



Strategy and Performance Dialogue 2018 – 2021

TU Dublin Self Evaluation Report on Progress

1 January 2019 – 31 August 2021

Section A: Summary Information

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Date of submission	21/04/2022

Section B: Overview of Institutional Strategic Development and Performance

<p>Critical Reflection</p> <p><i>Max. 5,600-character limit (750-800 words approx.)</i></p>	<p>The legal establishment of TU Dublin heralded the merger of three former institutions and the creation of a new type of university in the Irish HE landscape. A programme of work was put in place:</p> <ul style="list-style-type: none"> a) CREATION - Legal establishment of TU Dublin - 1 Jan 2019 b) FOUNDATION - Formation of interim structures, systems & processes to ensure 'business as usual' is delivered - 2019 c) INTEGRATION & TRANSFORMATION - Integration of unified systems & programmes + development/initiation of new structures & models of transformation - (2019-2022) d) GROWTH - Full implementatin & roll-out of transformational models & strategic plan - with adaptation as needed - (2019-2030) <p>Due to legislation, much work necessarily took place post legal establishment, with many interim measures adopted in the Foundation period to enable operations to run and maintain 'business as usual'. Integration & Transformation is the current focus - with integration and development of new models and structures to underpin the University's core mission. These will enable Growth and advancement into the future.</p> <p>Since establishment, key institutional achievements are:</p> <ol style="list-style-type: none"> 1. Creation of TU Dublin Legal establishment on 1 January 2019 under the Technological Universities Act 2018 - involving the appointment of an initial Governing Body and the inaugural President, Professor David FitzPatrick; an interim Academic Council; and the approval of policies & procedures necessary for legal operation. 2. Building of the new University through a Foundation period Recruitment of key senior roles - Registrar & Deputy President and the Chief Operations Officer (COO); establishment of the full Governing Body and a Code of Governance; operation of an interim management structure; and critically, successful maintenance of the University's academic programme portfolio and research and engagement activity. 3. Successful Integration & Transformation and initiation of new developments <p>Key deliverables:</p> <ul style="list-style-type: none"> - Development, launch and implementation of the Strategic Intent 2030 - a ten-year roadmap for the University
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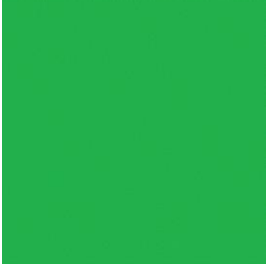
	<ul style="list-style-type: none"> - A new Academic Council and QA Framework, and a full Institutional assessment under the QQI CINNTE process - An appropriate Organisation Design - with implementation of key phases, including establishment of the new University Executive Team - New developments in core academic activities, including: (a) innovative skills programmes, such as Convene and Growth Hub; (b) doctoral education developments, such as research training networks; (c) industry sector specific responses including the Build Digital project - TU Dublin Capital Plan and delivery of campus developments to underpin the modern infrastructure needed for the University - Successful development of the European University of Technology (EUT+) - Substantial progress on the University's EDI ambitions including achievement of a new Athena SWAN award and funding under the Senior Academic Leadership Initiative. <p>COVID-19 had its impact during this Compact reporting period, resulting in timelines being affected for most activities and changes adopted to rapidly accommodate online/blending learning. COVID also added pressure to the capacity of the organisation to deliver on its major change and transformation programme, whilst maintaining quality academic provision. Nonetheless, with leadership and agile management across the University, TU Dublin successfully delivered on its mission in the period.</p> <p>Specific challenges arose that will need to be addressed if TU Dublin is to realise its full potential as a major technological university. Items identified in the Technological Universities Research Network report (Oct 2019), such as research capacity building measures, and in particular, the reform of the academic workload model have seen slow progress in the sector - the OECD recommendations on this item have yet to issue and be addressed. They cause significant barriers for TU Dublin's further development and the University is committed to working with the relevant bodies as appropriate to advance these matters.</p> <p>Overall, the University leadership is confident that critical cornerstones have been built for the years ahead and that significant progress has already been achieved. In summary, during this period, it has:</p> <ul style="list-style-type: none"> a) Established the first technological university in Ireland, creating a different type of higher education offering as set out in the ambition of the National Strategy for Higher Education and contained in the System Performance Framework b) Put in place its first strategic plan and key elements of its organisational structure that will support its mission
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	<ul style="list-style-type: none"> c) Maintained a stable academic profile during this period of major change – delivering to over 30,000 students and graduating over 8,000 from across disciplines and NFQ levels d) Maintained and developed its research and innovation activity e) Implemented its infrastructural masterplan ensuring state-of-art campuses for generations of TU Dublin students f) Embraced opportunities for the future development of the TU Dublin, including the European University of Technology initiative g) Managed through the global COVID-19 pandemic and within a balanced budget. <p>Having delivered on the substantial opportunity of creating the 1st technological university, TU Dublin now has a solid platform from which to reach the ambitions set out in its Strategic Intent 2030 and achieve its vision of 'Creating a Better World, Together'.</p>
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Section C: Key System Objectives (KSOs)


