



Strategic Dialogue Cycle 2

DIT Self Evaluation Report

Submitted to Higher Education Authority

22nd June 2015

Rev v1.1 (13 July 2015)

Contents

	Page
Introduction	1
Self-Evaluation	2
1. Regional Cluster	3
2. Participation, equal access and lifelong Learning	5
3. Excellent teaching and learning and quality of the student experience	8
4. High quality, internationally competitive research and innovation	11
5. Enhanced engagement with enterprise & the community & embedded knowledge exchange	13
6. Enhanced internationalisation	18
7. Institutional consolidation	19
Appendices	26
A.1 Regional Cluster	27
A.2 Participation, equal access and lifelong Learning	30
A.3 Excellent teaching and learning and quality of the student experience	31
A.4 High quality, internationally competitive research and innovation	34
A.5 Enhanced engagement with enterprise and the community and embedded knowledge exchange	36
A.6 Enhanced internationalisation	39
A.7 Institutional consolidation	40

INTRODUCTION

By pursuing its ambitious strategic plan, in the last two years Dublin Institute of Technology (DIT) has probably experienced the most significant period of change in its 128-year history. Whilst maintaining its core academic enterprise, the Institute has also been driving forward on two major strategic initiatives, the development of the new campus at Grangegorman and the development of the Technological University for Dublin (TU4D) with its partners Institute of Technology, Blanchardstown and Institute of Technology, Tallaght. Representing, respectively, the largest investment in higher education in the history of the state and the creation of what will be the largest higher education institution in the state on merger, these initiatives are not only significant for DIT itself but for Irish higher education as a whole.

The report that follows sets out progress against targets contained in DIT's Performance Compact, covering the range of educational priorities identified by Government along with the development of the Grangegorman campus and the TU4D.

SELF-EVALUATION

1. Regional Cluster

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To be an active participant in the Dublin/Leinster Pillar II cluster, so as to enhance DIT's contribution to Dublin's regional development.	Number of active collaborative initiatives	Four initiatives, namely: 1. DRHEA 2. The Green Way 3. The Global City Innovation Initiative, 4. The Creative Dublin Alliance.	Maintain current engagements	<p>DIT along with its partners ITB and ITT have continued to develop its 'sub-cluster' i.e. the TU4D Alliance as the agreed activity regarding the overall contribution of the development of the Dublin/Leinster Pillar II. Progress made in this regard is provided in Appendix A.1.</p> <p>The specific collaborative initiatives with which DIT sought to maintain engagement are given here:-</p> <ol style="list-style-type: none"> 1. <u>DRHEA</u> - effectively ceased to exist as a formal network once funding concluded. However, DIT has maintained relationships and some of the activities conducted under the initiative. An example is given in the Appendix A.1. 2. <u>The Green Way</u> initiative has been progressed on several fronts and DIT has been an active leader and participant in many of the initiatives. Examples are given in Appendix A.1. 3. For DIT, the <u>Global City Innovation Initiative</u> has naturally aligned with other initiatives, including 'Activating Dublin' details of which are provided in section 5. 		Maintain current engagements Plus engagement in 1 new active cluster-wide collaborative initiative	

Institution objective (CONT'D)	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To be an active participant in the Dublin/Leinster Pillar II cluster, so as to enhance DIT's contribution to Dublin's regional development.	Number of active collaborative initiatives	Four initiatives, namely: 5. DRHEA 6. The Green Way 7. The Global City Innovation Initiative, 8. The Creative Dublin Alliance.	Maintain current engagements	4. The objectives of the <u>Creative Dublin Alliance</u> have been advanced by the current Chief Executive, Dublin City Council (DCC), by mainstreaming activities within DCC where possible and although the network has discontinued in its original form, DIT has continued to engage with DCC and others in progressing the Dublin city agenda. Further details are available under section 5 of the report		Maintain current engagements Plus engagement in 1 new active cluster-wide collaborative initiative	

2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Baseline	Interim target, 2014/15	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To be the HEI of choice in arts, tourism, business, engineering, built environment, science & health for career-focused education	Numbers of students recruited under selected categories:-	Year 2010/11	Year 2014/15	Year 2014/15 (taken from March 2015 SRS) It is noted that for a number of the categories, the targets set have been met/exceeded whilst for some they have not been attained. Some observations are provided in Appendix A.2.		Year 2016/17	
	1. Number of new full-time undergraduate entrants	1. 2,900	1. 3,500	1. 3,611		1. 3,700	
	2. Number of full-time undergraduate entrants	2. 10,600	1. 11,500	2. 12,678		2. 11,700	
	3. Number of all part-time undergraduate students	3. 3,700	2. 3,000	3. 1,731		3. 3,700	
	4. Number of postgraduate students (FTE)	4. 1,700	3. 1,700	4. 1,823		4. 2,400	
	5. Number of postgraduate research students (FTE)	5. 400	4. 400	5. 282		5. 600	

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To provide professional, career-focused learning and discovery for a diverse range of students	Diversity of student population as indicated by percentage of new entrants from traditionally under-represented groups, as set out in the National Access Plan	Year 2012/13	Year 2014/15	<p>Year 2014/15 (taken from March 2015 SRS and internal DIT data)</p> <p>It is noted that for most of the categories, the targets set have been met/exceeded whilst for mature students they have not been attained. Some observations are provided in Appendix A.2.</p>	Year 2014/15	Year 2016/17 To be developed in line with new National Access Plan	
	1. Mature students as percentage of new entrants	1. 12%	1. 15%	1. 12%			
	2. Students with disability as percentage of new entrants	2. 6%	2. 7%	2. 8% (5% funded under FSD)			
	3. Young students (under 25) from socio-economic disadvantage backgrounds as percentage of new entrants	3. 7%	3. 7%	3. 9%			
	4. Travellers as percentage of new entrants	4. <1%	4. <1%	4. <1%			

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To provide professional, career-focused learning and discovery for a diverse range of students	Flexibility of accessing provision as indicated by the percentage of part-time, distance and e-learning students	Year 2010/11 24%	Year 2014/15 28%	Year 2014/15 (taken from March 2015 SRS) 20% Some observations on this are provided in Appendix A.2	Year 2014/15 28%	Year 2016/17 35%	

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

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To improve continuously the learning experience so that all students acquire skills and develop as independent learners	All programmes provide students with the opportunity to develop key employability skills or graduates attributes as set out in the approved policy document	Year 2012/13 Suite of graduate attributes agreed	Year 2014/15 For each programme, identification where attributes are in place and identification of any gaps	Year 2014/15 (internal DIT database) Through the formal annual programme review process, the identification of where graduate attributes are in place, has been conducted. An online 'Graduate Attributes Toolkit' has been developed to support colleagues to introduce these attributes in the programmes where gaps exist. An example can be seen in Appendix A.3	Year 2014/15 For each programme, identification where attributes are in place and identification of any gaps	Year 2016/17 Programmes revised to close any gaps and graduate attributes for all programmes made visible on the website and within other programme material	
To improve continuously the learning experience so that all students acquire skills and develop as independent learners	Percentage of programmes with work placement/internship element	Year 2012/13 17%	Year 2014/15 20%	Year 2014/15 (internal DIT database) 41% In 2014, a dedicated group conducted a review of structured work placements, providing key recommendations to enhance the activity. This was adopted by Academic Council in February 2015. In addition to the regular work placement activity, DIT has also participated along with partners ITB and ITT in the STEM Internship initiative, funded through HEA. A short description is provided in Appendix A.5	Year 2014/15 20%	Year 2016/17 25%	

