

TU Dublin Annual Report

20 20





Cover page photo by Tony Gavin

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1 | WELCOME MESSAGE FROM THE PRESIDENT





As President of Technological University Dublin, it is my great pleasure to submit this Annual Report which provides an overview of the achievements of Ireland's first technological university in 2020.

When TU Dublin adopted the motto of "*infinite possibilities*", we did not have in mind the levels of uncertainty and change that have been the theme of 2020 – and yet the motto seems somehow appropriate. It reminds us that life is constantly evolving, sometimes in very unpredictable ways. While it speaks very directly to the breadth of opportunity within TU Dublin, it also encapsulates the enormous potential and opportunity that lies ahead for all our students, staff and stakeholders in their work and in life's journey.

Of course, there will be challenges. Indeed, as we consider the challenges facing us all worldwide - the current pandemic, the necessity for climate action, addressing pollution and waste and enabling support for a globally ageing population - these are not only challenges but also opportunities and a compelling need for us all to act. We look to our students and graduates from TU Dublin and to our partners, who are ideally placed to bring academic endeavours; creative, entrepreneurial and social mindsets; along with personal strengths and passions to bear - to provide innovative solutions to these and other socio-economic challenges.

As you know, we are a young university, and TU Dublin students and staff have worked together to create and implement our Strategic Intent to 2030, which is built around the themes of People, Planet and Partnership and emphasise equality, diversity, inclusion, engagement and fulfilling potential. As President of TU Dublin, I am proud that we are the largest university in Ireland, with the most diverse community of students and staff of any university nationally. Building on a rich heritage of accessibility, a core aim is to create a new model of education that encourages inclusivity, engaging and nurturing bright minds to explore their full potential. Globally, diversity is also a theme of critical importance and is one that we cannot continue to ignore. The UN Global Diversity Report has flagged that none of the 2020 targets set in 2010 have been reached. A key challenge for us all is balancing the traditionally competing goals of economic and societal growth with biodiversity loss.

With the breadth of our subject areas, degree programmes and research focus, together with the combination of knowledge, skills and innovation, TU Dublin can play a pivotal role in meeting global challenges, but the biggest impact we will have will be through the future actions of our people and our partners. I look forward to seeing the future impact of those contributions, both big and small, on our people, planet and partnerships!

David FitzPatrick
PRESIDENT

2 | EXECUTIVE SUMMARY

2020 was an extraordinary year, and TU Dublin is proud to have made significant strides in its development during that constantly evolving time. This Annual Report reflects the activities undertaken and advances made by the University throughout 2020 whilst addressing the challenges of the COVID-19 pandemic.

TU Dublin maintained its **academic profile** during the year, enrolling and supporting **29,000*** students across all its levels of study and across all its disciplines. It **advanced the development of the University** itself – launching TU Dublin's first Strategic Plan, progressing the new organisation design for the University, and completing major elements of its infrastructural programme. At the same time, TU Dublin managed operations through the unprecedented COVID crisis, pivoting provision to a substantially online offering; maintaining quality and delivery of programmes; and **successfully supporting and graduating 8,000*** TU Dublin graduates in 2020.

The launch of the **TU Dublin Strategic Intent 2030** in January 2020 set the compass for the University for the next ten years, focusing on People, Planet and Partnership. Implementation is in train, and the focus is now on the 3-year Strategic Plan 2023, with a series of action plans adopted to ensure its delivery. **Organisation Design** is a key enabler in the delivery of the Strategic Plan and substantial progress was made in 2020 in devising a new organisation structure appropriate for the ambitions of TU Dublin. A high-level design was created that reflects the pillars of the Strategic Plan and that involved significant stakeholder consultation. By year-end, this was adopted by the University, and implementation had begun.

The Annual Report recognises the various strands of the TU Dublin Strategic Intent, providing an overview of activities against each of the three pillars.

PEOPLE

- With an ambition to 'Nurture Bright Minds, Creativity & Ambition', work on the **TU Dublin Education Model** continued in 2020. The ten principles of the model were approved and now form the framework for this innovative approach to learning and discovery.
- TU Dublin is committed to providing **lifelong educational opportunities** for all, with multiple entry points, progression pathways and flexibility in structure, mode and place of delivery. Throughout 2020, TU Dublin maintained provision at all its levels and continued to be the most significant provider of **part-time education** in the State whilst providing a range of innovative programmes to meet the needs of flexible learners. Apprenticeship programmes and supports for students traditionally categorised as 'Access' remained a critical feature.
- '*Creating a Place of Imagination & Inspiration*' is an ambition for TU Dublin, with an environment that supports talent and fosters discovery and creativity. This is underpinned by our **Equality, Diversity & Inclusion (EDI)** ethos, and so, much work was undertaken in 2020 to advance the EDI agenda. This included the progression of the Athena SWAN project and the intercultural University, with a range of practical initiatives put in place. The University's campus development plans comprise **200,000m² of state-of-the-art facilities** that provide an inspiring learning environment and a place of imagination and discovery. In 2020, major work was completed on these plans, with a new generation of students and staff now able to benefit from this.
- Recognising their key role, **supporting and developing our people** is a core part of the TU Dublin strategy. In 2020, development opportunities for both academic and professional services staff were provided in various areas, including: leadership development; leading and managing change; eLearning and use of Virtual Learning Environments; remote teaching and online assessments; student engagement and feedback.
- TU Dublin is eager to celebrate its ambassadors, including its **Alumni**. 2020 was a special year with over 32,000 Alumni living all over the world, staying in touch electronically with the University. In addition, a number of live 'Farewell' events took place early in the year to celebrate the old alumni homes of Kevin Street and Cathal Brugha Street, which were due to move to new homes in Grangegorman. The events saw alumni reminiscing about their college days and commending the more than 100 years of technical education that had been provided through the founding institutions of TU Dublin.

PLANET

- In 2020, TU Dublin reaffirmed its **'Sustainability Statement'**, endorsing its commitment to the sustainability agenda and recognising its special role in helping to tackle the challenges that exist. In addition, it adopted a focussed 'Climate Action Plan', whilst continuing to work on practical solutions to address key areas of carbon emissions; sustainable ecosystems; air quality; waste and sustainable transport.
- In the aim to 'Create Responsible Global Citizens', TU Dublin has committed to **incorporating sustainability as a learning outcome** in every programme. In 2020, a number of Schools progressed this aim, redeveloping their programmes to support students to become passionate about sustainability and committed to creating innovative solutions for a sustainable environment and economy.
- The TU Dublin research community is focussed on 'Tackling Global Challenges', and throughout 2020, the University sought to build this **research and innovation capacity**, strengthen participation in national and European research programmes and support the production of high quality, high impact research outputs. Success was achieved on a number of fronts, including; securing research awards; responding to COVID-19 challenges with innovative technologies and know-how, and establishing new doctoral training networks.

People

Fostering Individual Talents in an Ever Changing World

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



Planet

A Powerhouse for Living & Breathing Sustainability

we intend to address the challenges facing the world and impact positively on the planet and people, with 'education' as the engine



Partnership

Delivering Shared Impact

we intend to develop the most connected university; cultivating a network of discoverers, creators and entrepreneurs; engaging with people that make things happen



PARTNERSHIP

- TU Dublin has been a pioneer in **innovation and enterprise development**, and 'Open Innovation' is part of the DNA of the University. Throughout 2020, it continued to provide a range of facilities and supports. These included; promotion of 'Open Research'; Knowledge Transfer services, with the University maintaining its position as a leader nationally in this area; enterprise development support through the University's four incubator centres; student entrepreneurship through targeted programmes on each of the campuses; promotion of innovation, including TU Dublin's 'Open Labs' that provides access to expertise and facilities; and the introduction of new projects under the Human Capital Initiative to support university-enterprise engagement for skills development and entrepreneurial capacity building.
- TU Dublin aims to create a seamless network of learning, linking with partners to enhance our path of discovery. In 2020, those partnerships continued to flourish across **academia, enterprise and community**. An important new alliance established in 2020 was the European University of Technology (EUT+) - it comprises eight universities from across Europe and has been funded by the EU to help revolutionise the quality and competitiveness of European higher education.
- TU Dublin is committed to being a **global technological university**. Whilst COVID-19 had a serious impact on many aspects, and work continued in 2020 on building the TU Dublin 'brand'; nurturing the University's international partnerships; and on welcoming international students, as part of the TU Dublin's internationalisation plans – the percentage of new student intake of international students had grown and was 13% in the 2019/20 academic year.

Several changes took place regarding the TU Dublin **Governing Body** in 2020, including the appointment and retirement of a number of members and the appointment of a new Chair at the end of the year. The Governing Body also established a number of committees to assist it in performing specific aspects of its functions. **Academic Council** also saw the appointment and retirement of a number of members during the year. To assist it in the performance of its duties, three committees were established in 2020. The University prepared its first set of **Audited Financial Statements** for the period to 31st August 2019, which were approved in 2020.