KSO 1	Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability
KSO 1 Summary Statement <i>Max. 4,200-character limit (550-600 words approx.)</i>	<p>Under the People pillar of TU Dublin’s Strategic Intent 2030, our ambition is to foster individual talents in an ever-changing world. We continue to be one of the largest providers of third level education, and according to the HEA Key Facts and Figures 2020/2021, TU Dublin educates the largest number of Irish students nationally. Over the Compact period, enrolments grew 4%. The three largest institutes in 2020/21 by total student numbers were:</p> <ul style="list-style-type: none"> - UCD: 28,250 - TU Dublin: 27,646 - UCC: 22,717 <p>**Note: HEA student enrolment figures exclude apprenticeship, overseas and junior music</p> <p>Our goal is to make TU Dublin the most accessible university in Ireland and to support and develop individuals to reach their full potential. In 2020/21, with all student types included (incl. apprenticeship, junior music, overseas), TU Dublin attracted a total of 30,091. TU Dublin has the most diverse student cohorts, offering educational opportunities at all levels from NFQ 6 to 10.</p> <p>Comparative data for TU Dublin for 2019/20 and 2020/21 is below:</p> <ul style="list-style-type: none"> -L6 (FETAC/Apprenticeships): 1,126 v 958 -L6&7: 9,311 v 9,021 -L8: 13,895 v 14,539 -L9 (taught): 1,985 v 2,269 -L9&10 (research): 671 v 620 <p>The data above reflects TU Dublin as the largest provider of NFQ Levels 6 and 7, enrolling almost one fifth of students nationally, and nine times more than the next Dublin university provider. Traditional craft apprenticeship is significant in TU Dublin, delivering almost</p>

	<p>25% of the national provision. To meet future demand, TU Dublin seeks to increase this provision - this is contingent on availability of relevant human resources and space.</p> <p>Full-time undergraduate L8 is a significant student cohort in higher education nationally, accounting for over 60% of all enrolments. During the University's integration phase, L8 numbers remained stable but subsequently increased in 2021 in line with national trends.</p> <p>Nationally, L9 taught postgraduate provision has grown significantly. TU Dublin grew 8% over the period and recognises there is opportunity for further growth. Additionally, with a 4% growth nationally in L9 and 10 PG research student numbers, there is scope for TU Dublin to increase, and we continue to place a focused effort on this cohort.</p> <p>TU Dublin accounts for approximately 10% of full-time enrolments nationally and 16% of all part-time students in HE. The University continues to be the leader in part-time and lifelong learning education. TU Dublin also represents the largest provider in four fields of study by ISCED and is a leader in STEM education. In terms of its programme portfolio, STEM fields account for nearly half of TU Dublin enrolments - Engineering (22%), Natural Science (12%) and ICT (11%) and Business is the most popular single field of study (27%) in line with national trends.</p> <p>Most critically, we continue to graduate approximately 8,000 students annually, providing a strong talent pipeline, responsive to the needs of enterprise and the public service and community sectors. Over the compact period TU Dublin has maintained a diverse student profile during the integration phase.</p>			
<p>Strategic Priority 1.1</p> <p>TU Dublin Priority – Pathways for all to experience</p> <p>TU Dublin Objective 2030 – We will be the most ‘accessible’ university in Ireland, with the largest number of diverse learners.</p>	<p>Key Performance Indicators</p>	<p>Baseline 2018</p>	<p>Overall Target to August 2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Student Enrolments: Maintain a stable student profile through the integration period.</p>	<ol style="list-style-type: none"> 1. Total Students = 26,598 2. Level 6 and 7 = 9,311 3. Level 8 = 13,895 4. Level 9 (Taught) = 1,986 5. Level 9,10 (Research) = 671 	<p>Maintain total student numbers and maintain the numbers at the different NFQ levels (+/- 5%).</p>	<p>Achieved overall</p> <ol style="list-style-type: none"> 1. Total Students: +4% 2. L6&7: -3% 3. L8: +5% 4. L9 (T): +14% 5. L9 & 10 (R): -8%