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To improve continuously the learning experience so that all students acquire skills and develop as independent learners	Percentage of programmes with 'Students Learning with Communities (SLWC) element	Year 2012/13 14%	Year 2014/15 20%	Year 2014/15 (internal DIT database) 23% A list of some publications, that have provided some evaluation of the work is provided in Appendix A.3	Year 2014/15 20%	Year 2016/17 20%	
To improve continuously the learning experience so that all students acquire skills and develop as independent learners	Percentage of programmes with formal entrepreneurship element	Year 2012/13 10%	Year 2014/15 20%	Year 2014/15 27%		Year 2016/17 30%	
To improve continuously the learning experience so that all students acquire skills and develop as independent learners	Non-presence rates of undergraduate full-time new entrants	Year 2011/12 Varied non-presence rates across different DIT programmes	Year 2014/15 Establish specific targeted non-presence rates for each DIT programme with clear action plans	Year 2014/15 Non presence rates by discipline have been established. Some further consideration is being given to the appropriate national benchmarks at programme level, where like-for-like comparisons are difficult to achieve, particularly in respect of new entrants' points levels which can be one of the determining factors in progression.		Year 2016/17 Achieve non-presence rates at or below the national average for comparable disciplines and levels	

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To provide robust quality assurance and affirm that the quality of educational provision and the standards of awards are being consistently maintained	Delivery of the actions contained in the Quality Enhancement Plan (Jan 2012)	Year 2012/13 Actions identified and some implemented	Year 2014/15 Full implementation of actions as laid down in the Quality Enhancement Plan Review of actions required for quality assurance in the context of TU4D	Year 2014/15 The majority of the actions as laid down in the Quality Enhancement Plan have been delivered, as per DIT's annual report to QQI. A number of items are being closed out, e.g. a new IS repository, that have a TU4D aspect to them and they will be completed within that framework. The review of actions for quality assurance in the context of TU4D is being led by the group of academic registrars from the three institutions and that process is in train.		Year 2016/17 Implementation of series of actions to be determined for TU4D	

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To be an important source of research and discovery and underpin DIT's education programmes and its contribution to the economy and society	Level of Research Activity under selected metrics:-	Year 2012/13	Year 2014/15	<p>Year 2014/15 (taken from March 2015 SRS and internal DIT data)</p> <p>Specific targets and outcomes are provided here for DIT. These contribute to the overall ambitions of TU4D in relation to research and innovation activity.</p> <p>Some observations are provided in Appendix A.4.</p>		Year 2016/17	
	1. % of Academic Staff with PhD	1. 39%	1. 40%	1. 40% and on course to meet final target. Staff development measures have been implemented including fee support policy and time release buyout scheme for PhD completion.		1. 45%	
	2. Research Students (FTE)	2. 300	2. 400	2. 282 FTE Stimulus measures were introduced Q4 2014 - additional 100 FTE secured and not reflected in current enrolment A detailed Action Plan to increase research student numbers is being implemented.		2. 650	

Institution objective (CONT'D)	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
	3. Research Income (€M)	3. 10	3. 20	3. Research income to end year 2014 stands at approx. €12m and is below target. New measures have been introduced under the Research Action Plan to support research development. See observations in Appendix A.4		3. 35	
	4. Publications per year	4. 588	4. 800	4. 750 This is slightly below target but a drop in publications is part of a common trend.		4. 1,000	

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

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To be valued by academic, industry, community and other partners, nationally and internationally, for the transfer of knowledge and skills relevant at to sustainable development	Number of participants in the DIT Corporate Partnership Network	Year 2012/13 20 Organisations	Year 2014/15 25 Organisations	Year 2014/15 (data from internal database) 26 Organisations Some examples of the work with partners is provided in Appendix A.5		Year 2012/13 30 Organisations	

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To be valued by academic, industry, community and other partners, nationally and internationally, for the transfer of knowledge and skills relevant at to sustainable development	Level of technology transfer and enterprise support activity under selected metrics:-	Year 2012/13	Year 2014/15	Years 2013/14 and 2014/15 (data - Internal database) Specific targets and outcomes are provided here for DIT. These contribute to the overall ambitions of TU4D in relation to knowledge transfer activity. Some observations are provided in Appendix A.5		Year 2016/17	
	1. Spin-outs	1. 3	1. 3	1. 4 The incubation, knowledge transfer and research commercialisation activity managed through 'DIT Hothouse' has a track-record of achievement that exceeds most universities in Ireland, Europe and the US. DIT has commercialised research in eight of the 14 key government Research Priority areas.		1. 4	
	2. Licences/Options/Assignments	2. 10	2. 10	2. 16 DIT has seen particular interest from industry in research related to areas such as processing technologies & novel materials; digital platforms, content & applications; and future networks & communications. DIT is currently building on its successful transfers of research in lower volume areas such as diagnostics; data analytics, management, security & privacy; therapeutics; food production, and Smart Cities & Smart Grids.		2. 10	

Institution objective (CONT'D)	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
	3. Research Agreements with industry	3. 1	3. 1	3. 5 These collaborations are of a value in excess of €25k		3. 5	
	4. Invention Disclosures	4. 23	4. 23	4. 32		4. 32	
	5. Priority Patent Applications	4. 5	5. 5	5. 8		5. 12	
	6. PCT Patent Applications	6. 3	6. 3	6. 4		6. 6	
	7. No. Hothouse New Frontiers programmes	7. 2	7. 2	7. 3		7. 2	
	8. No. Participants Hothouse new Frontiers programme	8. 26	8. 26	8. 89 These figures include participants at all stages of the programme, not just one phase.		8. 26	

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To be valued by academic, industry, community and other partners, nationally and internationally, for the transfer of knowledge and skills relevant at to sustainable development	Active participation in regional/civic networks	<p>Year 2011/12</p> <ol style="list-style-type: none"> 1. Founding member of 3 networks: Creative Dublin Alliance, The Green Way & Activating Dublin 2. Active member of Dublin Chamber of Commerce and IBEC's Dublin region 3. Strong relationship with Dublin City Council 	<p>Year 2014/15</p> <ol style="list-style-type: none"> 1. Active participation in: Creative Dublin Alliance, The Green Way & Activating Dublin below board level, on at least 1 initiative 2. Two new active collaborative initiatives within the Dublin/Leinster Pillar II, commencing since October 2013, as set out in 5.1 3. Continued participation in Dublin Chamber of Commerce and IBEC's Dublin region 4. Continued engagement with Dublin City Council 	<p>Year 2014/15</p> <ol style="list-style-type: none"> 1. The first two networks have been mentioned in section 1. Activating Dublin is a joint initiative of Dublin City Council and Dublin Chamber as well as other private & public stakeholders and it is aimed at generating growth and employment in the Dublin region. The vision is to 'transform Dublin from a good international city to a great one to live, work and visit'. DIT has continued to maintain participation in this, particularly in contributing to objectives under Activating Dublin: Start-ups initiative. 2. Addressed in section 1 3. DIT has continued participation in Dublin Chamber of Commerce and IBEC's Dublin region as intended 4. DIT has continued its engagement with Dublin City Council on a range of initiatives. Some examples are given in Appendix A.5. 		<p>Year 2016/17</p> <ul style="list-style-type: none"> • Active participation in: Creative Dublin Alliance, The Green Way below board level, on at least 4 initiatives • Four new active collaborative initiatives within the Dublin/Leinster Pillar II, commencing since October 2013, as set out in 5.1 • Continued participation in Dublin Chamber of Commerce and IBEC's Dublin region • Continued engagement with Dublin City Council • Partnership with the Railway procurement Authority on the launch of the LUAS cross-city line. 	