3 | TU DUBLIN AT A GLANCE

5
Campuses

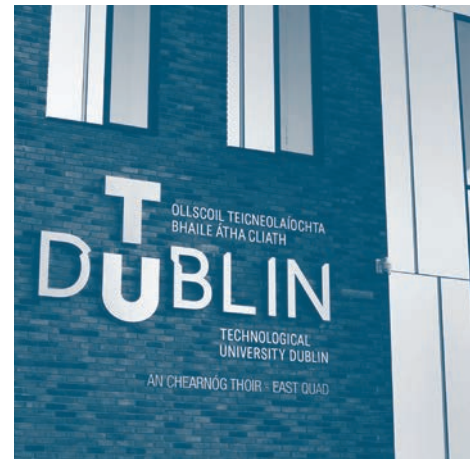
Grangegorman
Bolton Street
Aungier Street
Tallaght
Blanchardstown

29k+
students



9.5k
part time students

3k
international students from
140 countries



Largest Provider of

STEM = **18%**

Business = **14%**

Services = **23%**

Apprenticeships = **23%**

.% of National Enrolments*



Diversity

26%

of undergraduate
new entrants via
access routes



1,000+
academic partnerships

800+
collaborations with industry

1,000+
students working with
community organisations

+400%
in research award value
(over the past 5 years)



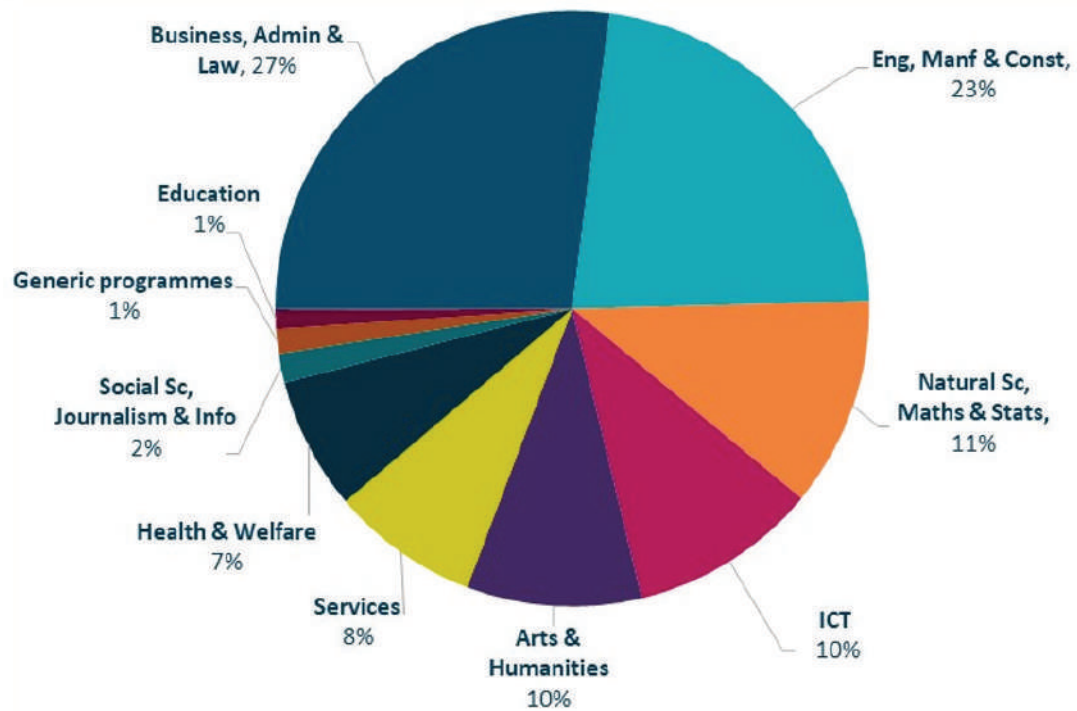
20k+ citations
(in the past 5 years)

Leader in Open Research
(Arrow TU Dublin)

8k+
Graduates



TU Dublin Fields
of Study



1:17

staff : student ratio

Award winning
staff

Holder of Athena
SWAN Bronze Award

Award Winning Technology
Transfer Activities

7,000 m²
of incubation space

100+ start-ups p.a.
(facilitated on campus)

200 entrepreneurs p.a.
(on TU Dublin enterprise
programmes)

Partner in the EU+



Alliance of 8 European
universities



4 | CREATING A BETTER WORLD TOGETHER

4.1 CREATING & DEVELOPING TU DUBLIN

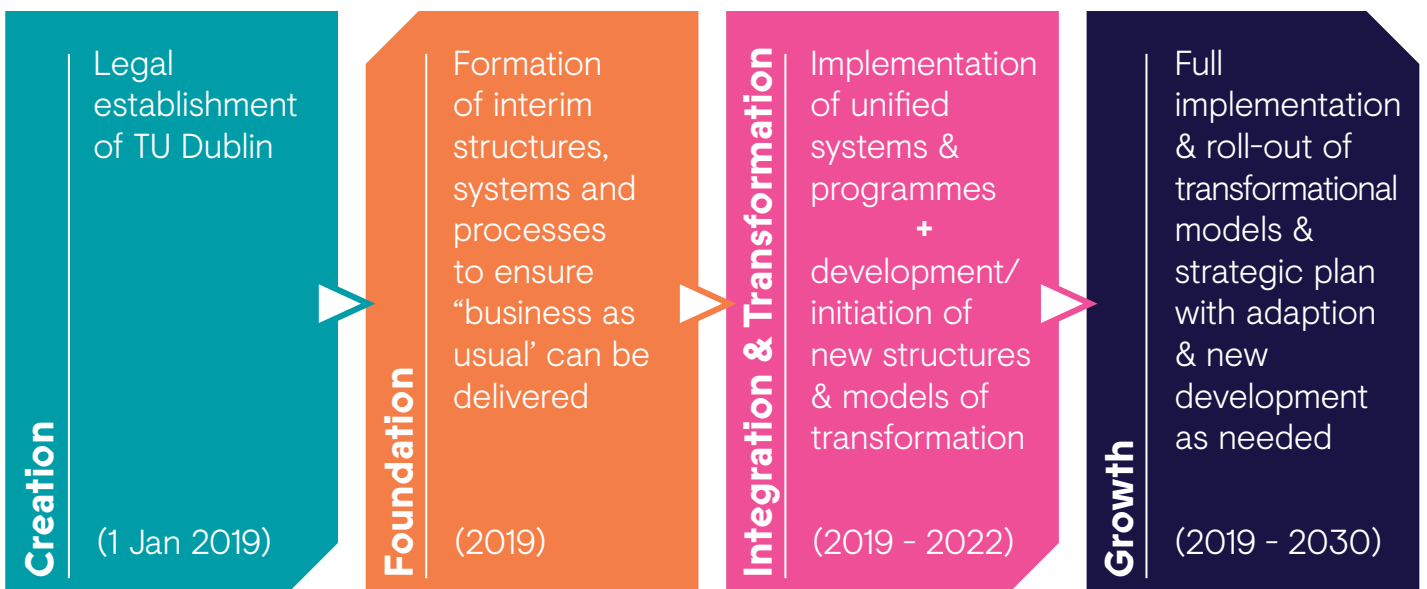
On the 1 January 2019, the advent of TU Dublin represented a momentous change in the higher education landscape in Ireland. Because of the significance of the development of TU Dublin and the enormous task involved to make it a success, the planned work from the date of establishment has been:

- a. to ensure solid foundations are embedded for the new University, enabling it to build the transformational models set out in its vision;
- b. to complete the integration of the three founding partners, creating a single unitary organisation and operational effectiveness; whilst
- c. the unique academic offering to TU Dublin's community is maintained at a stable level.

Throughout 2020, TU Dublin leadership recognised that it has been an exciting and challenging beginning for the new University and is confident that strong momentum has been built for the years ahead.

Figure 1. is a simple way of capturing the work programme involved in developing TU Dublin as a new university. Because of the nature of the legislation, much of the work has had to take place post legal establishment (i.e. post **Creation**, in the diagram), with many interim measures taken in the **Foundation** period to enable operations to run and maintain 'business as usual' for the University's portfolio. During 2020, TU Dublin was focussed on **Integration & Transformation** - the integration of, and building upon, unified structures, systems and programmes; and the development of new transformational models that underpin the core differentiation of TU Dublin. These will be leveraged to provide the **Growth** and advancement of TU Dublin into the future. Of course, these aspects are not conducted linearly, with many items often overlapping whilst true transformation is achieved.

Figure 1 : TU Dublin – Development of a new University



During 2020, key institutional progress achieved includes:-

Successful Integration & Transformation and initiation of new developments

These initiatives and developments are creating the platform for the new University moving forward:

Organisation development items

- **Strategic Plan** ([Strategic Intent 2030](#)) - launch of the University's ten year ambition, built around the three pillars of People, Planet and Partnership.
- Completion of the establishment of the new **Academic Council**, including the appointment of all members, the establishment of sub-committees; and the development of the integrated Quality Assurance (QA) Framework.
- **Organisation Design** Strategy & Implementation Project,
- Building the **presence and positioning** of the new University through the roll-out of TU Dublin branding, marketing and advertising; and a development of a new website (www.tudublin.ie).
- Integration of the TU Dublin **Capital Plan** and ICT Roadmap; and continued delivery of campus development to underpin the modern infrastructure needed for the University, including the East Quad and Central Quad at Grangegorman.

Major new developments

- Support secured from the EU for the **European University of Technology (EUT+)**.
- **Doctoral education** developments including successful awards in three Science Foundation Ireland (SFI) collaborative **Centres for Research Training** and two Marie Skłodowska-Curie actions for European doctoral training networks.
- Launch of the **Design & Construct** initiative¹ – a multi-disciplinary centre of excellence to be located in Broombridge that will underpin the future of the construction sector, providing leaders in the industry with the skills to deliver greater innovation and leading to more Irish construction and architectural firms competing successfully on the global stage.
- Funding awarded through the **Human Capital Initiative** (Pillar 3) for two major projects, for which TU Dublin is the lead institution: -
 - Convene** – a partnership with UCD and 36 industry partners, designed to deliver a step-change in the skills and innovation needed to rebuild Irish enterprise for sustainability and resilience, particularly in the wake of COVID-19; and
 - Growth Hub** - a collaboration with WIT, focussed on developing an entrepreneurial orientation and a growth mindset amongst graduates that can be a game-changer in terms of entrepreneurial outcomes with impact for enterprise and society.
- Success was achieved in the national **Senior Academic Leadership Initiative (SALI)** initiative², with funding awarded for two Professorships; Professor in Inclusive Computer Science and Professor of Public Trust in the Media, Arts and Technology.



¹ <https://www.tudublin.ie/grangegorman/news-and-events/jones-engineering-supports-irelands-first-centre-of-excellence-in-construction-education-with-to-tu-dublin.html>

² <https://hea.ie/2020/01/03/hea-welcomes-the-announcement-of-20-new-posts-targeted-at-addressing-gender-under-representation-at-senior-academic-levels/>

4 | CREATING A BETTER WORLD TOGETHER

4.2 2020 – YEAR OF THE PANDEMIC

We know that the year 2020 was like no other! - the **COVID-19 pandemic** took hold of the world. TU Dublin as a new university was tested to deliver its education programmes to its 29,000+ students and maintain its research and innovation activity to support its other stakeholders and the country at large whilst in the midst of major organisational integration and change endeavours. Some background to how this was achieved is given in the following paragraphs.