<p>SP 1.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>**Note: HEA 2020/21 data is used unless stated otherwise.</p> <p>Level 6 and 7: TU Dublin is the largest provider, followed by MTU and ITC</p> <ul style="list-style-type: none"> -TU Dublin 7,587 (19% of national provision) -MTU 5,214 (13%) -ITC 4,995 (12.5%) <p>In TU Dublin L6 is growing ahead of national trends. L7 is declining nationally, however, TU Dublin is experiencing less decline than other HEIs.</p> <p>Level 8: TU Dublin is increasing in line with national trends</p> <ul style="list-style-type: none"> -TU Dublin: 13,862 (2019/20) v 14,539 (2020/21) = 5% growth -National Enrolments: 5% growth <p>Postgraduate Enrolments: TU Dublin's postgraduate enrolments have increased, but acknowledge that national growth is greater and remains an area of focus.</p> <p>L9 Taught</p> <ul style="list-style-type: none"> -TU Dublin 1,985 (2019/20) v 2,269 (2020/21) = 14% growth -National HEIs 19% growth <p>L9&10 Research</p> <ul style="list-style-type: none"> -TU Dublin 671 (2019/20) v 620 (2020/21) = 8% decline -National HEIs 11% growth <p>**Note: L9&10 (R) is picked up further under KSO3.</p>	<p>Colour rating for this Strategic Priority: Green</p> 
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	<p>ISCED Field of Study: TU Dublin represents the largest provider in four fields of study and is a leader in STEM</p> <ul style="list-style-type: none"> -Engineering: 6,042 (22% national provision) -ICT: 2,905 (19%) -Natural Science: 3,326 (14%) -Business: 7,565 (14%) <p>Part Time Education: TU Dublin is the largest provider, followed by ITC and UCD</p> <ul style="list-style-type: none"> -TU Dublin 8,143 (16% national provision) -ITC 5,033 (10%) -UCD 4,574 (9%) 	
<p>KSO 2: Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community</p>		
<p>KSO 2 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>We are committed to ensuring that TU Dublin becomes a global technological university, driving collaboration with key strategic partners internationally and expanding our reach to new generations of international students . Pre COVID-19, the total number of international students enrolled at TU Dublin was on an upward trajectory. The COVID-19 crisis significantly disrupted the uptake of international students globally. In 2020/21, all international student enrolments decreased in Ireland by 11.6% and non-EU enrolments by 18% when compared with 2019/20 (HEA Facts and Figures 2020/2021). TU Dublin experienced similar trends with total international enrolments declining from 3,474 in 2019/20 to 2,725 in 2020/21. During this period, new student intake was particularly affected. Up to December 2021, recruitment remained exclusively online. Although engagement levels were strong, travel hesitancy was reflected in a decline of new student enrolments from Asia and Europe, two core markets to TU Dublin. This decline, combined with an increase in the number of domestic, new student enrolments due to the pandemic, affected our target of international students as a percentage of new student intake. In 2019/20 it reached a peak of 13.4% but fell to 9% in 2020/21.</p> <p>Over the course of the pandemic TU Dublin’s priority was to implement a range of emergency response measures to prioritised student wellbeing, including arrangements for safe accommodation; protocols for safe travel to Dublin; online orientation; and</p>	

	<p>engagement with key support staff and online social events. It also focused on new strategic initiatives which would position TU Dublin for a strong recovery post-COVID.</p> <p>A joint programme with Nanjing Tech University was launched in September 2021 and the process of establishing a permanent presence in China and South East Asia is currently underway. The benefits of university designation provide us with opportunities to grow markets such as the United States, which were traditionally not accessible to our founding institutes, and our application for approval under the US Federal Aid programme is in train. A new study abroad programme is nearing completion, which will initially focus on the North American and selected Asian markets.</p> <p>TU Dublin established new alliances and increased its membership into new international networks. An instrumental partnership for TU Dublin in 2020 was its partnership with the EUT+ (European University of Technology), consisting of eight European universities. It is part of the European Universities Initiative, which aims to revolutionise the quality and competitiveness of European higher education. Other networks include the Universities in Europe (SGroup), providing us with unique access to 48 HEIs from 23 European countries and 6 countries outside of Europe. TU Dublin is the first Irish university member to join this network.</p>			
<p>Strategic Priority 2.1</p> <p>TU Dublin Priority – Being Global</p> <p>TU Dublin Objective 2030 – Our international activities and partnerships in key regions will have flourished and international students will represent at least 1/5 of the student population</p>	<p>Key Performance Indicators</p>	<p>Baseline 2018</p>	<p>Overall Target to August 2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>International students as a % of new student intake</p>	<p>12%</p>	<p>13%</p>	<p>9% Achieved. COVID impacted international student mobility. TU Dublin’s priority was the wellbeing of its students and initiatives that would position TU Dublin for a strong recovery post COVID.</p>

<p>SP 2.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>The number of international students (new enrolments) as a percentage of total new student enrolments declined from a peak of 13.4% in 2019/20 to 9% in 2020/21. This was on account of increasing new domestic student intake and a decrease in new international student intake due to the impact of COVID.</p> <ul style="list-style-type: none"> - TU Dublin All New Student Enrolments: 12,209 (2019/20) v 12,488 (2020/21) = increase 2% - TU Dublin New International Student Enrolments: 1,637 (2019/20) v 1,087 (2020/21) = decrease 34% - International Students as a % of New Student Intake: 13.4% (2019/20) v 9% (2020/21) <p>Two key markets for TU Dublin are Asia and Europe. New student intake from these countries declined as follows:</p> <ul style="list-style-type: none"> - Asia 701 (2019/20) v 553 (2020/21) = decline 21% - Europe 665 (2019/20) v 368 (2020/21) = decline 45% <p>When benchmarked with the most recent HEA data available (2018/19), Irish universities had a minimum of three times more international students from the USA. University designation will be instrumental in growing this market.</p> <p>Travel restrictions have eased, but remain in place for Asia, however, the foundations have been laid to increase international student enrolments when access is restored.</p> <p>Going forward, our new partnerships will increase international students in Europe through Erasmus programmes.</p>	<p>Colour rating for this Strategic Priority: Amber</p> 
<p>KSO 3: Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.</p>		
<p>KSO 3 Summary Statement</p>	<p>TU Dublin’s strategy is to promote engaged research and innovation that is impact-focussed. In the reporting period, TU Dublin successfully achieved its aims of:</p>	

Max. 4,200-character limit (550-600 words approx.)

