNCs.

TABLE 3 NEW FRONTIERS IMPACT INDICATORS, Source: Enterprise Ireland, Evaluation of the New Frontiers Programme 2012-2019

Region	LEO (Local Enterprise Office) Clients	CSFs (Competitive Start Funds) awarded	HPSUs (High Potential Start-Ups) supported	iHPSU (innovative High Potential Start-Ups) supports
TU Dublin	107	92	114	48
National Total	355	240	254	99
TU Dublin %	30%	38%	45%	49%

The Knowledge Transfer Office at TU Dublin also leads the Dublin Region Innovation Consortium (DRIC), which brings together TU Dublin, the Institute of Art, Design and Technology (IADT), the National College of Ireland (NCI) and the Dublin Institute for Advanced Studies (DIAS) for a common purpose: to stimulate economic development in the Dublin Region by commercialising research from across the Institutes.

When normalised to per €10m research expenditure for 2019, and benchmarked against others knowledge transfer consortia in Ireland, DRIC are:

- First in technology licence with industry
- First in spin-out creation of research from within the third-level sector
- First in invention capture
- First in patents filed from research undertaken⁴²



Figure 36 Synergy Centre, Tallaght Campus

INFRASTRUCTURE DEVELOPMENTS

TU Dublin's facilities are distributed across our Blanchardstown, City and Tallaght Campuses. TU Dublin is engaged in an ongoing, ambitious, plan of consolidation of our City Campus staff and students onto the Grangegorman campus, alongside the expansion of our facilities in Blanchardstown and Tallaght, which are situated in the two largest areas of population growth in the Greater Dublin Region.

Our Grangegorman campus opened in 2014, with the first 1200 students and 120 staff. The facilities include the renovation of historic protected structures. In 2015 our Greenway research and innovation building opened, alongside our playing pitches, which aspects were further enhanced in 2017 through the opening of our Broombridge all-weather sports complex. In 2018 TU Dublin acquired Park House to use as an administrative facility, with 120 staff relocating from Rathmines to Grangegorman. We had planned in 2020 to relocate 10,000 students and 1,250 staff from Cathal Brugha Street and Kevin Street to the new-build Central (36,000m²), and East (16,000m²) Quads, and to complete the refurbishment of Park House, Rathdown House, and Lower House. Due to the Covid-19 pandemic this will not be completed until September 2021. Further capacity will be added in 2023, an academic hub 12,000m² for Library & Academic Supports, and the West Quad 20,000m² for Business, Languages and Exam/ Events space will provide capacity for additional 4,500 students. In 2024 the FOCAS Research Institute will be completed, providing an additional 4,500m² of capacity. This is the biggest educational infrastructure project in the history of the state.

Two construction projects are in development for completion on our Tallaght campus in 2021 and 2022. A Sports Science, Health and Recreation Building will provide teaching, research, laboratory, and recreation facilities for students, faculty and the community. This will provide an additional 3,282 m² of space and include two teaching laboratories, a sports hall (1,008m²), two lecture theatres and a grass playing pitch (140 x 90m). The laboratories will support research and teaching in exercise physiology, exercise rehabilitation, strength and conditioning, anthropometry, bio-mechanics and performance analysis. The new facility will support an increase in capacity of between 600-660 students on the associated specialist programmes. A public-private partnership (PPP) Building will support programmes and research in the areas of culinary arts, hospitality and tourism, as well as mechanical and electronic engineering. It will also provide generic teaching spaces. It will have an overall floor area of 5,200 m² over four floors and will be procured by way of a PPP. The new facilities will support interdisciplinary research and teaching in the areas of health science, sports science, and social care practice and nutrition, significantly increasing the potential for innovation and technology transfer in areas of national importance, with programmes aligned to identified skills needs and labour market shortages.

For our Blanchardstown campus it is planned to provide an additional 4,000 m² teaching building, through a PPP, to meet the forecasted growth in student numbers, skills needs and the lifelong learning requirement at both regional and national level.

The move to Grangegorman has driven the need to rebuild the University's core digital infrastructure. The initial phase of this work is now complete, with a more robust and high bandwidth backbone in place, although this also needs to be rolled out to the Tallaght and Blanchardstown campuses. The rapid increase in online learning and working during the Covid-19 pandemic has been underpinned by our robust ICT infrastructure and highlighted the need to invest and maintain that infrastructure.