From March 2020, the management of operations in the context of COVID-19 became a challenging reality for all education institutions. TU Dublin stepped up to this challenge and, in a highly coordinated way, put in place measures to allow the education provision to continue (albeit in a restricted way) for its student population. These measures included:-

- a. appointment of two management teams to address the practical issues of (i) maintaining the quality of the academic provision and (ii) preparing for the physical return to campus, as necessary;
- b. changes to policies to facilitate the emergency situation;
- c. adaptation to buildings to facilitate public health advice for any on-campus learning;
- d. rapid pivoting to online delivery and assessment, with increased provision of Virtual Learning Environments and additional technology and materials for students; supported by expanded training and provision of supplementary aids for staff to assist with online instructional design and delivery and;
- e. updates to programmes and Quality Assurance (QA) processes to facilitate continued learning and completion.



TU Dublin was acutely aware of the challenges created for students and staff alike in the face of this devastating situation. This required a significant and urgent re-think of approaches to programme and module delivery and alternate strategies for assessing student learning that were fair, proportionate, and cognisant of the need to protect academic integrity and academic standards. Ultimately, the objective was to ensure that students would be able to progress in their chosen programme of study or graduate in the case of those in their final year of study. Across all disciplines, the aim was to uphold academic standards, ensure fairness in the assessment process and protect the integrity of the student's final award. The University set about enacting contingency QA procedures. In April 2020, Academic Council ratified **“Updated Quality Assurance Procedures”** to approve changes to delivery and assessment of TU Dublin programmes necessitated by the COVID-19 measures.

Schools delivered modules remotely, enhancing blended-learning expertise and rapidly converting to online provision as necessary; rolling out the virtual learning environment (VLE) technology to staff and students and supporting students' independent and self-directed learning through the guidance of academic colleagues and the provision of additional learning resources. Examinations invigilated in the traditional manner were not possible, and all programmes moved to alternative assessment arrangements. In programmes with strong practical or project work, online engagement and additional feedback to students on their projects were provided, whilst those elements where the learning outcomes could not be facilitated due to building closure were integrated into the learning in subsequent years of the programme. Music and drama programmes experienced particular challenges concerning teaching of performance studies. For the undergraduate programmes, the use of video conferencing and video recording was widely adopted; and for arts programmes, digital (new media) objects

and haptic skills teaching through video and VLE were utilised. This gargantuan effort from academic colleagues was complemented by the work of colleagues in support services, who ensured that all Student Support, HR, ICT, Health & Safety and Estates issues were addressed, with enormous input to rapidly put in place the resources, policies and procedures and back-up plans required to deal with the emerging circumstances and ensure that the University could continue to deliver its programmes.

Academic Council noted that the University had ensured continuity of student learning through the extensive use of the VLE; that implementation of revised assessment strategies was in place, and that there was ongoing student engagement and communications with the programme teams through tutorials, meetings, discussions, sharing of learning resources, formative assessments and for certain modules continued delivery of lectures and workshops. Guidelines were issued on the conduct of remote assessments and the prevention of plagiarism, and a University Declaration of Integrity was in place for completion by students, whilst a number of different strategies were employed by the University to ensure the integrity of the assessments.

For the first time, TU Dublin held a series of virtual conferring ceremonies for those who had completed their studies in the most extraordinary year. In November 2020, 7,500 proud graduates received their awards. While a virtual ceremony cannot replicate the atmosphere and excitement of a physical event, the University felt it very important to acknowledge the achievements of the Class of 2020 who had succeeded in very difficult circumstances. In addition to the address by Professor David FitzPatrick, there were messages of congratulations from Principals, Deans, graduates from previous years, and an address by a special guest. Students of the TU Dublin Conservatoire performed music during the ceremony.



4 | CREATING A BETTER WORLD TOGETHER

4.3 STRATEGIC INTENT 2030

4.3.1. LAUNCH & IMPLEMENTATION

Launch of the Strategic Intent 2030

In January 2020, on the first anniversary of the formation of TU Dublin, the Lighthouse Cinema in Smithfield Square was the venue for an unusual cinematic presentation, the launch of the University's Strategic Intent. An audience of nearly three hundred people, including TU Dublin students and staff, as well as industry and community partners, filled the cinema for the unveiling of '[Realising Infinite Possibilities - TU Dublin Strategic Intent 2030](#)'. The event was also streamed live on www.tudublin.ie to enable those who could not be there in person to participate. As the lights dimmed, the impressive [TU Dublin ad](#) was aired for the first time on widescreen.

Reflecting on the consultation process, which included over 2,500 stakeholders, President Professor David FitzPatrick, highlighted the consensus and commitment of stakeholders to consider the plan through the lens of the UN Sustainable Goals. **Minister for Finance and Public Expenditure, Paschal Donohoe** TD, gave the key address of the event, and a panel discussion was then hosted on the key themes of the Strategic Intent 2030 – People, Planet and Partnership, delivering on the vision to Create a Better World, Together. The panel included well respected **Claire McGee**, Head of Education and Innovation Policy at IBEC; inaugural President of TU Dublin Students' Union **Pierre Yimbog**; **Dr Caroline O'Sullivan**, Head of Creative Media at TU Dublin; and TU Dublin President, **Professor David FitzPatrick**. It provided perspectives from students and graduates, from industry and society as a whole.

With the launch concluded, the exciting journey towards 2030 commenced. Embarking on a new education trajectory, preparing our graduates for a future that will be very different from that of today; developing well rounded, independent thinkers and lifelong learners with the aptitude to adapt to this changing world and to roles that do not currently exist - delivering real-world impact and being truly relevant to society and communities locally, nationally and internationally.

“Taking three of the key pillars of the Sustainable Goals, we are expressing our strategic intent under three themes – People, Planet and Partnership. Under each of these, a myriad of linked actions and goals have been identified across every area of the University. Our objective is that by 2030, TU Dublin will have made a real contribution, and a significant impact on society, on education, on innovation, on the economy and the environment.”

Professor David FitzPatrick

4.3 STRATEGIC INTENT 2030

Left: Claire McGee, Head of Education and Innovation Policy at IBEC



Minister for Finance, Public Expenditure and Reform, Paschal Donohue TD & TU Dublin President



Pierre Yimbog, inaugural President of TU Dublin Students' Union



Click image to play [TU Dublin Ad](#)

4 | CREATING A BETTER WORLD TOGETHER

4.3.1. LAUNCH & IMPLEMENTATION

Moving to Implementation

Following the launch of the TU Dublin Strategic Intent, the plan needed to be brought to life. An implementation process was initiated to continue to engage with stakeholders in its application and particularly to set out a path for all staff to embrace the vision and objectives of the Strategic Intent in their everyday work. The focus is now on the University 3-year Strategic Plan 2023, and a series of action plans have been adopted to ensure its delivery.

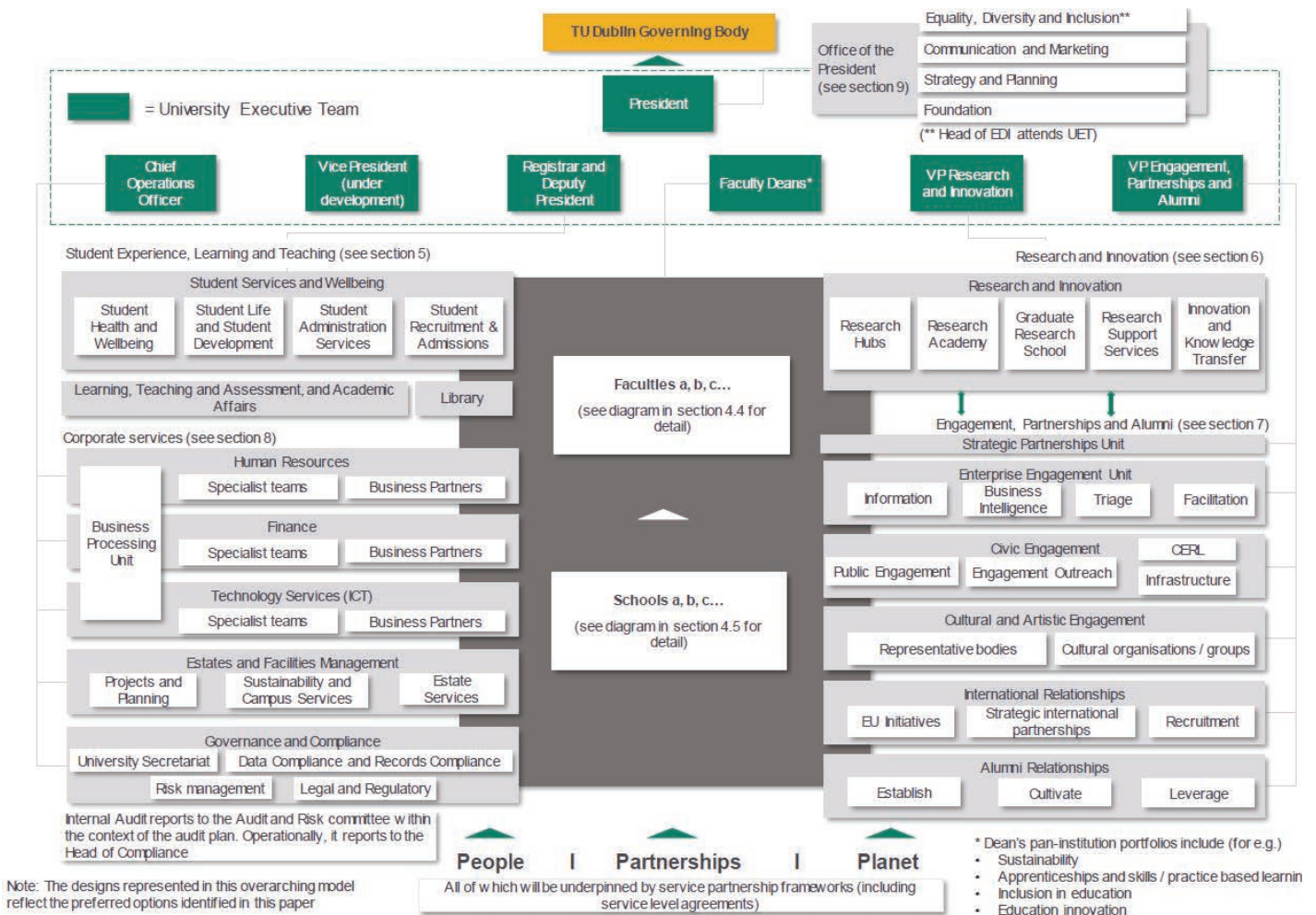
Organisation Design is a key enabler for the University's Strategic Intent. Throughout 2020, the High-Level Organisation Design was completed, Phase 1 of a wider Organisational Design and Implementation Project, which is ongoing. TU Dublin engaged external consultants with expertise and international experience of the education sector to assist in the process. A set of guiding principles was established to provide anchor in the process, which included; our desire to be adaptive; drive improved

collaboration with external partners; provide efficiencies; provide support to our students and staff; and focus on multi-discipline learning. Engagement from all stakeholders was sought across workshops, interviews, surveys and significant research and benchmarking analysis were conducted, providing valuable insight. The following key aspects were delivered:

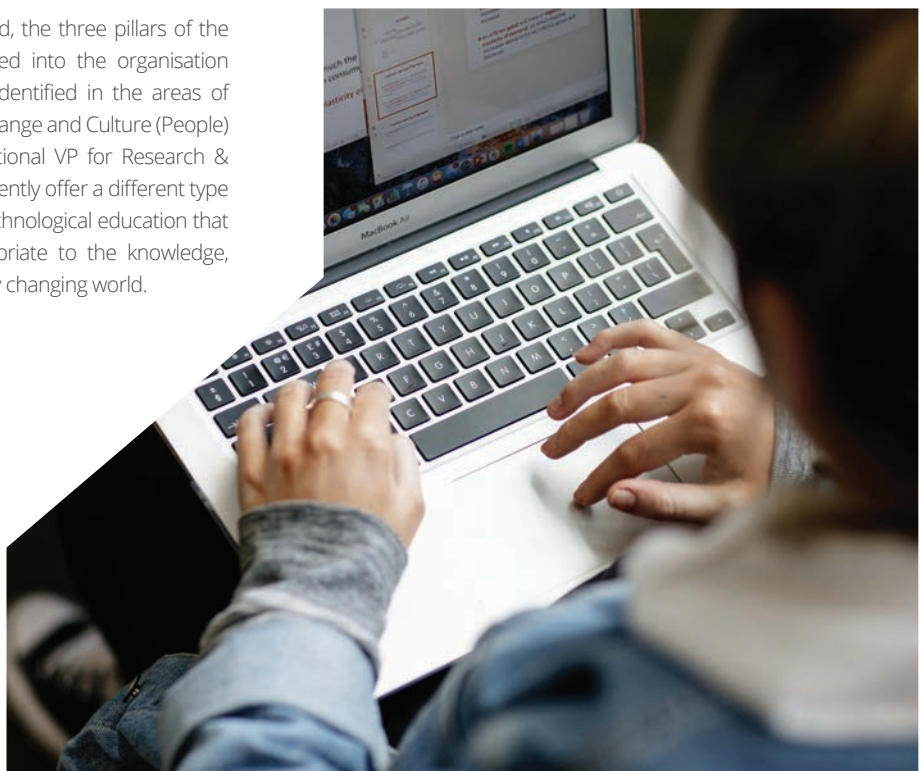
1. An Overarching High-Level Organisation Design – see [Figure 2](#) across
2. A New Executive Team
3. Faculty Size and Scope which includes five faculties in the fields of Engineering & Built Environment, Science, Business, Arts & Humanities, Digital & Data
4. High-level design for
 - Faculty & School of the Future
 - Research & Innovation
 - Partnership
 - All professional management support services



Figure 2: TU Dublin's High-Level Organisational Design (Phase 1)



To ensure our ambitions are achieved, the three pillars of the Strategic Intent have been embedded into the organisation structure, with vice president roles identified in the areas of Sustainability (Planet); Organisation Change and Culture (People) and Partnership; along with an additional VP for Research & Innovation. TU Dublin can now confidently offer a different type of education for today's learners, a technological education that is accessible, responsive and appropriate to the knowledge, innovation and skills needs of a rapidly changing world.



4

CREATING A BETTER WORLD TOGETHER

4.3.2 PEOPLE

A. NURTURING BRIGHT MINDS, CREATIVITY & AMBITION

Work on the **TU Dublin Education Model** commenced on a developmental basis in the years before university designation, when academic colleagues from the founding partners shared different insights and proposals on the important aspects for a new technological university in Ireland. Work continued post-designation, and a set of ten Principles for the Education Model was developed, with the final version approved by the new Academic Council in June 2020. The Principles are captured in the diagram below in *Figure 3*.

Figure 3: Principles of the TU Dublin Education Model



An implementation framework has been finalised, with a number of strands of work identified, including:- strategic development and practical delivery of a single student database system, comprising the flexibility required to accommodate the diverse range of students envisaged into the future;

- a. an integrated programme catalogue that reflects a coherent offering from the TU Dublin programme portfolio and supports the agile development of new programmes and access and progression routes to meet the market need;

- b. development and finalisation of the University approach to modularisation; recommendations for the future portfolio including pan-University modules in sustainability, internationalisation, entrepreneurship etc.; optimisation and operationalisation of shared modules; and consideration of micro-credentials in programmes;
- c. enhancement and roll-out of practice-based skills provision, including progression opportunities with Further Education in the region; deep engagement with employers for the further development of apprenticeship (craft and new), earn & learn opportunities and student and graduate placements; promotion and recognition of entrepreneurial endeavours; and additional, credible means of recognition of practice-based learning and skills;
- d. development of a funding and resource model to underpin the educational model, with due consideration of workload models and staff development needs; and development of responsive resource allocation processes that enhance the student experience and support diversified income generation.

To underpin the education model, substantial work on the **Academic Quality Assurance & Enhancement** system has been conducted, maintaining the standards of the existing programme portfolio and ensuring quality in learning for TU Dublin students. This focused on creating a completely new system for the University that is reflective of its vision and the agreed principles, rather than merely merging existing policies and practices. The processes incorporate an enhanced student voice and student experience; greater use of student analytics; increased delegation of responsibility to faculties and schools and streamlined approval mechanisms; closing the loop on all feedback processes and an increased focus on external reviews; increased academics' input into quality assurance and staff training on quality matters; EDI and Universal Design values; and enhanced communication for all stakeholders.

With benchmarking considerations taken into account and extensive consultation across the academic community, the following detailed processes have been crafted to date:- (1) Programme Validation Process; (2) Management of QE of Academic Programmes Process; (3) Annual Academic Quality Enhancement Process; (4) Making Changes to Programmes & Modules Process; (5) Programme Review Process; and (6) School Review Process. It is anticipated that the remaining work will be completed by the end of the academic year 2020/21.

At the end of 2020, TU Dublin was awarded funding under the **Strategic Alignment of Teaching and Learning Enhancement (SATLE) Fund³** to support the development of the TU Dublin Education Model. New approaches, new pedagogies and utilisation of new technologies that impact student success are the focus of the work under this initiative and include:-

- developing digitally literate and sustainability responsible graduates;
- utilising evidence-based analytics to target supports for a diverse student base; and
- providing authentic assessment approaches through real-world contexts that extend the students' knowledge, higher-order thinking and future-ready competencies.

Digital Skills efforts will focus on:- **a digital skills diagnostic tool**

for staff and students to self-assess their capabilities; a **repository of resources**, including guides, learning resources, training and one-to-one coaching; and a **dynamic peer mentoring scheme** for students.

The Sustainability strand will consolidate the University's **Education for Sustainability** initiatives; develop a TU Dublin early-stage module, including Sustainable Development Goals literacy; and provide relevant **CPD opportunities** for academic staff.

Capacity-building in Learning Analytics will deliver a robust **Learning Analytics policy**, additional technology tools, and a suite of **training resources** and toolkit.

Work on assessment will produce a **Framework for Authentic Assessment & Feedback, with key principles, methodologies, practice**, and enabling **embedding** across all TU Dublin programmes.

This Strategic Alignment of Teaching and Learning Enhancement (SATLE) project allows the principles of the TU Dublin Education Model to be addressed in direct ways.

- Enhancement of digital skills for both staff and students enabling them to thrive in blended/online/remote learning environments, with capabilities for the rapidly changing nature of work⁴. For academic staff, confidence, knowledge and practical digital skills for their practice are critical. Digital skills will enhance student learning by understanding and utilising modern digital technologies, promoting collaborative learning experiences, and enriching effective communications and innovative ideas.
- Sustainability within the curriculum will enhance student engagement through common purpose, providing knowledge and aptitudes for sustainability thinking and competencies required for future opportunities. There will be upskilling of at least 60 academics in a major pilot CPD programme and future sustainability competencies for all students through a pan-University module. All PhD researchers will gain competencies in sustainable research and knowledge transfer.
- Enhancing learning analytics will empower students and enable academics and programme teams to support at-risk students and enrich broader learning experiences. Analytics will be used to improve teaching practice and programme design and provide know-how on appropriate actions/interventions required for student success.
- Strengthening authentic assessment and feedback is key. Impacting both staff and students, the approach will provide clear, direct and robust mechanisms to support the progress of students and the deep learning experience.

At the end of 2019, TU Dublin commenced work on its first **QQI Cinnte Review**. The TU Dublin Review is intended to be forward-looking and informed by the TU Dublin strategic plan and a review of current and past practices. While the COVID-19 pandemic impacted timelines, throughout 2020 substantial preparatory work was undertaken by University colleagues. It is expected that the formal review will take place in 2021.