- Consolidating and developing the postgraduate research (PGR) student base, and
- Prioritising activity in areas of research strength

Highlights in the period include:


- o Delivery of an integrated Graduate Research School and Quality Framework for Doctoral Education
- o Hosting and co-ordination of national and international doctoral training networks, providing enhanced experience to TU Dublin PGR students
- o Sustaining a high level of PGR student enrolments during a challenging period of transition
- o Growing research awards and activity, consolidating areas of strength - securing funding for several innovative research projects, such as 'Alehoop' (a H2020 funded project focussed on low-cost dietary proteins from algae-based and plant residual biomass sources)
- o Development of an organisation design to support enhanced research and innovation activity for the future

Regarding PGR students, we have focused on capacity-building and laying the foundations for future growth, through enhancing our research facilities and supports and the appointment of a Vice President for Research and Innovation to champion the next stage of development for the University.

Actual numbers of PGR students declined from 671 to 620 over the compact period. This, combined with the increase in Level 8 students has adversely affected the ratio of PGR students/Level 8-10 students, as per the TU legislation criteria.

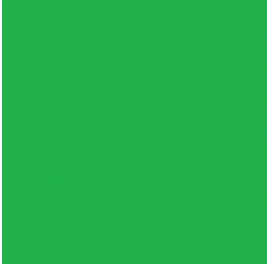
Contributing factors include:

- a. the significant impact of COVID on academic workloads – this required the rapid implementation of blended learning and enhanced modularisation to meet learner needs, with colleagues working almost exclusively to deliver the taught provision
- b. the impact of increased student numbers at L8 and at Level 9 (Taught) within an ECF (Employment Controlled Framework) constrained environment, with academic staff absorbing this extra commitment
- c. the career structure and academic workload model for TUs – which has yet to be resolved to ensure that academics can devote a reasonable part of their contracted time to research activity and related responsibilities
- d. the lack of dedicated research space to facilitate additional PGR students, due to funding restrictions

	<p>Moving forward TU Dublin aims to increase its PGR student numbers to meet its long-term target of PGR students/Level 8-10 students to reach 7%, as per the TU criteria. The University is building strength in several areas that will underpin PGR student activity. It has successfully attracted research awards with an overall growth of 75% over the last three years and doubling of the value in some disciplines. This was achieved through additional supports to researchers, targeting of increased values in the awards themselves, and a focus on targeted funding avenues, including the European Commission. However, it is noted that there are significant barriers that need to be overcome to sustain and grow PGR student numbers as required by legislation.</p>			
<p>Strategic Priority 3.1 TU Dublin Priority – Pathways for all to experience</p> <p>Objective - Consolidating and developing the postgraduate research student base according to an agreed TU Dublin profile.</p>	<p>Key Performance Indicators</p>	<p>Baseline 2018</p>	<p>Overall Target to August 2021</p>	<p>August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Postgraduate research students (PGR) as % of total L8-10 student enrolments</p>	<p>4%</p>	<p>Consolidate PGR, maintaining current enrolments (4%), while preparing groundwork for longer-term growth to 7%</p>	<p>Broadly achieved - PGR enrolments = 4% and ground work prepared, but challenges in growth identified</p>
<p>SP 3.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Through the period, PGR student enrolments were broadly sustained. Work has been conducted to create the essential foundations for long-term sustainable growth:</p> <ol style="list-style-type: none"> Enhancement of quality of programmes:- <ul style="list-style-type: none"> Alignment of programmes to the National Framework for Doctoral Education (NFDE) Completion of regulations; review of programmes by an international panel; and approval of research policies Critical mass of doctoral activity 			<p>Colour rating for this Strategic Priority: Amber</p> 

	<ul style="list-style-type: none"> - TU Dublin research themes comprise learning communities of research students, supervisors, postdoctoral researchers and PIs. Students are co-located with relevant groups in the research community. - Through Organisation Design, the Research & Innovation function has undergone a review to ensure it can provide the required supports for PGR students. <p>3. Participation in leading programmes of doctoral education & training:</p> <ul style="list-style-type: none"> - SFI Centres for Research Training - 'D-REAL', 'ML-LABS' and 'ADVANCE' - Marie Skłodowska-Curie Innovative Training Network 'SELLSTEM' - European Industrial Doctorate - 'CISC' - The European University of Technology (EUT+) work programme for doctoral education. <p>The challenge now is the capacity of the University to facilitate increased PGR student enrolments, with the bandwidth constraints due to COVID; growth in other student cohorts; and the restrictions of the current academic workload model.</p>	
KSO 4: Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland’s population		
<p>KSO 4 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>We are committed to providing lifelong educational opportunities with flexibility in the structure, mode, and place of delivery, to suit an evolving global landscape and address the needs of our communities, industry and wider society.</p> <p>Since establishment, TU Dublin has maintained a diverse student population and leveraged the experience of its founding institutions in widening participation (WP). This includes full-time students traditionally known as ‘access’ students, from socio-economic disadvantaged backgrounds, students with disabilities, mature students and students from the Irish Traveller and Roma communities. TU Dublin has grown the number of access students over the period of the compact, maintaining its position as a national leader in widening participation in education. In 2020/21, TU Dublin had the highest number of total disadvantaged students in the sector (2,895). The number increased from 2,025 in 2019/20.</p> <p>The other categories of students in consideration are part-time flexible learners. The ‘flexible enrolments’ category includes: ‘earn and learn’ students; apprentices - both craft and ‘new’ apprenticeships; students supported by their companies on customised</p>	