Institution objective (CONT'D)	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To be valued by academic, industry, community and other partners, nationally and internationally, for the transfer of knowledge and skills relevant at to sustainable development				<p>Year 2014/15</p> <p>In addition to the above, as part of its commitment to this overall objective of being valued by industry, DIT has also contributed to the development of the EGFSN's report on the Freight Transport, Distribution and Logistics (FTDL) Sector ¹ and intends to address the recommendations therein, including the one to be the 'Lead Centre for 3rd level institutions that deliver programmes relevant to the FTDL sector'</p>			
To be valued by academic, industry, community and other partners, nationally and internationally, for the transfer of knowledge and skills relevant at to sustainable development	Active participation in community-related initiatives	<p>Year 2012/13</p> <ol style="list-style-type: none"> 1. 14% of programmes with SLWC element, as in section 5.3 2. Founding member Grangegorman Labour & Learning Forum 	<p>Year 2014/15</p> <ol style="list-style-type: none"> 1. 20% of programmes with SLWC element, as in section 5.3 2. Active participation in Grangegorman Labour & Learning Forum, on at least 2 initiatives 	<p>Year 2014/15</p> <ul style="list-style-type: none"> • Addressed in section 3. • DIT has actively engaged in the work of the Grangegorman Labour & Learning Forum during 2014/15. Key initiatives are provided in Appendix A.5 		<p>Year 2016/17</p> <ul style="list-style-type: none"> • 20% of programmes with SLWC element, as in section 5.3 • Active participation in Grangegorman Labour & Learning Forum, on at least 3 initiatives 	

¹ Expert Group on Future Skills Needs, *Addressing the Demand for Skills in the Freight Transport, Distribution and Logistics Sector in Ireland 2015-2010*, February 2015

6. Enhanced internationalisation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To ensure a sustainable position for DIT as an international higher education provider	Numbers of international student enrolments	Year 2010/11 240	Year 2014/15 495	Year 2014/15 (taken from March 2015 SRS) 646 Some details and observations are provided in Appendix A.6		Year 2016/17 995	

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Enhance DIT's national and international positioning through appropriate designation, mergers and collaborations	Establishment of a Dublin technological university with formal designation, with TU4D Alliance partners, ITB and ITT	<ul style="list-style-type: none"> • MOU in place • Proposal to HEA regarding positioning within the HE landscape submitted and accepted by Minister • Programme plan for TU4D development in train 	Detailed planning completed	TU4Dublin Implementation Plan submitted May 2014		<ul style="list-style-type: none"> • Implementation of priority actions within TU4D programme plan • Application for designation as a Technological University 	
			Implementation of priority actions within TU4D programme plan (to be finalised, but likely to include):-	Details on individual items are provided below. Some observations are provided in Appendix A.7			
			- Establishment of a Curriculum Commission (to finalise audit of common provision, develop DTU programme characteristics, review pathways for DTU provision for levels 6,7,8)	The Curriculum Commission has been established. An audit of existing programme portfolio has been completed. The portfolio of graduate attributes has been identified In relation to common provision, the disciplines associated with Architecture, Engineering and Construction (AEC) have prototyped a process to help align the cross-campus disciplinary provision.			
			- Development and implementation of 1 st Year Experience (FYE) strategy	The development phase of the FYE strategy is completed. Focus of the implementation will be through a range of FYE initiatives to be launched in 2015/16.			

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
			- Establishment of joint Graduate Research School	The joint Graduate Research School (GRS) has been established with representation from each of the three institutions. Students from the three partners are now registered in the GRS.			
			- Development and implementation of Structured PhD programme	The Structured PhD programme was successfully validated and approved by Academic Council in 2014 with pilot modules rolled out in 2015. Consolidation of the TU4D doctoral education aligned with the national doctoral framework is a key focus of the joint Graduate Research School.			
			- Delivery of joint technology transfer measures	As in section 5			
			- Joint prospectus and entry in CAO handbook/ website	On review it was agreed that a joint prospectus would be confusing for applicant students in advance of the legal merger of the 3 TU4Dublin partners. However, a common communication has been included in each of the three prospectuses and on the website, alerting prospective students to the development. A copy can be seen in Appendix A.7			

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
			- Development and delivery of a joint internship programme	A cross institutional work group is in place and is developing a joint TU4D model for work placement/service learning/internship and will be reporting its findings by end of 2015. The experience of the STEM internship programme (involving the 3 partners) will be drawn upon in this regard.			
			- Joint marketing to international student markets -	A joint marketing strategy is in development and entails co-operation between the partners in relation to e.g.: <ul style="list-style-type: none"> • student recruitment including agreement to a unified fee structure; • development of common marketing materials; • transfer of ITB agency agreements to DIT and • development of an agreed marketing plan in each region. 			
			- Finalise mapping of professional services functions; develop action plan and implement initial key actions	An initial mapping of professional services functions is complete and a range of functional groups have been formed with a focus on issues related to the merger of the 3 partners. Integration of these functions forms part of the project to develop an organisation design appropriate to a technological university. The project is underpinned by an extensive engagement process involving to date. (end May 2015) approx. 60 workshops with 200 managers from the TU4Dublin partners.			

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
			- Scoping of DTU Digital Campus	<p>The scoping of the project is underway and involves:-</p> <ol style="list-style-type: none"> 1. Finalising an agreed vision 2. Determining and prioritising user requirements 3. Completing the audit, assessment and gap analysis of current systems & people capability 4. Developing and implementing a detailed plan, including budget and communications <p>The approach as described has been informed by engagement with potential technology partners/providers including IBM, Gartner, Tata, Ellucian, Educause and potential partner universities. It is anticipated that phased implementation of agreed deliverables will commence in the first half of 2016.</p>			
			- Finalise a DTU financial model	<p>A high-level Income & Expenditure breakdown for the merged entity has been projected. Further work, including sensitivity analysis is currently underway.</p> <p>An internal resource allocation framework for the merged entity is in early stages of development and it is anticipated will be agreed ahead of the legal merger.</p> <p>Appropriate transition arrangements in relation to funding are being considered with a view to engagement as appropriate with the HEA</p>			

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
			<ul style="list-style-type: none"> - Continue work with the multi-party forum to agree key actions to achieve a 'Workplace of the Future' 	<p>A 'Safe Space' Forum for dealing with HR & IR-Related matters comprising the three Institutes and the four recognised Trade Unions (IMPACT, TUI, SIPTU and UNITE) is in place. It is operating with agreed terms of reference under the auspices of the Labour Relations Commission.</p> <p>As part of the arrangement, a representative from IMPACT has been seconded to the project to facilitate engagement as may be required and arrangements have been made to buy-out time of TUI members to participate in different working groups.</p>			
			<ul style="list-style-type: none"> - Agree and put in place a framework/structure for engagement with the collective DTUA student body 	<p>There has been positive engagement between the 3 student unions and the TU4Dublin partners. This engagement includes an agreed representative of the 3 SUs joining a key 'Academic Matters' working group and agreement that a student will join the TU4Dublin Support Team as early as possible in the 2015-2016 academic year.</p>			