4

CREATING A BETTER WORLD TOGETHER

4.3.2 PEOPLE

B. PATHWAYS FOR ALL TO EXPERIENCE

Our ambition is to create pathways for all to experience. We are committed to providing lifelong educational opportunities with multiple entry points, progression paths and flexibility in structure, mode and place of delivery to suit an evolving global landscape and to address the needs of our communities, industry and wider society.

At TU Dublin, not only are we the largest provider of higher education in the country, but we have one of the broadest offerings for learners of all levels and all stages of education. In 2019/20, a total of 29,669 students enrolled in TU Dublin, including apprenticeship and junior music.

Nationally, TU Dublin is the largest provider in the following fields of study - Engineering, Manufacturing & Construction; ICT; Business, Administration & Law; Natural Sciences, Maths & Statistics and Services, as demonstrated in *Figure 4*.

Within the University, Business, Administration and Law is the most popular field of study (see *Figure 5*), in line with national trends, but combined, STEM - Science, Technology, Engineering and Mathematics - has the largest cohort of students and continues to show strength. We have a strong presence in Arts & Humanities, primarily in the creative and performing arts. Services, including the Hospitality sector in particular, are significant in TU Dublin; however, the fallout from COVID-19 in these sectors is expected to have an impact in future years.

Figure 4: TU Dublin % of National Enrolments 2019/20

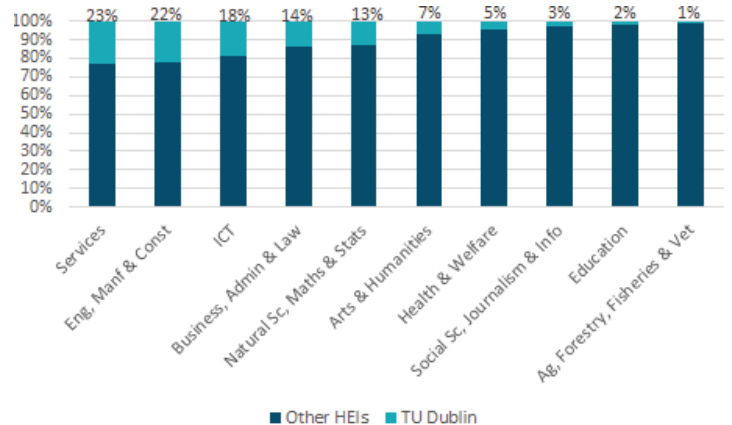
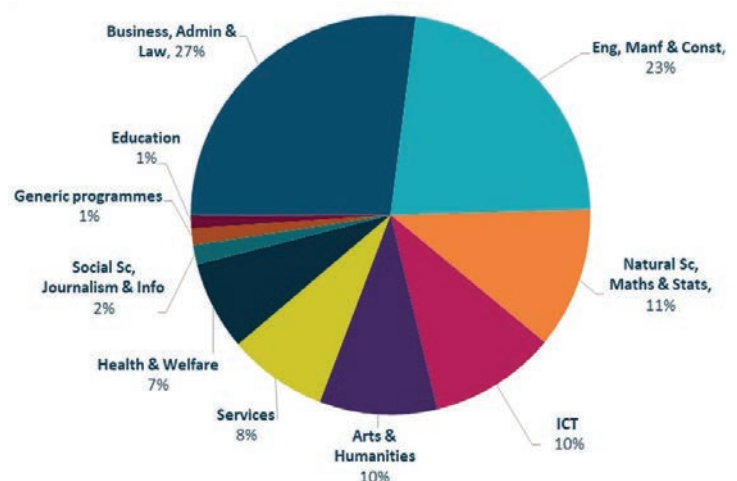


Figure 5: Total TU Dublin Student Enrolments 2019/20, by ISCED



In 2020, full-time enrolments in TU Dublin represented **10% of enrolments nationally**. Level 8 continues to be the preferred choice of students at undergraduate level, dominating the landscape both nationally and within TU Dublin, accounting for almost half of the University's enrolments. In terms of Part-time/Flexible learners, TU Dublin is overwhelmingly the most significant player in this space, at nearly double the size of the next provider, and **accounts for almost 20%** of all national enrolments. Level 6 and 7 make up a significant proportion of this cohort, providing a critical entry point for those who may not have had access to higher education in the past. TU Dublin has also seen a marked increase in enrolments at **postgraduate level** - postgraduate (taught) provision at TU Dublin represents over 9% of the national enrolments and almost 20% of the Dublin region Universities. Reflecting the national trend with 5% in full-time education and 15% part-time, it speaks to the importance of providing lifelong learning opportunities for those in a strong knowledge-based economy and ensuring that the talent pipeline can continue to develop and flourish.

In TU Dublin, **lifelong learning and 'earn & learn' education** are key features of the provision, enabling those wishing to upskill and reskill to meet personal and economic circumstances. Learners are supported by their companies on customised programmes; participate in programmes led by industry groups or professional bodies; and participate in special lifelong learning initiatives, such as Springboard programmes. These programmes span the NFQ levels from Level 6 to Level 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 on-campus, on-site and online. Examples include programmes in Data Analytics; Building Energy Performance; Fin Tech; Medical Device Innovation; Media Production; Artificial Intelligence; International Selling; Retail Management. In 2020, our part-time, earn-as-you-learn programme in Quantity Surveying and Construction Economics at TU Dublin underwent a significant revamp working with the sector and won a prominent Irish Construction Excellence (ICE) Award. These types of initiatives provide the platform for TU Dublin to continue to shape its offerings to meet the demands of flexible learners.

Traditional **craft apprenticeship** is still significant in TU Dublin, and the University delivers **25% of the provision nationally**. Bouncing back from the low levels following the recession, there has been steady growth in several craft apprenticeship areas in recent years and TU Dublin is attempting to meet this demand. It is the only Dublin university to provide this offering. In addition, **'new apprentices'** across different NFQ levels are an increasing feature in the portfolio with programmes in Logistics; Telecomms and Data Networks; and Computer Generated Imagery (CGI) Technical Artist. In line with our overall ambition of 'Creating Pathways for All to Experience', TU Dublin is in its third year of offering **'Access to Apprenticeship'**, a pioneering pre-apprentice training programme for young people aged 16-24. It supports the transition of young men and women from socio-economically disadvantaged backgrounds into craft apprenticeships in the construction, engineering, electrical, and motor industries. In 2020, this programme was announced as a [Social Innovation Fund Ireland Awardee](#).

TU Dublin has a **diverse student population**, including students traditionally known as 'Access' students - from socio-economically disadvantaged backgrounds; students with disabilities; mature students; students from the Irish Traveller community and students entering through Further Education routes. Students from these backgrounds bring a diversity of experience, skills, insights and knowledge, relevant to all student learners. TU Dublin has focused on three key areas to support the recruitment of these student cohorts – (1) community education partnerships, of which there were a total of 15 in operation during 2019-2020; (2) the HEA-funded PATH 3 programme, that focuses on increasing access to higher education by specified groups; and (3) quotas of ring-fenced places on every TU Dublin programme, for eligible applicants with disabilities or students from socio-economically disadvantaged backgrounds. A range of entry routes aimed at widening participation are available in TU Dublin as follows:-

Table 1: TU Dublin Access Entry Routes

Access Entry Route	Description
HEAR	Higher Education Access Routes for school leavers from socio-economically disadvantaged backgrounds
DARE	Disability Access Route to Education for school leavers with disabilities
Access TU Dublin	High-support entry route for students from socio-economically disadvantaged backgrounds
QQI Access TU Dublin	High-support entry route for students from socio-economically disadvantaged backgrounds who are in further education
Access Foundation Programme	A year-long full-time preparation programme for young adults from socio-economically disadvantaged backgrounds and mature students
Access to Apprenticeship	A 12-week full-time initiative to support the transition of young people (16-24 years old) from socio-economically disadvantaged backgrounds into an apprenticeship scheme
Reach Programme	A high-support entry route for school leavers from socio-economically disadvantaged backgrounds in designated schools
Preparatory Cert for Higher Education	A part-time preparation certificate for Higher Education for people returning to education
Headstart Maths	A part-time preparation programme for return to learning
Headstart English	A part-time preparation for return to learning

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CREATING A BETTER WORLD TOGETHER

In respect of Full-time Undergraduate New Entrants to TU Dublin in 2019/20, the identified Access students enrolled through the comparative entry routes were as follows:-

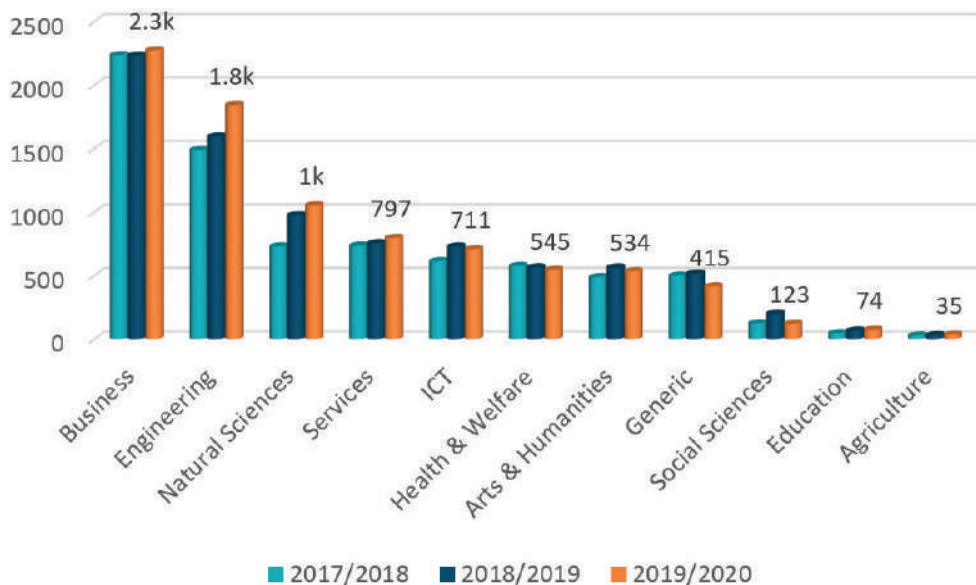
Table 2: Access Students (New Entrants) by Admissions Route – 2019/20

Access Entry Route	2019/2020	% of Total Undergraduate New Entrants
Further Education Award	408	8%
HEAR	314	6%
DARE	299	6%
Mature Years	236	5%
Other Access Routes	55	1%
Access Total	1,312	26%



TU Dublin graduates make an important contribution to the Irish economy and beyond. The number of graduates per annum is typically in excess of 8,000 (see *Figure 6*). TU Dublin graduates are very successful post-graduation with high employment levels and further study, and there are many well-known alumni⁵ from the different years.