Figure 37 A Visualisation of our new Grangegorman campus on completion in 2023

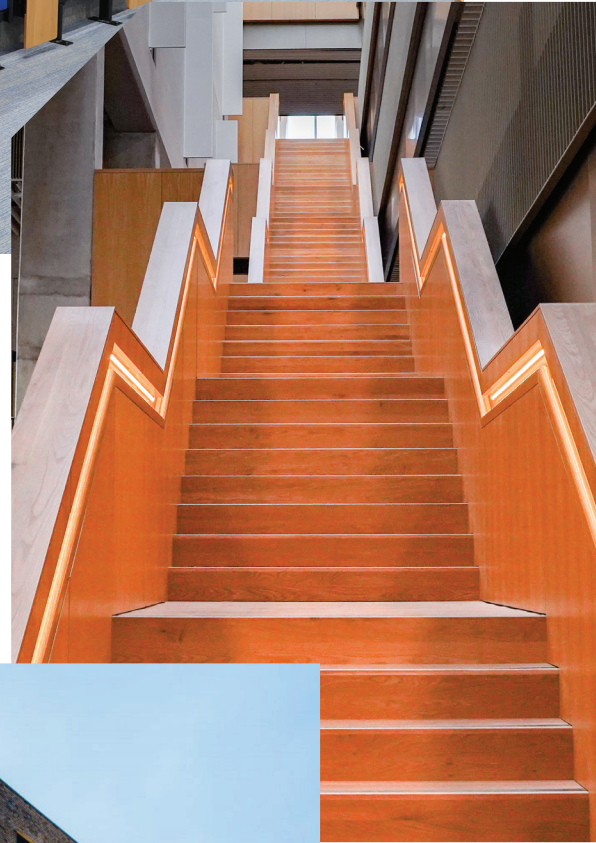


Figure 38 Central Quad Grangegorman



Figure 39 East Quad Grangegorman

FINANCIAL PERSPECTIVE

TU Dublin was established 1st January 2019. The financial statements for years prior to this date showing below are an aggregation of those of the previous institutes as existed at that time.

Table 4 - TU Dublin Financial Summary

	2016/17	2017/18*	2018/19**
State Grants	88,558	130,940	70,367
Fee Income	88,587	118,622	60,191
Research Income	17,695	24,956	11,229
Other Income	16,688	21,454	10,726
Amortisation of Capital Grants	11,497	23,412	17,975
Sale of Assets	-	16,260	134,474
Income €'000	223,025	335,644	304,962
Pay	155,516	217,615	116,002
Non-Pay	53,098	77,053	33,270
Depreciation	12,209	16,517	8,225
Expenditure €'000	220,823	311,185	157,497
Operating Surplus	2,202	24,459	147,465

Table 5 - TU Dublin Staff Analysis

	2016/17	2017/18*	2018/19**
Teaching & Research FTE	1466	1489	1493
Technical	174	172	192
Central Administration Services	740	764	852
Total	2,380	2,425	2,537

Table 6 - TU Dublin Student WTE

	2016/17	2017/18*	2018/19**
Student WTE (draft)	27,711	30,922	27,131

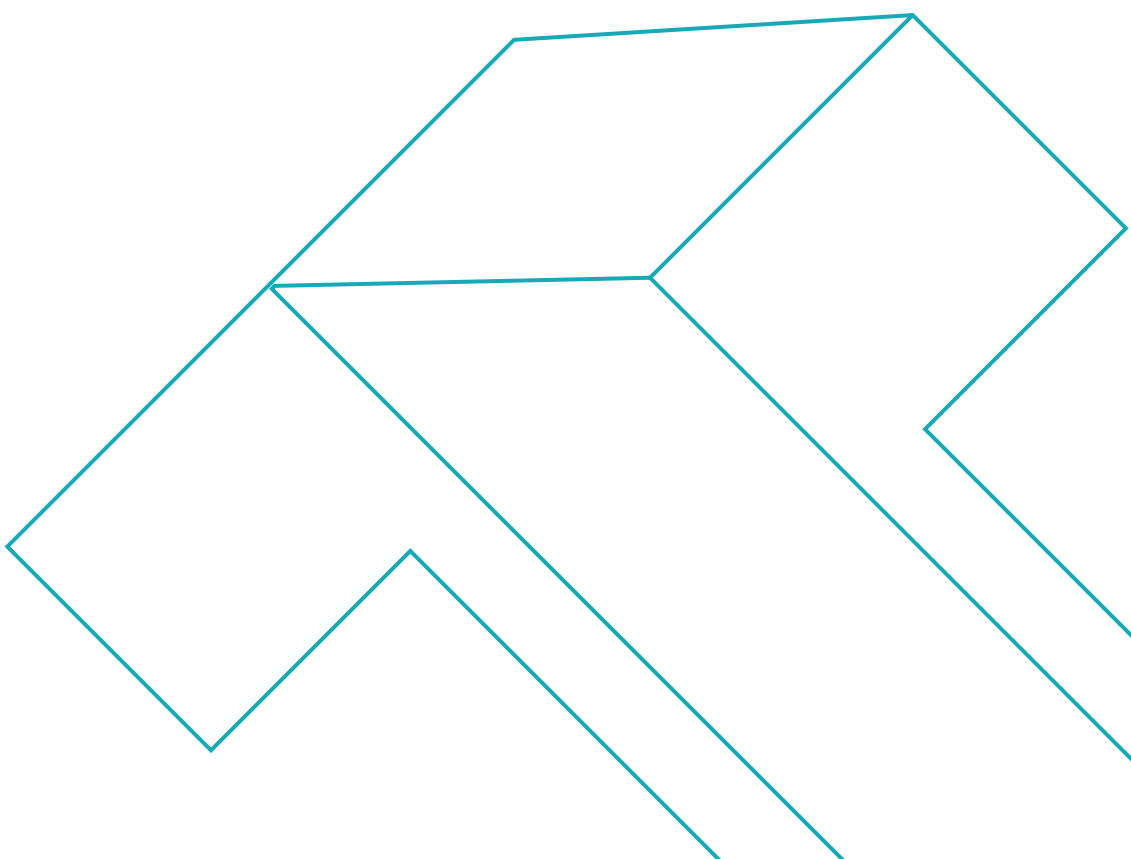
*2017/2018 represents 16 months financial reporting period to December 2018