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
			<ul style="list-style-type: none"> Amalgamation of DIT, ITB and ITT within a suitable legal vehicle in preparation for application for Technological University designation 	<p>Real progress on this item is completely dependent on the TU legislation being in place. However, preparation work for three aspects of a unitary organisation (Governing Authority, Academic Council, Organisational structure) is proceeding, albeit with completion of each piece being delayed due to the absence of legislation. Once timing of enactment of the TU legislation becomes clearer, more rapid progress towards completing these pieces of work can be made.</p> <p>The TU4D Alliance emphasises the critical nature of the timely passage of legislation to substantial progress being achieved on the target and to the momentum being maintained amongst colleagues, students and other stakeholders towards the development of this new technological university.</p>			

The development of the Grangegorman campus is an underpinning objective for DIT, providing the range of physical attributes that facilitates an enhanced student learning experience in the 21st century. Progress on the development is summarised succinctly below with further details provided in the relevant appendix.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Institutional Consolidation	Relocation of DIT to new Grangegorman Campus	Year 2010/11 DIT spread across 39 buildings in the city	As per Grangegorman development plan	Targets achieved Some details are provided in Appendix A.7.			

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To complete the structural and process change phases of the organisation of DIT and EIA Programmes	Programmes as set out are completed	Year 2012/13 80% of elements of programmes completed	Year 2014/15 100% of elements of programmes to be completed	Targets achieved			

APPENDICES

Appendix A.1 - Regional Cluster

1. TU4Dublin

Within the Performance Compacts, it has been agreed that the focus of the work of DIT, ITB and ITT in terms of cluster development is the significant consolidation of the partners in creating the TU4Dublin. The list below provides a summary of some key achievements in the development of this 'sub-cluster'/TU4D Alliance to date.

A Guiding Framework for the Sub-Cluster

- Further to the TU4Dublin Steering Group, operating successfully since April 2011, a Support Team was formally established in January 2014
- A wide range of Working Groups across the partners have been addressing issues of governance, organisational design and curriculum development.
- The TU4Dublin Implementation Plan was submitted, May 2014, and formally approved as the basis to proceed to Stage 4 of the TU designation process.

A Framework for the consistent collation, analysis and application of institutional data

- An Institutional Data Working Group is in operation
- An Institutional Research Analyst with responsibility for coordination of data, data protocols and data analysis across the Alliance is in place
- A joint Programme Catalogue for the TU4D has been developed
- Initial analysis of programme provision within the TU4D portfolio has been conducted. This helps to inform a numbers of areas of decision-making, including academic planning.

Graduate Research School

- A Director of Research, Enterprise & Innovation Services, with responsibility across the Alliance, is in place
- A single unified Graduate Research School has been established
- A Structured PhD programme has been developed and validated, and pilot modules have been rolled out.

A Transformative Curriculum

- A TU4D curriculum model has been developed
- The TU4D Curriculum Commission has been established to support academic planning and programme coordination
- A pilot initiative, in the disciplines of architecture, engineering and construction, was launched and has been working to progress the alignment of the Alliance's programme provision in this area

Governance & Organisation Design

- A draft competency framework for a Governing Authority for TU4Dublin has been crafted and is open for consultation
- A framework for a common academic calendar has been agreed
- The mechanism to develop common academic policies and procedures has been agreed
- A proposal for operation of Academic Council after merger has been tabled for approval at DIT Academic Council.
- A proposal to enable the graduands of ITT and ITB to receive DIT awards post merger has been approved
- Substantial development work on the TU4D organisation design, including the academic groupings, has been conducted

Professional Services

- Interim arrangements (pre and post merger) for the HR, Finance and IT Services have been developed
- Library Services have agreed arrangements for student access to library services across the Alliance
- Mapping of the Student Services function has been done and an action plan is in development

2. Collaborative Initiatives

- **DRHEA**

The eLearning Summer School targets those interested in emerging learning technologies, specifically colleagues within the DRHEA institutions. Details for the 2015 School are below and further details are available through the following link:- <http://www.dit.ie/lrtc/elearning/elearningsummerschool/>

DUBLIN ELEARNING SUMMER SCHOOL 2015

DIT AUNGIER STREET, 24 JUNE TO 26 JUNE - WAITING LIST



**** 19 June 2015 - fully booked - waiting list only ****

**** 10 June 2015 - note date and venue changes!**

Since 2003, the Dublin eLearning Summer School has operated as a forum for those interested in experiencing, exploring and learning more about existing and emerging learning technologies. With a unique combination of keynote speakers, seminars and hands-on workshops, participants get an opportunity to immerse themselves in the digital mindset, supported by eLearning experts from across the Irish higher-education sector. While the emphasis is on collaboration, discussion and social learning, ELSS also gives participants an opportunity to develop their personal learning networks as they discuss meaningfully, with like-minded peers, how technologies could be utilised to enhance learning, teaching and assessment experiences. ELSS15 takes place from 24-26 June 2015 inclusive, hosted in the Dublin Institute of Technology, Aungier Street.

Participants from both public and private sectors are very welcome but numbers are limited and preference will be given to colleagues attached to DRHEA institutions.

PDF: Near Final Programme - 10th June 2015

Booking - Fully booked, email lrtc@dit.ie to request waiting list

Questions? email lrtc@dit.ie or phone 01-4027866

Summer School
2014

Summer School
2013

Summer School
2012

Summer School
2011

- **The Green Way**

1. **Living Labs** - The Green Way, hosted by DIT and the Grangegorman Development Agency (GDA), organised *Irish Cleantech Best Practice Showcase* on 12 March 2015. The event brought together a selection of Irish-based companies that are locally developing cleantech solutions and exporting them globally. Companies included IBM, Kingspan, Cylon, Davra Networks, Power Capital, Coolpower, Exergyn, Fenestra Pro, FDT Engineering, E-SAVE and M2C. The Green Way aims to support innovation in cleantech by providing platforms or “living labs”, so that companies can test their pre-commercial technology in real environments, and thus aid commercialisation. Grangegorman has now received the status as a European Network of Living labs.



Participants at the Irish Cleantech Best Practice Showcase, 2015

2. **SME Start-ups** – The photo below shows Professor Norton, President DIT, with executives from 2 cleantech start-ups involved in the Green Way –David Palmer from Fenestra Pro and Barry Cullen from Exergyn.



Professor Norton, President DIT with David Palmer, Fenestra Pro and Barry Cullen, Exergyn.