Figure 6: TU Dublin Graduates by ISCED – 2017/18 to 2019/20



4.3.2 PEOPLE

C. CREATING A PLACE OF IMAGINATION & INSPIRATION

Supporting talent, passion and commitment - a place of equality, diversity and inclusion

TU Dublin's ambitions include being an exemplar in Equality, Diversity and Inclusion (EDI), and since the establishment of an EDI directorate, the ethos has been integral to all aspects of the University. The University's formal Equality Statement is set out in Section 5 of this report. Throughout 2020, the University has focussed on progressing the gender equality agenda in line with the Athena SWAN⁶ framework and, more latterly, the development of an intercultural University.

While TU Dublin currently holds an Athena SWAN Legacy award, a new Athena SWAN Gender Action Plan has been devised to build on the University's commitment to gender equality. A dedicated cross-University Athena Swan Working Group was established in 2020 to help address policy and culture issues; and a Self-Assessment Team supports the drive towards a new application for an Athena Swan Bronze award in 2021.

In addition to establishing an Academic Council of 53% female membership in 2020, TU Dublin has had a series of initiatives and activities throughout the year supporting the University's EDI aims.

They include:-

- Providing **unconscious bias training** for all managers.
- Ongoing implementation of recommendations from the **external review of HR policies and practices** to ensure that diversity and inclusion are embedded in all stages of the recruitment, selection, and retention process.
- Update of the University's **Leadership Development programme** to include equality and diversity dimensions.
- Continued sponsorship of 12 women each year to participate in the **Aurora Leadership Development Programme** for Women in Higher Education.
- The launch of the **Equality & Inclusion Survey**, designed to measure TU Dublin progress in relation to all protected characteristics (gender, civil status, family status, age, sexual orientation, disability, race, religion, and membership of the Traveller community).
- Successful applications to the national [Senior Academic Leadership Initiative \(SALI\)](#), from which two professorships posts were funded - Professorship in Inclusive Computer Science and Professor of Public Trust in the Media, Arts and Technology.
- Establishment of the AIB Research Centre for Inclusive and Equitable Cultures ([RINCE](#)) in June 2020. RINCE is a centre of excellence in innovative research and practice on equality, diversity and inclusion. For example, it is involved in the [GE Academy](#), a Horizon 2020 project comprising 12 European partners developing a high quality, capacity building programme about gender equality in Research and Innovation and Higher Education.
- Support for ongoing STEM Equality Initiatives, such as:- **Coding4Girls Summer Camp**; CSinc that promotes inclusivity in computer science education; and ESTeEM, a unique mentorship programme for female students in Engineering and Computing to address gender equality.
- Establishment of a Working Group for an Intercultural University, with a focus on race equity. The Group is the advocate for the University's 'Anti-Racism and Inclusive Teaching & Learning Workshop' and launched the 'Race Equality Reading Group'.
- Public events that promoted equality, diversity and inclusion, such as the showcase of ['Women in Construction'](#) and a Creative Leadership discussion as part of [International Women's Day](#).



⁶ <https://hea.ie/policy/gender/athena-swan/>

4 | CREATING A BETTER WORLD TOGETHER

Fostering discovery, creativity, social connectivity and wellbeing - a top-class campus environment

The masterplan for TU Dublin, involving over **200,000m² of new campus development space** over its three locations; is the largest development in Irish Higher Education and has been a priority in the National Development Plan. With the goal of meeting the needs of the 21st-century student, state-of-the-art facilities and an inspiring learning environment are being provided across TU Dublin. They are designed to lead the way in terms of contemporary higher education campuses. Along with traditional lecture rooms, seminar spaces and labs, the focus has been on providing smaller and flexible spaces that enable shared knowledge-building or collaborative work. There are also convenient, comfortable, and quiet places where students can focus on studying and informal and online learning areas. Utilising easily-accessible technologies, the spaces are designed to allow for the use of different pedagogical approaches.

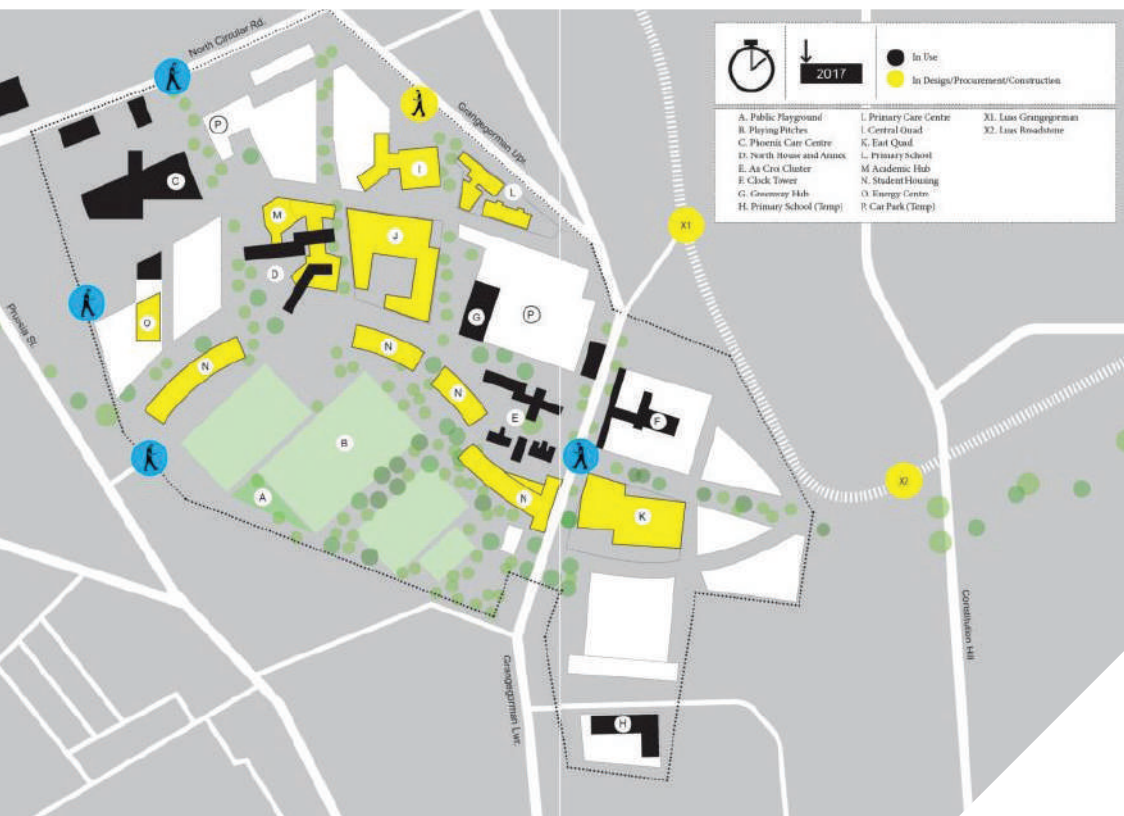
Performance, sports and social spaces are also key; and more generally, through ergonomic and universal design principles, the buildings and public realm spaces create an inviting and inspiring atmosphere that will have hugely positive effects on wellbeing and learning for all.

Despite the disruption of COVID-19 on construction, significant milestones were reached in 2020, particularly in respect of the Grangegorman campus. **Grangegorman** brings together many of the city-centre activities of the University in one vibrant, cutting-edge campus, providing students with an incomparable educational experience. Together with our campuses in Aungier Street, Bolton Street, Blanchardstown and Tallaght, Grangegorman provides a welcoming environment where students and staff can explore their abilities and reach their full potential.

Figure 7: Schematic of TU Dublin Grangegorman Campus



Figure 8: Current Map of Grangegorman Campus



The first buildings to open for educational purposes at Grangegorman (from late 2014) were those within the **An Croi** cluster; the **North House & Annex**; and the **Clock Tower** (see map left). These were followed by a new building, **The Greenway** that houses research and innovation activity. The current development phase saw the **East Quad** open in late 2020 and major work completed on the **Central Quad**. These buildings, when fully operational, will accommodate 10,000 students. Further to this, three existing buildings were significantly upgraded and refurbished in 2020 to offer a range of facilities and services to both students and staff - **Lower House**, **Rathdown House**, and **Park House**.



An Croi ('The Heart' in Irish) is the main focal point of the campus. It consists of four historical buildings dating from the middle of the 19th century. Once part of the Richmond Asylum, operated in Grangegorman during the 19th and 20th centuries; these buildings were carefully and respectfully brought back into use in 2014 as modern university spaces.

Rathdown House, the largest of the buildings, now operates as a "one-stop-shop" for all student queries as well as housing a 250 seat canteen. **Glassmanogue** operates as the campus gym and **Bradogue** serves as office space for TU Dublin staff. **St. Laurence's Church**, with its original stained glass windows, is a unique event space for the University. All of these buildings have their original exterior stonework intact and between them stands the same sycamore tree that has grown on the site for decades.



4 | CREATING A BETTER WORLD TOGETHER



The **North House** was built in 1854 and was designed by Murray & Denny. The building was refurbished in 2014 as an academic space for TU Dublin. It will be further developed as part of the University's Academic Hub & Library due for completion in 2023.



The **Clock Tower** building was designed by Francis Johnston and was built in 1816 and served a multitude of purposes throughout its lifetime. The four-sided clock on top of the building is the oldest flatbed mechanical clock in Britain and Ireland, and it still chimes hourly to this day. Today, the refurbished sections of the building serve as administration offices for TU Dublin, with plans to bring the rest of the building back into use in the future.