	<p>programmes; learners participating in programmes led by industry groups or professional bodies; and those participating in special lifelong learning initiatives, such as Springboard and Skillnet programmes. These programmes span NFQ levels 6 to 9 and are delivered in a variety of modes – some in traditional classrooms and laboratories on campus, some in-company/on-site, some blended learning, and some mixed mode – a combination of on-campus, on-site and online. The percentage of students defined as flexible enrolments, increased from 32% in 2018/19 to 33% in 2020/21. This compares to 23% nationally (HEA statistics). In addition, almost 1,000 students participated in apprenticeship programmes, led by industry or the professions.</p> <p>With such diversity of students and provision, it is quite a complex offering to manage successfully and the University is proud to have been able to continue to do so during a challenging period.</p> <p>TU Dublin student support services co-ordinate a comprehensive support programme for access students, students with disabilities, mature students and those transitioning from further education. The University endeavours to provide the same services to part-time/flexible learners requiring additional supports, although this can be challenging and requires further development. A similar range of supports is delivered for students with disabilities. The Fund for Students with Disabilities is particularly important in being able to provide to the very specific needs of those with disabilities, including physical and learning aids. TU Dublin has received funding for strategic initiatives relating to Disability Services, including: -Universal Design capability; wayfinding apps; dedicated spaces; assistive technology and special pilot projects in the sensory and hard of hearing areas. These are being rolled out in the current academic year.</p>			
<p>Strategic Priority 4.1</p> <p>TU Dublin Priority – Pathways for all to experience</p> <p>TU Dublin Objective 2030 - We will be the most ‘accessible’ university in Ireland, with the largest number of diverse learners</p>	<p>Key Performance Indicators</p>	<p>Baseline 2018</p>	<p>Overall Target to August 2021</p>	<p>August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Students with Disabilities</p>	<p>1,420</p>	<p>1,600</p>	<p>Achieved Students with Disabilities 1,721</p>
	<p>Socio-Economic Disadvantage</p>	<p>2,863</p>	<p>2,880</p>	<p>Socio-Economic Disadvantage 2,895</p>
	<p>% Flexible Enrolments</p>	<p>31%</p>	<p>32%</p>	<p>% Flexible Enrolments 33%</p>

<p>SP 4.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>A comparison with other Dublin Region universities on key access metrics for 2020/21 is provided below (derived from HEA RGAM data). TU Dublin has the highest number of total disadvantaged students compared to all other HEIs.</p> <p>It also has one of the highest total number of students with disabilities nationally (1,721) and one of the highest number of mature students (334).</p> <table border="1" data-bbox="504 475 1695 774"> <thead> <tr> <th>HEI</th> <th>Mature Students NEs</th> <th>Disadvantaged Students</th> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td>TU Dublin</td> <td>334</td> <td>2,895</td> <td>1,721</td> </tr> <tr> <td>UCD</td> <td>221</td> <td>1,204</td> <td>1,659</td> </tr> <tr> <td>DCU</td> <td>166</td> <td>1,276</td> <td>882</td> </tr> <tr> <td>TCD</td> <td>169</td> <td>819</td> <td>1,463</td> </tr> <tr> <td>MU</td> <td>169</td> <td>1,425</td> <td>1,052</td> </tr> </tbody> </table> <p>The percentage of students defined as flexible enrolments, increased from 9,090 in 2018/19 to 9,405 in 2020/21, accounting for 33% of total enrolments. This compares to 23% nationally in 2019/20 (HEA data).</p>	HEI	Mature Students NEs	Disadvantaged Students	Students with Disabilities	TU Dublin	334	2,895	1,721	UCD	221	1,204	1,659	DCU	166	1,276	882	TCD	169	819	1,463	MU	169	1,425	1,052	<p>Colour rating for this Strategic Priority: Green</p> 
HEI	Mature Students NEs	Disadvantaged Students	Students with Disabilities																							
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<p>KSO 5: Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence</p>																										
<p>KSO 5 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>Critical to the student experience is the quality of the physical learning environment and campus facilities. The TU Dublin masterplan, involving over 200,000 m2 of new campus space over its three locations (City Campus Grangegorman, Tallaght and Blanchardstown), is the largest development in Irish Higher Education and a priority in the National Development Plan. In the reporting period, COVID 19 caused severe disruption to construction, requiring amendments to original schedules. But despite these challenges, significant progress was achieved.</p> <p>The Sports Science, Health & Recreation Building on the Tallaght campus commenced construction, with completion expected in 2022. Following some delays, planning permission was secured for a 5,000m2 multi-disciplinary building (Tallaght) and a 4,000m2</p>																									

general teaching building (Blanchardstown) as part of the HEPPP (Bundle 1) package. Contracts with the preferred tenderer are expected to close in 2022 and construction to commence thereafter.