3. **Energy Storage** - In November 2014, the Green Way hosted a high-level roundtable event 'Energy Storage. - Ireland's Opportunity'. Chaired by Professor Norton, President DIT the objectives were:-
- To identify the **vision for the storage sector**, vis-à-vis the evolving regulatory/ policy landscape, and importance of ES technologies to Ireland's energy policy
 - To examine the growing **potential** and continued adoption and commercialisation of **ES technologies** nationally and internationally, and Ireland's opportunity there-in
 - To identify the potential for ES technologies vis-à-vis interaction with **demand response incentives** or other such mechanisms that will deliver **market confidence**.
 - To identify projects completed or under development that will underpin importance of this sector.
 - To identify appropriate market/ financing mechanisms to support project development
4. **Tunisia** - The Green Way hosted a delegation from the University of Sfax, Tunisia, who were in Dublin to learn about the cleantech ecosystem and identify opportunities to develop partnerships and host a natural capital fund out of Dublin. An MOU with the University of Sfax has been signed.
5. **Climate KIC** - With partners in Energy Cork, the Green Way has secured up to €580K in funding for Irish entrepreneurs/ innovators.

Appendix A.2 - Participation, equal access and lifelong Learning

• Student Enrolment

It is noted that with respect to student recruitment a number of the targets set have been exceeded whilst some have not been attained. It is particularly worthy to note that the number of new full-time undergraduate students has exceeded the target by over 10%. These increases are generally attributed to the increased demographic within the population and it is difficult to project exactly with which programmes/disciplines/ HEIs students will ultimately enrol in any given year. Nonetheless, with regard to specific areas it is worth noting that enrolments on programmes in property and construction are starting to come back slowly following the dramatic decline they experienced in the recession years. Programmes in the sciences have continued to be popular and have had constant, if small increases in some cases, in the period. New programmes introduced in the period, such as the honours degree in Law also attracted additional students to the Institute. DIT recognises that some of the increases can also be attributed to the additional places in ICT programmes that have been provided as requested by HEA and the sector.

With respect to part-time student numbers, the enrolment figures are significantly below the original projected. It is judged that the weakness in demand in this area is directly linked to the economic situation that prevailed in recent years. Part-time students traditionally were 'earner-learners', who were funded in part or whole by their employers or who funded their own tuition fees. With the downturn in the economy, for many of these students, they either faced redundancy, lost financial support from their employers or could no longer afford the financial commitment of tuition fees themselves. Indeed, in some cases, such students when faced with few employment opportunities (including former apprentices for example) they embarked on full-time studies – thus the part-time student numbers decreased with a corollary that the full-time numbers increased.

In terms of research student numbers, it is noted that there has been a national challenge in the funding and recruitment of PhD students. In addition, some issues specific to DIT are also noted – see Appendix A.4.

• Student Diversity

Under the objective regarding diversity of students, it is noted that in all but one of the categories, the targets have been met or exceeded. The one area where the target has not been attained is mature students, where 12% rather 15% of new entrants came from this category. A brief review of these figures show the DIT enrolment figure is broadly in line with the national average. It appears that there has been a general stalling of numbers in this cohort, probably again to do with the economic situation, where financial difficulties would prevent potential students from committing to full-time education.

With respect to students with a disability, a figure of 8% is provided in the report. It is noted that 5% of new entrants received the funding designated for students with a disability and are registered as such on the system (and hence captured in the SRS return). However, there are another group of students (making up the additional 3 percentage points in the report) that are registered in DIT and avail of the Disability Support Service. The total number of students (all years) availing of the service is over 1,000, whilst the number captured in the SRS return is 591. The difference can be attributed as follows:-

- part-time students, who avail of the service but are not eligible for funding (includes some apprentices)
- students whose supporting documentation is out of date and hence are not being eligible for funding
- students who have been screened for, but have not been diagnosed with, specific learning difficulties and hence are not eligible for funding, but still avail of the service.


In terms of the imminent new national strategy on access, it would be useful to consider the practical implications of how such students are captured and reported in the information systems, in order to fully reflect the extent of provision to this category.

• Flexibility of Access

The target for this objective in the period has not been attained. This can be attributed to the decline in part-time students as detailed above.

Appendix A.3 - Excellent teaching and learning and quality of the student experience

- **Graduate Attributes** – an example from DIT's Graduate Attributes Toolkit



Saintréithe na gCéimithe
Graduate Attributes

Home > Teaching > Graduate Attributes > Excellent Communicator

Excellent Communicator

Effective communicators are able to effectively, clearly and logically convey ideas to diverse audiences using the appropriate form and level of communication.

1. Why is this graduate attribute important?
2. Ideas for incorporating into module or programme

[\[Back to Graduate Attributes Homepage\]](#)

Why is this graduate attribute important?

Students need to be able to communicate effectively with their peers, lecturers, professional colleagues and employers. Effective communication skills help students to improve their academic performance and increase their employment options.

It has always been important for graduates to have excellent communication skills, but in today's highly inter-connected world, the ability to communicate using a variety of channels is even more important. Good teamwork begins with good communication, and feedback from employers of DIT graduates indicates that being an excellent communicator ranks as the most important graduate attribute our graduates can have.

[\[Back to Top\]](#)

Ideas for incorporating into module or programme

Some case study ideas linking skills development to specific learning outcomes are provided below.

Collating information

When students give an individual or group presentation, allocate a mark/provide feedback the effectiveness of their visual design design of their accompanying slides.

Interested in finding out more? **RAFT Case Study - Biological Sciences**

Example Learning Outcomes

1. Clearly communicate an idea using digital design tools
2. Compare online dissemination practices in your discipline
3. Decide on appropriate levels of information to communicate

Summarising information

Instead of asking students to write an essay or prepare a project plan, ask students to present their ideas as a concept map using software such as Freemind, Mindmap etc.

Interested in finding out more? **RAFT Case Study - Health Sciences**

Example Learning Outcomes

1. Use multi-media methods to present and disseminate scientific ideas

- **STEM Internship Programme**

This programme, developed as a pilot with the American Chamber of Commerce, involved DIT, ITB and ITT. Launched in 2014, initially there were 12 companies with internship positions available, totalling potentially 50 students in the programme, but unfortunately because of delays on decisions regarding the scheme (supported through Department of Social Protection), eventually 27 places were offered. The companies involved in the programme include; Webroot, IBM, Paypal, Aramark.

The programme was facilitated online, through Moodle, over the 9 months of the student's internship. The Moodle platform operated by ITB was utilised in this regard with much of the material developed by DIT staff. During the 9 months, the students complete multiple assignments and collaborative exercises that ensure they develop the necessary knowledge and skills to achieve the learning outcomes. A full evaluation of the programme will be undertaken and should help to inform any future internship policies for TU4D.

- **Student learning with Communities (SLWC)** – some selected publications

Students Learning with Communities

Peer reviewed journals - Published chapters and journal articles

McCann, S., Delap, J. (2015) **'Mentoring Case Studies in the Access and Civic Engagement Office, Dublin Institute of Technology'**, International Journal of Evidenced Based Coaching and Mentoring, 13 (1) pp. 106-120. [Click here to read.](#)

McIlrath, L., Bates, C., Burns, K., Lyons, A., McKenna, E., & Murphy, P. (2014) 'Emerging Policy and Practices on Community-Based Research – Perspectives from the Island of Ireland' In: Ronaldo Munck, Lorraine McIlrath, Budd Hall, and Rajesh Tandon (Eds), **Higher Education and Community-Based Research: Creating a Global Vision**. New York : Palgrave Macmillan. Available at: <http://arrow.dit.ie/comlinkart/15/>

Niamh O'Reilly, Catherine Bates (2014), **'A reflective conversation: community and HEI perspectives on community-based research'** in AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education, Vol 6' No 1. Available at: <http://ojs.aishe.org/index.php/aishe-j/article/view/140>

Bates, C. and Burns, K. (2012) 'Community-engaged student research: online resources, real world impact', in Quinn, A. M., Bruen, C., Allen, M., Dundon, A. and Diggins, Y. (eds.), **The Digital Learning Revolution in Ireland: Case Studies from the National Learning Resources Service**, Cambridge, Cambridge Scholars Publishing. This is available at <http://arrow.dit.ie/comlinkart/>.