The **Greenway Hub** was the University's first new building in Grangegorman. Funded through the Programme for Research in Third Level Institutions (PRTL) and Enterprise Ireland, this research and innovation facility provides a range of research laboratories, meeting spaces, and modern, open-plan office spaces. The building houses TU Dublin's Environmental Sustainability and Health Institute (ESHI) and is home to TU Dublin Hothouse, providing incubation facilities for start-up companies.





Opened in 2020, the **East Quad** is the first TU Dublin building you reach after alighting from the LUAS at the new Broadstone plaza, which connects to the University via an open, paved walkway. As a new home to TU Dublin's Arts disciplines, the East Quad forms the cultural hub of the Grangegorman campus and caters to 3,500 students and 160 staff covering the areas of Media, Social Sciences, Creative Arts, Law, Music & Drama. The building has an impressive range of facilities - aside from its suite of classrooms, workshops, studios, and informal learning spaces; the East Quad also boasts a 400 seat Concert Hall, a Black Box theatre, a Recital Hall, dance studios, percussion rooms and much more. The open and inclusive design that runs through the building, with large and spacious atriums, helps connect the different learning areas in a bright and welcoming environment. View a video of the East Quad [here](#).



Located right in the centre of the campus, the **Central Quad** is the largest building onsite, with a huge range of teaching spaces and informal learning areas. It is now home to some 6,500 students and 400 staff covering the areas of physical and biological sciences, computer science, food science, environmental health, culinary arts, hospitality and engineering. It provides specialised laboratories, training kitchens, bars & restaurant and learning centres.

The inner courtyard maintains the mature Copper Beech tree growing in Grangegorman for many decades. The large, open entrance lobby to the building includes a café and a bakery selling produce from our culinary arts students. There are also two student training restaurants. Central Quad features several of the University's biggest teaching spaces, including the 250 seat Intel Auditorium on the ground floor. It also has a huge range of laboratory spaces and technical areas catering to a wide range of disciplines. Despite its large size, the building has been designed to be welcoming and inclusive. Large, glazed ceilings allow light to pour into the building and travel down the floors, even into the basement. In the main atrium, there is a stunning work of art by Alexandra Carr, which stretches to nearly the full height of the building. View a video of the Central Quad [here](#).

4 | CREATING A BETTER WORLD TOGETHER



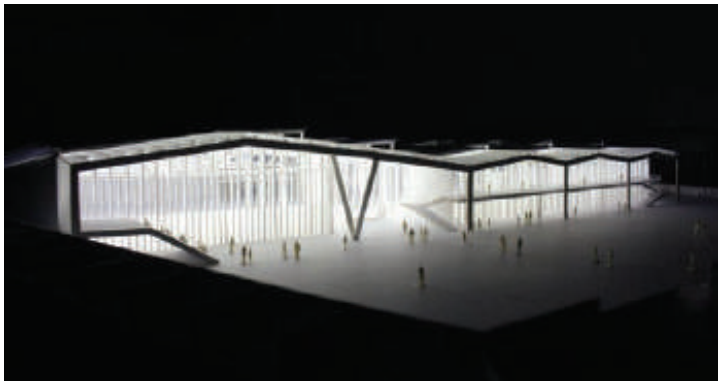
Lower House is the oldest remaining building in Grangeegorman. It was designed by Francis Johnston, who also designed the General Post Office (GPO) on O'Connell Street. The two buildings share architectural similarities, which led to Lower House standing in for the GPO while filming Neil Jordan's 'Michael Collins' in 1995. Representing just one side of what was once a full quadrangle, Lower House was abandoned in the 1980s and fell into ruin. The structure was stabilised in 2015, and works to bring the building back into use began in 2019 and were completed in 2020. Today, Lower House is the main Student Hub for TU Dublin, offering modern styling and facilities while retaining its original characteristics.



Park House is the home to TU Dublin's temporary library, which will serve the campus until the completion of the Academic Hub in 2023. It is also the temporary home to our Academic Writing Centre, Careers Development Centre, Disability Support Service, and Maths Learning Centre. The library floors were extensively refurbished and redesigned in 2020 to offer a modern, bright, and open space to enhance the learning experience for the University's students.



Rathdown House was built in 1866, it was refurbished and brought back into use in 2014, and following a refresh for re-use in 2020, it now serves as a Student Services building for TU Dublin.



For TU Dublin **Sports Facilities** at Grangegorman and on the sister site at Broombridge, a programme of development began in 2014. In 2020, the facilities won top National Quality Standard (NQS) awards from Ireland Active, the national governing body for Sports and Leisure Facilities. It is the third time in four years that TU Dublin facilities achieved the top awards, ranking them in the top 10% in the country. Throughout the pandemic, TU Dublin Sport has continued to operate with online fitness classes since April 2020. Outdoor sports facilities were open to the local community from August to December 2020.

As well as sports facilities, **Broombridge** has provided the opportunity to develop a new facility that will house the '**Design & Construct**' centre, a multi-functional learning and innovation practice space for the construction sector. In 2020, a detailed project design and plan was finalised for Design & Construct attracting substantial support from the Jones Engineering Group and Autodesk.

Work commenced on the **Sports Science, Health and Recreation Building and Sports Facility** in Tallaght, in August 2020 - a multi-disciplinary facility comprising teaching laboratories, fitness suite, laboratories, sports hall, lecture theatres and classrooms. This fantastic new facility will provide the opportunity to increase student enrolments in Sports Science and Health programmes. In addition, two other multi-disciplinary buildings were announced for Tallaght and Blanchardstown under government PPP projects, delivering state-of-the-art facilities spanning almost 10,000m².

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CREATING A BETTER WORLD TOGETHER

4.3.2 PEOPLE

D. CHAMPIONING A PASSION TO EXCEL

In TU Dublin, people are identified as an important strategic enabler. During extensive staff consultation and engagement to develop the strategy, TU Dublin staff identified the University's unique value in terms of its people. Our aspiration to Create a Better World Together will be delivered through our people, and we are working hard to ensure TU Dublin is a place where people love to work and learn.

Professional Development

To ensure our staff are engaged and have the opportunity to explore their abilities and reach their full potential, we have invested in a staff development programme with five learning pillars supporting personal development, professional development and strategic capability.

PROFESSIONAL
DEVELOPMENT

LEADERSHIP DEVELOPMENT
& MENTORING

WELLBEING &
HEALTH PROMOTION

EQUALITY, DIVERSITY
& INCLUSION

MANDATORY
& POLICY

In **2020**, staff participated in over 5,000 events across 67 training and development programmes to develop competencies for their current role, for career development and to enable our strategic values of excellence, impact and inclusion.

Leadership Development

Leaders play a key role in implementing strategy and engaging staff in our University. Over 150 staff have completed the TU Dublin Leadership Development Programme to build leadership capability across the University. To address the under-representation of women in senior leadership roles in the higher education sector, TU Dublin has also supported 88 women to date to complete the annual Aurora Leadership Development Programme for Women.

Wellbeing & Health promotion

To support staff mental, physical and social wellbeing, TU Dublin provides a monthly wellbeing and health promotion programme. In 2020, over 800 staff participated in 30 wellbeing events including managing mental, physical and financial health, supporting students in distress and supporting parents and carers for better work-life balance.

Inclusion

To create a culture of inclusion, staff have engaged with workshops on Unconscious Bias and Inclusive Work Environment, Anti-Racism and Inclusive Teaching Environment, Supporting Transgender Staff and Students, and Dignity & Respect in the Workplace.

Leading and Managing Change

Our University is undergoing a major structural, physical and cultural transformation. Staff members relocating to our new state-of-the-art campus at Grangegorman completed Change Management Workshops to effectively plan and manage this change.

eLearning

In March 2020, the Staff Development support team implemented online learning giving staff real-time access to a wide range of personal and professional development modules and full autonomy over when and what they learn. Staff were quick to engage with remote autonomous learning with 30% of staff across the University participating in 8,582 courses and viewing 47,639 online videos to upskill remotely. To support staff to access training and development at a time that suits, recorded training and development events can be accessed through a digital media channel.

Staff Development is identified as a strategic priority and we are continuously growing and improving to ensure staff have the capabilities required to deliver the goals and commitments set out in our Strategic Intent 2030.



TU Dublin Leadership Development Programme



Launch of the TU Dublin Wellbeing & Health Promotion Programme



Managing Mental Health Event



Staff Development event St. Laurence's Grangeegorman

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CREATING A BETTER WORLD TOGETHER

Academic Development

TU Dublin provides academic development opportunities to enable staff to design programmes that ensure flexibility in structure, mode and place of delivery, helping students to achieve the heights of success and ensuring the development of the attributes and capabilities necessary for tomorrow's world today.

In response to the demands faced by academics in pivoting to online and blended delivery in 2020, a series of webinars was designed to include 'learning continuity', 'emergency remote teaching' and 'getting started' for staff who were relatively new to the use of technology. As the pandemic continued, more robust strategies for online teaching were required, including 'working with groups', 'sustainable approaches to working online' and 'assessing students online'. A pan-University framework on an authentic assessment has been established along with guidelines for the provision of blended learning programmes. Learning Technology Leads were appointed to support staff in their adoption of learning technology during the pandemic to ensure staff acquired the necessary pedagogical and digital skills for online delivery. A dedicated VLE tutor has also supported staff and students. As first-time students entered higher education in September 2020, a new series of webinars and a first-year portal for student success was created in our VLE. 1,700 students accessed this in the first two weeks of the semester.

A series of special TU Dublin events were also organised, which included; **A Festival of Learning**, to share and celebrate teaching and learning from across the University; [TU Dublin Christmas Market](#), with drop-in market stalls to showcase the many innovative practices; and the **VLE 'Christmas Crackers'** which launched a 'cracker' on each of the 12 working days before Christmas 2020 to highlight some favourite tools and features within the virtual learning environment.

The **Transform-EDU** project, funded under the HEA Innovation and Transformation Programme, explores technological solutions to student engagement and feedback in the virtual environment, identified as key issues during the pandemic. Under the TU Dublin **IMPACT** project, many staff worked on projects such as embedding sustainability in the curricula, data analytics, embedding the student voice in quality enhancement, and virtual reality orientation. In 2020, there was significant student engagement with the **Student Transformation Learning Record (STLR)**, an exciting new learning initiative that allows students to gain formal recognition for learning experiences inside and outside the classroom.