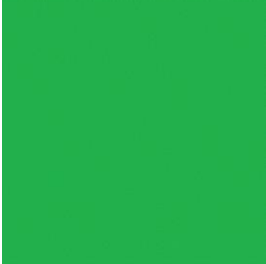
The most significant achievement in the period is the delivery of five major buildings (c.80,000m²) on the Grangegorman campus, as part of the planned Development Programmes for the campus. 10,000 students are now accommodated in superb state-of-the-art learning facilities.

- The East Quad (opened 2020) is home to TU Dublin's creative and performing Arts disciplines. Along with its suite of classrooms, workshops, studios, and informal learning spaces, East Quad boasts a 400 seat Concert Hall, a Black Box theatre and Recital Hall. The open and inclusive design has large and spacious atriums, that connect the different learning areas in a bright and welcoming environment.
- The Central Quad (opened 2021) is home to the Science disciplines, Culinary Arts, Hospitality and Electronic Engineering. The inner courtyard maintains the mature cherry tree that has been growing there for many decades. Central Quad features the 250 seat Intel Theatre along with a range of other smaller teaching spaces and informal learning areas. It also has a range of top class laboratory spaces and technical areas catering to a wide range of disciplines. The building has been designed to be welcoming and inclusive, with large, glazed ceilings allowing light to pour into the building. In the main atrium, a stunning work of art by Alexandra Carr stretches to nearly the full height of the building.
- The Lower House, the oldest building on campus, was brought back into use and opened in early 2021. It houses a large dining area, as well as the Student Union facilities, a dance studio and indoor sports areas. There are also 18 music practice rooms complementing facilities in the East Quad. It is linked by a beautifully landscaped walkway to the East Quad.
- Rathdown House houses a large restaurant and a one-stop-shop for Student Services, including a Health Centre and Counselling Services.
- Park House is home to our temporary library, in place until the completion of the Academic Hub. It also houses the Academic Writing Centre, Careers Development Centre, Disability Support Centre, and the Maths Learning Centre, along with Professional Services offices.

Through ergonomic and universal design principles, the buildings and public realm spaces create an inviting and inspiring atmosphere that will have hugely positive effects on learning and wellbeing for students, as well as staff, industry partners and local community. Along with traditional lecture rooms, seminar spaces and labs, smaller, flexible spaces are available encouraging knowledge sharing, collaboration and the facilitation of project work. There are also convenient, comfortable, and quiet places where students can focus on studying, along with areas for informal and online learning.

The remaining Development Programmes continue to progress and will benefit future generations of students.


Strategic Priority 5.1	Key Performance Indicators	Baseline 2018	Overall Target to August 2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
<p>TU Dublin Priority - Creating a place of Imagination and Inspiration</p> <p>TU Dublin Objective 2030 – The design and investment of 200,000+ m² of new campus development space – to deliver a cutting-edge learning environment</p>	<p>Infrastructure development as per the TU Dublin masterplan</p>	<p>TU Dublin established 2019 - separate plans for founding institutions.</p> <ul style="list-style-type: none"> ○ Detailed plan for city campus, Grangegorman already in place comprising 4 major programmes of construction. Programme I completed by 2018. ○ High-level plans for individual buildings at Tallaght and Blanchardstown. 	<ul style="list-style-type: none"> ○ Sign-off of a single TU Dublin masterplan ○ City Campus, Grangegorman Complete the following buildings: <ul style="list-style-type: none"> 1. East Quad (PPP) (Prog II) 2. Central Quad (PPP) (Prog II) 3. Lower House (Prog IIIa) 4. Rathdown House (Prog IIIa) 5. Park House (Prog IIIa) ○ Tallaght Campus: <ul style="list-style-type: none"> 1. Commence and progress to 50% completion - Sports Science, Health & Recreation Building 2. Obtain planning permission and tender for Multi-disciplinary building (HEPPP Bundle 1) ○ Blanchardstown Campus: <ul style="list-style-type: none"> 1. Obtain planning permission and tender for new Teaching building (HEPPP Bundle 1) 	<p>Achieved</p>