McCann, S.: 'Learning From Mentoring Relationships Within and Between Higher Education Institute Staff'. **Living Knowledge: International Journal of Community Based Research**, No. 10, May, 2012, pp. 7-9. This is available at <http://arrow.dit.ie/comlinkart/>.

Bates, C., McAllister, J.: 'Learning From an Irish Multidisciplinary Collaborative Project Where Students are the Community'. **Living Knowledge: International Journal of Community Based Research**, no. 10, May, 2012, p.9-11. This is available at <http://arrow.dit.ie/comlinkart/>.

Bates, C.: 'Engaging and Preparing Students for Future Roles: Community-Based Learning in DIT'. **Proceeding of the Learning Innovation Network's 4th Annual Conference, Thursday, October 27th 2011, Ashling Hotel, Dublin**, pp.123-131. This is available at <http://arrow.dit.ie/comlinkcon/>.

Gamble, E. and Bates, C. (2011) 'Dublin Institute of Technology's Programme for Students Learning With Communities – a critical account of practice'. **Education + Training**, 53 (2/3). The authors' final version is available at <http://arrow.dit.ie/comlinkart/>.

Bates, C. and Gamble, E. (2011) 'Alternatives to industrial work placement at Dublin Institute of Technology', **Higher Education Management and Policy Journal**, 23 (2). This is available at <http://dx.doi.org/10.1787/hemp-23-5kg9p3j5300v>.

Gamble, E. (2011) 'A recipe for change'. **Explore, the quarterly journal from Aontas, the National Adult Learning Organisation**, issue 18, May. [Click here to read.](#)

I'm a lecturer, where do I start?

I'm a student, where do I start?

I'm a community partner, where do I start?

Can I see current ideas from communities for projects/research?

What projects have DIT students worked on with communities?

Where can I find the outputs from completed research projects?

What do participants say?

Where can I read more about Students Learning With Communities?

Contact Us

Useful Links

Appendix A.4 - High quality, internationally competitive research and innovation

The TU4Dublin Alliance is committed to pursuing use-inspired, goal-oriented research and discovery that contributes to human knowledge and well-being that produces commercial and public impact and benefit. Our strategy seeks to build sustainable research across the Institutes, positioning it as an important source of research and discovery and contributing to the economy and society. Our strategic objectives for research are to:

1. Concentrate and consolidate research activity, including PhD study, in fields of verifiable strength and national significance;
2. Ensure greater integration between research and innovation, and teaching and learning;
3. Strengthen and embed technology/knowledge transfer and entrepreneurial activity in all research activities.

ITT, ITB and DIT serve as leading centres for the advancement of research, commercial innovation and enterprise development within their regions, combining to make the TU4Dublin Alliance a compelling contributor to the well-being of the greater Dublin region and to society as a whole.

Research is consolidated around four research areas or pillars:

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

Our strategy is to organise research into four Research Institutes bringing together researchers within broadly complementary and cognate fields of inquiry from across TU4D. Each Research Institute is aligned primarily with, but not confined to, one research area, building on research capacity and capability. Research Institutes facilitate collaborative links between researchers, research centres and groups in order to build critical mass in distinctive fields of endeavour. Each Research Institute will act a formal, recognised part of the TU4D research infrastructure providing for the optimal deployment of resources and ensure the best possible profile for research impact.

Performance to date shows good progress in consolidation of research themes, in growing research student numbers, in developing a Joint Graduate Research School, engagement with industry and in knowledge transfer. New initiatives include support for key research staff, consolidation of research activity within signature research themes, investment in post-doctoral positions, and targeted measures to increase competitiveness in national and European funding, all of which have been implemented as of 2015.

New research facilities, notably, the Environmental Sustainability and Health Sciences Institute (ESHI), and co-location of incubation facilities at the heart of the new Grangegorman campus are coming on stream, creating enhanced capacity through the provision of vital new infrastructure to support sustainable and competitive funding proposals.

With respect to specific targets within the DIT Performance Compact, there are a number of notes provided here:-

1. Strategy to grow and diversify research funding (KPI Research Income in €m)

Research income for DIT has not yet reached the target anticipated. Contributory factors include an overly ambitious baseline predicated on too high a growth rate, a difficult research environment and reduced sectoral funding. A delay in the implementation of the Institute's Research Action Plan has also meant that a number of stimulus measures have not yet had time to take effect. The new initiatives, listed above are also expected to help address this objective.

2. Development of research capacity

- a) There has been good progress in increasing the numbers of full-time academic staff holding a PhD qualification and TU partners are on course to reach the TU staff profile criterion of *at least 45% with a Level 10 qualification*. Support measures include fee support and a Staff PhD Completion scheme to provide time release for staff in the writing up phase of their research.

- b) Research outputs and publications have been supported through measures to incentivise research engagement through time release supports, seed funding and research sabbatical programmes. The proportion of research active staff, producing a minimum of 2 peer-reviewed publications per annum, is increasing.

3. Increase number of research students (KPI Research Students FTE)

Research student numbers for 2014 at 282 FTE reflect a nationally depressed environment for PhD recruitment. The joint Graduate Research School has been established to lead integration of graduate education arrangements for TU partners and to promote new PhD recruitment. Measures include fully-funded as well as fees support for approved applicants, international marketing and the development of new doctoral pathways. To date, approximately 100 additional PhD places have been secured through external funding which are in the process of recruitment and/or registration and are not included in the 2014 returns.

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

- **DIT Corporate Partnership Network - 2014/2015**

The DIT Corporate Partnership Network (CPN) provides an organised and managed framework for DIT and industry/professions to develop mutually beneficial relationships through a better understanding of each other's environments. Through face to face meetings, networking events and email communications, the Network develops strong and open relationships with companies focusing on the creation and optimisation of engagement opportunities across a range of activities and disciplines.

The Network in 2014/15 had the following membership:-

Abbey Tour	Aramark	Bord na Mona PLC
Coca Cola Hellenic	Compass Group Ireland	Design and Craft Council of Ireland
Dimpco	ESB	Enterprise Rent A car
Faillte Ireland	Foodcentral(Keelings)	Gas Networks Ireland
Google Ireland	Guinness Storehouse	Hewlett- Packard Ltd
Hilton Hotels	IBM	Intel
Irish Hospitality Institute	Microsoft Ireland	Ovation MCI
Radisson Hotels and Resorts	RTE Digital	The Digital Hub
Tourism Ireland	Transdev Ireland	

Some examples of member engagement are presented below:-

Gas Networks Ireland (GNI) - Gas Networks Ireland own, operate, build and maintain the natural gas network in Ireland and connect all customers to the network. Under an MOU renewed with the Institute during 2014, DIT provides accreditation for their training facility in Dublin and the company's Gas Supervisors Programme. GNI continues to sponsor a PhD student in the area of energy modelling. As part of the programme, the student presented to a group of senior engineers and technicians at the company in June 2015. Three joint papers on the research have resulted from the collaboration, and discussions are now underway regarding an additional postgraduate sponsorship. The company will be providing work placement for a DIT engineering student in summer 2015,.