**2018/2019 represents 8 months financial reporting period to August 2019

The University prepared its first set of Audited Financial Statements for the period to 31st August 2019. The financial position of the University at that date is summarised as follows;

Table 7 - TU Dublin Financial Position

as at 31st August 2019	
Fixed Assets	202,304
Long-Term Debtor	50,226
Net Current Assets	156,048
Net Assets	408,578
Represented by:	
Restricted Reserves	153,550
Unrestricted Reserves	255,028
Total Reserves	408,578



RELATIONSHIP WITH EXTERNAL BODIES

TU Dublin's mission and values are influenced by its key relationships with the Higher Education Authority (HEA), the Department of Further and Higher Education, Research, Innovation and Science, and Quality and Qualifications Ireland (QQI). Other state bodies with which TU Dublin has relationships include SOLAS (apprentice training), CORU (Regulating Health & Social Care Professionals), and the Property Services Regulatory Authority. At a regional government level important partners include Dublin City Council, Fingal County Council and South Dublin County Council.

Important relationships for our research programmes can be considered on both National and International basis. Nationally, these include: Science Foundation Ireland; the Health Research Board; Enterprise Ireland; and the Dublin Region Innovation Consortium (DRIC) which is comprised of TU Dublin, Dún Laoghaire Institute of Art, Design and Technology, Dublin Institute for Advanced Studies and the National College of Ireland. We also have research training relationship through National Centres for Research Training including: Advanced Networks for Sustainable Societies - with UCC, MTU, Maynooth University, TCD; and the Marie Skłodowska-Curie actions (MCSA) doctoral training network Enhanced Reality - with TCD, DCU, NUIG, UCD.

Internationally a significant, developing, relationship is with our partners in the European University of Technology⁴³, where partners include the Technical University of Sofia, Cyprus University of Technology, University of Technology of Troyes, Hochschule Darmstadt, University of Applied Sciences, Riga Technical University, Technical University of Cluj-Napoca, Polytechnic University of Cartagena. We also have Joint Research programmes with; the Irish-Sino Research and Innovation Institute for Novel and Emerging Sciences and Technologies (NEST) with University of Electronic Science and Technology (UESTC) China; the Food and Biotechnologies Research and Innovation Centre (FABRIC) with Hue University Vietnam; the Inorganic Pharma and Biomimetics with Universidade Federal do Rio de Janeiro Brazil. We also work with international partners in Doctoral Training Networks including a further MSCA Spatially Enhanced Learning Linked to Science, Technology, Engineering and Mathematics with Bangor University, Technische Universiteit Delft, Kungliga Tekniska Hogskolan, Norges Teknisk-Naturvitenskapelige Universitet, Universität Regensburg, Paris-Lodron Universität Salzburg, Universiteit Leiden, Universitaet Koblenz-Landau, and Latvijas Universitate.

Relationships with agencies promoting enterprise include Enterprise Ireland, Knowledge Transfer Ireland, Local Enterprise Offices, Irish Research Council, Horizon Europe, Science Foundation Ireland. Skillnet Ireland, Chambers of commerce of the local council areas, and the Dublin Regional Skills Forum. Professional bodies with which TU Dublin has relationships include Engineers Ireland, the Society of Chartered Surveyors Ireland, the Chartered Institute of Building, the Royal Institute of the Architects of Ireland, the Royal Society of Chemistry, the Institute of Biomedical Sciences (UK), the Institute of Physics, the Accountancy Bodies (CPA, ACCA and the Institute of Chartered Accountants), the International Association of MBA's (AMBA), Honorable Society of the King's Inns, the Association for Nutrition, the Irish Tourism Industry Confederation, Irish Hospitality Institute and the Institute of Designers in Ireland.

Some highlights of our civic engagement partners include the Grangegorman Area-based Childhood (ABC) Programme; our involvement in the CSINC initiative⁴⁴, an outreach working to increase diversity in computer science; the TU Dublin Ballymun Music Programme outreach initiative of the TU Dublin Conservatoire; and the Students Learning With Communities⁴⁵ programme.

43 Vision EU+ - Université de Technologie Européenne (univ-tech.eu)

44 <http://csinc.ie>

45 TU Dublin | Students Learning with Communities