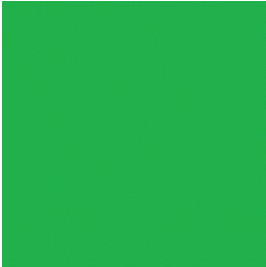
<p>SP 5.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>1. Grangegorman – Development Programmes planned and status at August 2021:-</p> <p>Prog I (2016): -Site Infrastructure; Protected Structures; Greenway Research & Innovation building - 1,200 students on campus - already COMPLETED</p> <p>Prog II (2020/21): -Central Quad & East Quad - 10,000 students - COMPLETED</p> <p>Prog III(a) (2020/21): -Lower House, Rathdown & Park Houses + Energy Centre - primarily support services - COMPLETED</p> <p>Prog III(b) (2024/25): - Academic Hub, West Quad + FOCAS (research) - 14,500 students - in development</p> <p>Prog IV (2026+): - Engineering Quad + Student accommodation - 20,000+ students - in planning</p> <p>2. Projects in Development</p> <ul style="list-style-type: none"> • Sports Science, Health and Recreation building, Tallaght - commenced 2020; expected completion 2022. • HEPPP1 <ul style="list-style-type: none"> o Tallaght Multi-disciplinary Building o Blanchardstown Teaching Building. Planning permission secured. Delays due to COVID 19 – contract completion expected 2022. • City Campus <ul style="list-style-type: none"> o Academic Hub: Preparatory work completed, construction underway from 2022. o West Quad: Planning permission secured. Primarily financed by sale of buildings - postponed due to COVID, to resume in 2022. o FOCAS (research) relocation: Initial planning undertaken and procurement competition in preparation. o Broombridge (specialist Design & Construct facility): Progressing - philanthropic support raised 	<p>Colour rating for this Strategic Priority: Green</p> 
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KSO 6: Demonstrates consistent improvement in governance, leadership and operational excellence.


<p>KSO 6 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>As a newly established university, three priorities are highlighted here:</p> <ol style="list-style-type: none"> 1. Development of a Strategic Plan and Implementation Framework <p>A highly engaged process helped develop TU Dublin’s first strategic plan, following establishment in 2019. It comprises a three-year plan within a longer, visionary, ten-year timeframe. Formally launched in January 2020, the Strategic Intent 2030 vision is to ‘Create a Better World, Together’ with key pillars of People, Planet and Partnership. It focusses on:</p> <ul style="list-style-type: none"> • The transformation of TU Dublin to become an internationally recognised high-performing technological university and championing a passion to excel amongst its people • Offering quality higher education, through a new Education Model, that prepares graduates to be well-rounded, independent thinkers and adaptable lifelong learners • Working closely with partners, through open innovation and a highly connected network, to deliver real change, innovation and positive impact for society and the planet, and • Achieving the necessary cornerstones of infrastructure, organisation design and resources to meet the ambitions of a modern leading-edge university <p>An Implementation Framework was subsequently developed and now comprises key sponsors from the University Executive Team, implementation teams and action plans to drive implementation. Whilst timelines have been affected by COVID, the strategy continues to be rolled out with priority on key building blocks.</p> <ol style="list-style-type: none"> 2. Development of Athena Swan, as part of the TU Dublin’s Equality, Diversity and Inclusion (EDI) ambitions <p>A key objective for TU Dublin is to be an exemplar in EDI and the work of Athena SWAN is an integral part of that. The pre-University 2018-21 Gender Action Plan was adopted by the Governing Body in 2019 and a new plan was prepared for the first integrated TU Dublin Athena SWAN application. A steering group, working group and self-assessment team were all established – major deliverables include the preparation of an Athena Swan Application and Gender Action Plan, with a new Athena Swan Bronze Award subsequently achieved.</p> <ol style="list-style-type: none"> 3. The design and implementation of a new Organisational Design
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	<p>The Organisation Design Project is critical to forming an integrated TU Dublin organisation structure, with the capabilities to achieve its strategic objectives. Designed in three phases:- (1) the ‘High-Level Design’ gives the overarching structure; (2) ‘Detailed Design’ provides designs for individual areas and (3) ‘Implementaton’ includes transition and transformation planning. The timing of these phases and elements within, were impacted by COVID and a re-scheduled plan was necessary, which now provides the framework for the project. Significant progress was achieved in the reporting period, with Phase 1 completed and Phase 2 in train. Key learnings from the initial phase, including communication, governance structures and change management approaches were adopted and carried forward to the subsequent phases.</p> <p>PHASE 1 – High-level Design - Completed, including the following key elements:-</p> <ul style="list-style-type: none"> • An organisation structure, including an appropriate Executive Leadership Team (UET) to lead the TU Dublin strategy • Academic Groupings - Faculties of:- Arts & Humanities; Business; Digital & Data; Engineering & the Built Environment; Science • High Level Designs for:- the Faculty of the Future; School of the Future; Student Services & Wellbeing; Academic Affairs and Learning, Teaching & Assessment; Research & Innovation, Library; Partnerships; Governance & Compliance; Communications & Marketing; Strategy & Planning; Finance; Technology Services (ICT); EDI; Human Resources; Estates & Facilities. <p>PHASE 2 – Detailed Designs - targeted elements completed, including:-</p> <ul style="list-style-type: none"> • Appointment of UET members • Detailed designs for some professional services complete, ready to move to the Phase 3 transition stage; others in train • Detailed design for the Faculties in train, with transition planned for September 2022. <p>Progress on these priorities provides a suitable platform for TU Dublin to build towards achieving excellence in technological education.</p>			
<p>Strategic Priority 6.1</p> <p>TU Dublin Priority – Delivering of the University’s vision to ‘Create a Better World Together’ (TU Dublin</p>	<p>Key Performance Indicators</p>	<p>Baseline 2018</p>	<p>Overall Target to August 2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Strategic Plan development</p>	<p>N/A – TU Dublin established 2019</p>	<p>Strategic plan launched and implementation framework in place</p>	<p>Achieved</p>