ESB - A dialogue has been established with ESB to explore possibilities for collaboration in research including test bedding new innovations. Principal investigators from DIT's Environmental, Sustainability and Health Sciences Institute, presented to the company's Innovation Group and an Energy Research showcase took place at DIT Grangegorman which was attended by senior management from the company. Discussions are now continuing on possible collaboration opportunities.

IBM – In addition to being one of the companies working in partnership with DIT on the pilot Graduate Internship and Postgraduate Certificate in Professional Practice programme (STEM Internship programme), DIT works closely with the Innovation Project Office on a number of areas including; work placements, research collaboration and joint initiatives such as a DIT/IBM Hackathon scheduled for autumn 2015.

Enterprise Rent A Car - Enterprise Rent A Car is a leading global mobility provider with a network of over 7,000 locations. During 2014/15, the company supported an undergraduate project within the School of Biological Sciences in the area of workplace nutrition.

Transdev Ireland - Transdev Ireland operates Luas, Dublin's light rail system and has an MOU with the Institute to explore collaborative opportunities in the area of research, civic engagement and student placement. Work is underway to develop a matrix of existing programmes and company areas of interest that will form the basis of the next phase of collaboration.

- **TU4Dublin Knowledge Transfer**

ITB, ITT and DIT as partners in TU4Dublin recognise that they have a vital role to play in fostering strong engagement between higher education and enterprise and in contributing to Ireland's economic competitiveness. TU4D is a practice-led, research-based higher education alliance with a systematic focus on preparation of graduates for professional roles. We have a strong applied research focus, oriented to national innovation strategy and seek to have direct social and economic impacts for the surrounding region. We also have a particular responsibility to support local and regional small and medium-sized enterprises through applied, problem oriented research and discovery, with *"effective knowledge transfer alongside the provision of consulting/problem solving services that are particularly relevant to the region"*.²

DIT, ITT and ITB, have prioritised enterprise engagement as a key element of their respective strategic plans. The TU4D partners have positioned themselves as:

- enterprise-friendly;
- as key contributors to local and regional economic impact;
- as regional hubs for research, innovation and for the provision of a broad range of supports to enterprise.

The TU4D institutions have developed very close relations with business and industry and have put in place supports for enterprise that include:

- Further educational supports, CPD, lifelong learning, employee up-skilling, re-skilling, support for Government initiatives such as Springboard etc.
- Research & innovation supports as also supported by state sponsored programmes (innovation vouchers, innovation partnerships, Enterprise & Employment based partnership programmes).
- Access to specialised on-campus research equipment and services.
- Entrepreneurship development supports – such as delivered regionally on-campus by Institutes – e.g. the EI funded New Frontiers programme.
- High technology start-ups supports – such as delivered on- and off-campus by our high performing business incubation teams (Synergy Centre, Synergy Global, the LINC, Hothouse)
- Knowledge transfer services – such as facilitated under our technology transfer consortium – facilitating knowledge capture and transfer, technology licensing, spin-out formation etc.

The Dublin Region Innovation Consortium (DRIC), established in 2013 by DIT, IT Tallaght, IT Blanchardstown with IADT and National College of Ireland, seeks to maximise the impact of research and commercialisation activities in the member institutions. The DRIC consortium supports researchers in DIT, ITT, ITB with IADT and NCI to commercialise their research and helps entrepreneurs to launch successful businesses in partnership with ITT, ITB and IADT. Its primary purpose is economic development through research commercialisation and entrepreneurship support. The DRIC Consortium has been one of the top performing knowledge transfer offices in the HE sector with more invention disclosures, licences, spin-outs and patent applications per €10M research expenditure than any other partner consortium. The consortium is on course to delivering, and in some categories exceeding, its TTS12 commitments.

- **Dublin City Council - Examples of engagement**

DIT has a long-standing relationship with Dublin City Council. Naturally the creation of the Grangegorman campus, as a major development within the city, provides added opportunity for engagement and the Institute continues to work with the council on advancing a range of initiatives around economics, transport etc.

DIT's School of Transport Engineering, Environment and Planning has been involved specifically with Dublin City Council in the following ways:

- Conducting land use surveys for Dublin City Council by third year students on the BSc in Spatial Planning programme
- Input by senior colleagues on the European Interreg project B-Team which investigates development of brownfield sites in partner cities
- Engagement of staff members of Dublin City Council on critical evaluations of student work
- 4 Students working during the summers for the Dublin Business Improvement District (BID) Scheme.

² HEA. (2012). *Towards a Future Higher Education Landscape*. Dublin: Higher Education Authority, p.14.

In addition, Mr Tom Dunne, Head of School of Surveying & Construction Management participated in a Taskforce on Vacant Land set up to help address issues such as 'land-hoarding'. The report of the group was subsequently implemented.

- **Grangegorman Learning and Labour Forum**

Key initiatives in 2014/15 included:

1. DIT is the lead party with the Forum on a major Child Poverty initiative funded through Pobal and Atlantic Philanthropies that draws together 22 stakeholder groups to provide interventions within the north inner city to address child poverty (0-6 year olds). This initiative attracted €900,000 in funding (awarded 2015)
2. DIT Careers Service & Access & Civic Engagement Office arranging and hosting events to support local people prepare for employment through workshops on CV preparation and undertaking interviews
3. In 2014 DIT supported the work of the Forum by promoting the Mature Student Access programme delivered by DIT within the north inner city
4. In 2015 DIT in conjunction with the Forum & Dublin Chamber of Commerce has hosted a seminar to support small businesses within the north inner city

In addition ongoing interactions with normal DIT Access & Civic engagement activities involving work with inner city primary/secondary schools, flat complexes and community networks and access students continues to be maintained and enhanced.

Appendix - A.6 Enhanced internationalisation

During 2014/15 DIT continued to review the review its approach to internationalisation. DIT established a management group to assist in this regard and a number of initiatives were undertaken including:

1. Completion and approval of a 'Strategy For China' – identifying aims, objectives, strategic partners, regions identified, and an implementation strategy. This was approved by the Senior Leadership Team and is in the process of being implemented. In addition, this strategy has become a template for related strategies for other countries/regions
2. DIT has introduced more staff resources into the DIT International Office with a view to supporting key aspects of the Institute strategy on Internationalisation. Such appointments includes a dedicated position to support the student experience
3. DIT is continuing to embed internationalisation into Institute core activities and in this regard interaction with colleges and support areas has become more structured and organised
4. DIT has worked with colleges to ensure a balance between inward and outward bound Erasmus activity
5. DIT is also working in a lead role to promote a TU4D approach to internationalisation.