<p>Strategic Intent 2030) – through a fully operational TU Dublin</p> <p>TU Dublin Objective 2030 - Development and implementation of the TU Dublin Strategic Intent 2030</p>				
<p>SP 6.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>The TU Dublin Strategic Intent 2030, is constructed around the key pillars of People, Planet and Partnership, with relevant priorities as set out below:-</p> <p>PEOPLE</p> <ul style="list-style-type: none"> - Nurturing Bright Minds, Creativity & Ambition - Pathways for all to experience - Creating a Place of Imagination and Inspiration - Championing a Passion to Excel - Celebrating our Ambassadors <p>PLANET</p> <ul style="list-style-type: none"> - Being a Beacon for Sustainability - Creating Responsible Global Citizens - Tackling Global Challenges <p>PARTNERSHIP</p> <ul style="list-style-type: none"> - Open Science, Open Innovation, Open to the World - A Tightly Connected Network - Being Global - Organisational Effectiveness <p>Since its launch, the University has been progressing the strategic objectives of the Strategic Intent 2030, relating to the above priorities. There has been a focus on areas that help build the structure and profile of a new technological university and that support TU Dublin's quality academic provision. New UET members are now key sponsors in the Strategy Implementation Framework. For each priority, a sponsor and co-sponsor from the UET has been assigned, with dedicated implementation teams and action plans in place to drive implementation.</p>			<p>Colour rating for this Strategic Priority: Green</p> 

Strategic Priority 6.2	Key Performance Indicators	Baseline 2018	Overall Target to August 2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
<p>TU Dublin Priority – Creating a Place of Imagination and Inspiration</p> <p>TU Dublin Objective 2030 – We will be recognised as an exemplar in equality, diversity and inclusion (EDI) 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 - Athena Swan Award</p>	Athena Swan Bronze award	Legacy Bronze award	Preparation of Athena Swan Application and Gender Action Plan for Submission Nov 2021	Achieved – Application deadline was rescheduled to January 2022 - application made and Bronze Award subsequently achieved
<p>SP 6.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>The overall target was to achieve an Athena Swan Bronze Award by 2023 and to progress our EDI strategy. The Athena Swan application was prepared in the reporting period and subsequently submitted in January 2022. A revised Gender Action Plan 2022-25 was also developed, informed by various inputs, including an Equality and Inclusion Survey 2021.</p> <p>In addition to meeting the specific targets mentioned above:</p> <ul style="list-style-type: none"> • Gender balance achieved in Academic Council (47.5% female), Governing Body (50%), University Senior Management (49% as at 31 Aug 2021) • Progress made in increasing female participation (student) in male dominated (STEM) fields. • A Data Management Plan is in place and integration of HR systems underway to drive gender-balanced target setting. 			<p>Colour rating for this Strategic Priority: Green</p> 

	<ul style="list-style-type: none"> • A module on Gender and Leadership in Higher Education included on the University's Leadership Development Programme • An intranet site was developed to communicate on EDI progress, plans, research, and events. • New guidance materials were developed to assist recruitment activities • It is planned that a number of School applications for Athena Swan Bronze award will be submitted by end 2025 			
Strategic Priority 6.3	Key Performance Indicators	Baseline 2018	Overall Target to August 2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
TU Dublin Priority – Organisational Effectiveness	TU Dublin Organisation Design	N/A– TU Dublin established 2019	Create and implement the new TU Dublin Organisation Design as follows: Complete Phase 1 (high-level design) of Organisational Design. Under Phase 2: 1. Complete detailed designs for Professional Services (7 areas out of 13) 2. Commence detailed designs for remaining 6 areas. 3. Commence detailed designs for the Faculties (size and scope) 4. Appointment of University Executive Team members.	Achieved
TU Dublin Objective 2030 - To be one of the most flexible universities in meeting the needs of stakeholders				

<p>SP 6.3 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Having completed the high-level design Phase 1, work proceeded to Phase 2, the detailed designs. Of the 13 Professional Services areas, seven completed their detailed designs by August 2021. Each team produced a design report setting out the design and ambition of the future function. This emerged from work involving an analysis of the service, including user experiences; capability analysis and benchmarking; and development of the vision and the new structure for the service, including a change impact assessment.</p> <p>In parallel, the designs for the Faculties commenced in January 2021. This work would determine the future faculties in the University, the number of schools in each of those faculties and the discipline groupings in each school. In March 2021, the proposed University Size & Scope Options document was published. Over 40 engagement and consultation events with nearly 1,000 academic staff were held. Consultation and work continued from June to October 2021, with the Size and Scope for each faculty subsequently confirmed in December 2021. The detailed designs phase for academic units is due for completion by June 2022, with transition to the new faculty and school structure by September 2022.</p> <p>The UET was appointed in August 2021.</p>	<p>Colour rating for this Strategic Priority: Green</p> 
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Section D: Signature

Note: This section should be signed by the President or on behalf of the President.

Name of signatory	David FitzPatrick
Title	President

Signature	
Date	21 April 2022