Appendix - A.7 Institutional consolidation

- **TU4Dublin**

The development of the TU4Dublin is a very ambitious and exciting opportunity for the three partner institutions involved and indeed for Irish higher education. Along the journey to date there have been several learnings. Included here are some observations with regard to recent developments:-

1. A significant milestone in the development of the project was the coming together of the Governing Bodies of the three Institutes to discuss, debate and reflect on issues that would inform the creation of what is hoped to be the first technological university in Ireland.
2. To consult with and engage staff there have been briefings, meetings and workshops to ensure that inputs into the process are reflective of the full range and diverse range of insights and perspectives.
3. The Presidents and senior colleagues within the three Institutes have provided personal commitment to advance this large and complex change project. The Steering Group, comprising the three Presidents with an independent Chair, meet at least weekly to monitor progress, take key decisions and champion progress as required.
4. The large number of colleagues involved, with legitimate diversity of views, may obviously be quite challenging in such a change process. However, the Steering Group put in place the 'Safe Space' mechanism, to enable such diversity of views to be recognised and brought forward in a structured way. Each of the Presidents continues to meet with different groups of colleagues and there is full commitment to continuing to do so throughout the process.
5. Experience from Aalto University, Finland and elsewhere, has reiterated the need to 'communicate, communicate and communicate' whilst on this journey of development. To support this goal, the Alliance has put in place additional resources to the existing communications teams targeted on enhancing TU4D communications efforts. Currently, in addition to briefing sessions and meetings, there are weekly e-newsletters provided to staff and regular use of social media. The additional resources will elevate this activity even further.
6. External engagement is also a feature of the work of the Steering Group and colleagues, by building awareness with the media, industry and other stakeholders.
7. In April 2015, the TU4D Alliance hosted a joint symposium with Canadian higher education colleagues, focused on 'Higher Education in Transformation' (<http://www.highereducationintransformation.com>). This allowed a great sharing of knowledge and benchmarking and provided invaluable insights, concepts and approaches for the development of TU4D.
8. The TU4D Alliance has received some funding for the development of this important initiative and this has been very helpful in stimulating progress. It recognises, however, that such transformations do required substantial investment and additional funding will be required if national policy is to be addressed and the needs of future students are to be met.
9. One major concern of the TU4D Steering Group is that of the TU legislation and the difficulty involved in maintaining momentum amongst colleagues and other stakeholder for this critical initiative whilst the progress of the legislation continues to be delayed. The TU4D calls on all who have the power to do what is possible to move this on as quickly as possible.

- TU4D piece included in Prospectus

Working to create a Technological University for Dublin

Dublin Institute of Technology (DIT) is working with Institute of Technology Blanchardstown (ITB) and Institute of Technology Tallaght (ITT Dublin) to jointly create a Technological University (TU) for Dublin, under new legislation currently going through the Houses of the Oireachtas.

Building on the established strengths and resources of the three institutions, the creation of a new TU for Dublin is an exciting opportunity for us to offer the widest possible range of choices to our students and to further enhance our contribution to society and to Ireland's recovering economy. With campus locations in Dublin City, Blanchardstown and Tallaght, we aim to play a significant role in the social and economic development of the Dublin Region while continuing to serve our local communities.

Under the proposed legislation, and in preparation for application to be designated as Ireland's first Technological University, DIT, ITB and ITT Dublin will merge as one legal entity. It is likely that this will take place in mid-2015, under the banner of DIT. Application for designation as a Technological University will take place shortly afterwards, and we would hope to achieve that designation in 2016. The name of the new institution is undecided at this point.

Students choosing a programme of study now, to commence in September 2015, should continue to make their choice based on the programmes offered in each of the three existing institutions. All programmes offered in the three institutions lead to awards validated within the Quality and Qualifications Ireland (QQI) framework and the new institution will continue to have degree-awarding powers from Level 6 to PhD.

Ag obair chun Ollscoil Teicneolaíochta a bhunú i mBaile Átha Cliath

Faoi reachtaíocht nua atá ag dul tríd Thithe an Oireachtais faoi láthair, tá Institiúid Teicneolaíochta Bhaile Átha Cliath (ITBÁC) ag obair le hInstitiúid Teicneolaíochta Bhaile Bhlainséir (ITB) agus Institiúid Teicneolaíochta Thamhlachta (ITT Baile Átha Cliath) chun Ollscoil Teicneolaíochta a bhunú (OT) i mBaile Átha Cliath.

Trí chur leis na láidreachtaí agus na hacmhainní atá cheana féin ag an trí institiúid, is deis iontach atá in OT nua do Bhaile Átha Cliath chun an réimse is leithne roghanna agus is féidir a chur ar fáil dár mic léinn agus cur tuilleadh leis an obair a dhéanaimid sa tsaothair agus ar mhaithe le geilleagar na hÉireann atá ag téarnamh. Ó tharla campaís a bheith i gCathair Bhaile Átha Cliath, i mBaile Bhlainséir agus i dThamhlacht tá sé i gceist againn ról suntasach a ghlacadh i bhforbairt eacnamaíoch agus sóisialta Réigiún Bhaile Átha Cliath agus freastal ag an am céanna ar ár gcuid pobal áitiúil.

Faoi reachtaíocht bheartaithe agus chun réiteach don iarratas muid a ainmniú ar an gcéad Ollscoil Teicneolaíochta in Éirinn nasclaidh ITBÁC, ITB agus ITT Baile Átha Cliath agus beidh mar aon eintiteas dlí amháin. Is dócha gur i lár na bliana 2015 a tharlóidh sé seo faoi bhratach ITBÁC. Déanfar iarratais ar ainmniúchán mar Ollscoil Teicneolaíochta go gairid ina dhiaidh sin agus bheadh súil againn an t-ainmniúchán sin a bheith againn sa bhliain 2016. Níl ainm na hInstitiúide nua socraithe ag an tráth seo.

Ba chóir do mhic léinn a roghnaíonn clár léinn anois atá le tosú i Meán Fómhair 2015 a rogha a dhéanamh bunaithe ar na cláir atá á dtairiscint i ngach ceann de na trí institiúid mar atá. Bíonn dámhachtainí arna mbailiúchtaí faoi Chreat Cáilíochtaí agus Caighdeán na hÉireann (QQI) le fáil as clár sa trí institiúid agus beidh cumhachtaí ag an institiúid nua céimeanna a bhronnadh ó Leibhéal 6 go dtí leibhéal PhD.



- **Grangegorman Campus Development**

1. In September 2014, DIT opened the Grangegorman campus with 1,100 students and 80 staff drawn from the College of Arts and Tourism and from the President's Office
2. A major leased building at Portland Row and smaller leased buildings in Temple Bar were released back to their owners
3. Work on the public realm and buildings conservation continues in particular around the east side of the campus
4. Two new pedestrian routes have open the site to the west along Prussia St and Manor St
5. Sporting facilities are being developed with a view to being available from Sept 2015
6. Work on a major entrance at Broadstone Gate has been agreed with the RPA, DCC, and CIE;
7. Construction of the Environmental Health Sciences Institute and Business Incubation Centre is well underway with a completion date of December 2015;
8. Major planning for the 2 PPP quads (Programme II) continued and a preferred tenderer was selected in Feb 2015. Planning permission for these two quads was submitted to Dublin City Council in June of 2015;
9. Plans on Programme III continue in particular around student accommodation, library and energy centre. These are moving to market soundings and design; and
10. Significant interaction and engagements continues with staff and students within DIT and with surrounding communities.

A photo record of the Grangegorman campus development is provided in the attached slides.