4.3.2 PEOPLE

E. CELEBRATING OUR AMBASSADORS

TU Dublin Graduate Network

The TU Dublin Graduate Network is open to the graduates of the founding institutions and those who have graduated since the establishment of TU Dublin. In 2020, over 32,000 members living all over the world, (an 18% increase from 2019), engaged with the Network through e-zines and correspondence from their Schools.

Two “Farewell” events were held in Spring 2020 before restrictions prevented any further in-person events. Over 2,000 people attended our ‘Farewell to Kevin Street’ event in February to celebrate the history of Kevin Street as the home of technological education in Ireland since 1887 – see further details below **‘A Big Reunion before the Big Move’**. In early March, we hosted an opportunity for Cathal Brugha Street Alumni to visit the building and reminisce about their college days, meet with their classmates and hear a little about the University’s next chapter in Grangegorman. Following on from the Farewell to Kevin Street event; Student Ambassadors buried a time capsule in the new Central Quad building that will not be unearthed for 30 years. Alumni were asked to contribute ideas, photographs, mementoes and stories – all will be revealed in 2050! No doubt another reason for Kevin Street Alumni to attend a reception in the future.

In February 2020, a lucky cohort of 620 students graduated from TU Dublin – fortunate enough to both graduate in person before the onset of the pandemic and to take part in the final TU Dublin conferring to be held in St Patrick’s Cathedral. In November, they were joined by 7,500 students who succeeded in very difficult circumstances to be conferred in the first-ever online TU Dublin graduation ceremony. We were delighted to welcome all **8,120 new graduates** to the global TU Dublin Alumni community. In addition to the address by Professor David FitzPatrick and other colleagues, included were video messages of congratulations from Alumni who voiced their support for graduates entering the workforce in this uncertain time.

Now more than ever, it is vitally important that we stay connected to our global network of Graduates and support one another through this challenging time. As the programme of activity for Alumni engagement moved almost entirely online, we increased our communications to Alumni through e-zines by 30%, and established our Instagram presence alongside our other Social Media platforms. The need for enhanced communication was evident in the increased numbers of our LinkedIn Graduate Network to almost 17,000 members, and we were delighted to partner with schools and faculties to provide tailored communications to Alumni.

Student Support Fund

In June 2020, TU Dublin President Professor David FitzPatrick launched the inaugural **Student Support Fund Appeal**. The campaign goal was to raise €25,000 to fund initiatives across the University which supported students most affected by the COVID-19 pandemic. Through the generosity of TU Dublin alumni, staff and friends, over €30,000 was raised to support students most in need of financial support and to fund vital projects such as virtual science labs, electronic laboratory notebooks, accounting and finance technology and peer-assisted learning support groups for Access students. Due to the continuing and long-term effects of COVID-19, the appeal will be an annual one and will be relaunched in 2021 for Alumni who wish to support.

A Big Reunion before the Big Move

In early 2020, the TU Dublin Graduate Network celebrated 130 years of science and engineering in its Kevin Street campus when 1,500 graduates and staff came back to walk the halls and meet old friends. Welcoming them, President Professor David FitzPatrick said he looked forward to meeting them all again when they visit the University’s new campus across the Liffey at Grangegorman.



Senior Technical Officer and School of Electrical and Electronic Engineering Historian & Archivist, Desmond Kernan



Left: Dr Jan Guerin, Assistant Head, School of School of Biological & Health Sciences, takes a 'Selfie' with Professor David FitzPatrick

Celebrating Alumni - Professor Neville Hogan

On 11 March 2020, Science Foundation Ireland (SFI) presented the prestigious **SFI St. Patrick's Day Science Medal for Academia** at a celebratory event in Washington D.C. to **Professor Neville J Hogan**, a graduate of TU Dublin.

The SFI St. Patrick's Day Science Medal is awarded annually to US-based scientists, engineers or technology leaders with strong Irish connections. Professor Hogan is regarded as the father of rehabilitation robotics, which involves rehabilitation for people with spinal cord injury, Parkinson's disease, multiple sclerosis and cerebral palsy. Born in Dublin, he graduated from TU Dublin in 1970 before receiving a degree, MSc and PhD from Massachusetts Institute of Technology. Professor Hogan has previously been awarded the Silver Medal of the Royal Academy of Medicine in Ireland and an Honorary Doctorate in 2004 from TU Dublin. He also serves on the Board of the TU Dublin Foundation.



Professor Neville J Hogan with TU Dublin President Professor David FitzPatrick

4

CREATING A BETTER WORLD TOGETHER

4.3.3 PLANET

A. BEING A BEACON FOR SUSTAINABILITY

Sustainability plays a central role in all TU Dublin activities, from education and research to campus development. In 2020, TU Dublin confirmed its commitment to sustainability through the following statement.

TU Dublin Sustainability Statement

TU Dublin confirms its commitment to sustainability through this statement:



TU Dublin recognises its special role in helping to address the challenges of climate change and sustainability. It wishes to ensure that all students graduate from TU Dublin with a greater understanding of the sustainability challenges and possess the expertise and commitment to help find solutions for tomorrow's generations. The University aims to build and operate its campuses as living labs that support teaching, research and innovation and that contribute to the well-being of every member of its immediate and extended community – and ultimately to the health of the planet.

The process has started with the University putting in place the means to attaining Green Flag status for the relevant campuses.

TU Dublin is committed to working to ensure that all employees are made aware of the importance of systematic environmental work and to encourage individual responsibility for sustainability actions in all aspects of their roles. Advocacy and support is in place to encourage academic staff and students with initiatives and interventions, particularly on campus, that assist in addressing the challenges of environmental sustainability. It is expected that such initiatives will become pervasive and will become embedded within the University's standard academic provision over time. TU Dublin will continue to review measures to reduce the use of natural resources and the environmental impact of air, land, and water pollution caused directly or indirectly by the University's operations. This activity will be benchmarked against international norms, and the University will work to ensure that aspects relating to environment sustainability are considered in all relevant decisions. It will also ensure that sufficient resources are allocated to the continuous improvement of environmental performance.

TU Dublin intends to continue to work collaboratively with the student body, industry, the local community and other stakeholders, to seek to broaden its impact and enhance its environmental work.

January, 2019

In addition to the TU Dublin Sustainability Statement, TU Dublin formally adopted a [Climate Action Plan](#) in 2020. Anchored in our Planet pillar, the focus is on five key areas - Carbon, Energy, Built Environment, Waste and Transport. Over the next decade, we have committed to reducing our CO₂ emissions by 30%, improving our energy efficiencies by 50% and optimising food waste to reduce contamination levels in waste bins by 5% per annum.

One of the leading contributing factors to carbon emissions is the production of heat and electricity. To reduce our CO₂ emissions and improve our energy efficiencies, our TU Dublin Tallaght campus participated in the **first large-scale district heating system** in Ireland. With support from the Government's Climate [Action Fund](#), the campus is now part of a group of major heat users to benefit from using the excess heat generated at a nearby data centre. To offset the CO₂ emissions that we produce, TU Dublin has committed to planting **1,000+ trees** on our city campus, and in 2020 we succeeded in planting over a third of that quota (350 trees) as part of our new Grangegorman development. Our central city centre locality at Grangegorman is also the ideal location to monitor air quality in the capital. Monitoring equipment, including pollen counters and equipment that will investigate contaminants in the local area, are now installed and will assist the island of Ireland in developing its own independent data sets.

In an endeavour to improve our waste, green procurement continues to stipulate the non-purchase of single-use catering items and local initiatives continue to take place on each campus, including pricing discounts for 'Keep Cup' use. There is a pan-University approach to waste and litter, which is supported by a **waste segregation programme**.

Commitment to smarter travel continues on all campuses. Close to 90% of students and 60% of staff opt to use alternative transport to cars for their daily commute. To support this transition, facility improvements were introduced, including a 120 Dublin Bike parking facility in Grangegorman and various promotions were launched to encourage greater use of public transport, cycling and walking. On behalf of the National Transport Authority, we conducted a transport survey with over 2,500 respondents to improve our understanding of staff and student commuter behaviours, providing us with knowledge on improving mobility habits. This survey will result in the establishment of a transport action plan in 2021.

In line with our ambition to be a leader in informing public debate on sustainability and stimulating awareness and action, TU Dublin participated in the [UN75](#), a celebration of their 75th anniversary, by launching a global conversation to gather inputs on the SDGs. The University discussions included: *The Climate Crisis - A Race We Can Win*; *The Impact of Digital Technologies*; *A New Era of Conflict and Violence*; *Inequality- Bridging the Divide*; *Shifting Demographics*; *Investing in health for an Equitable Future* and *Women and Girls - Closing the Gender Gap*. This dialogue will form part of the final report on the UN75 Global Listening Report.

A key goal for TU Dublin is that by 2023 the University will have achieved a **Green Flag award**. Under the An Taisce's Green Campus initiative, the first of a seven-step programme required to be implemented towards a Green Flag is establishing a Green

Campus Committee – a pan-University committee was set up in 2020. The Committee addresses an agenda that includes input and consultation from a wide-reaching stakeholder group, including community groups, students, estates, support services, academic and professional support staff.

#TUDublinGreenWeek
9-13 March 2020

Re-use Re-turn Re-read

In the academic year 2018-19 you made 12 million visits into TU Dublin Libraries, borrowed over 95,000 times and downloaded a whopping 570,000 full text articles! This is a great use and green re-use of our resources.

BEWARE your digital carbon footprint

Digital technologies are responsible for more carbon emissions and has a bigger impact on global warming than the aviation industry. More than 4,000,000,000 people are now on the internet. 1,000,000 more come online for the first time each day. Every minute Google gets 3,800,000 search queries, we send 188,000,000 emails, download 390,000 apps and spend almost 1,000,000,000US\$

what's your carbon footprint?

Like your vote, small things count and can make a difference.

- Do you really have to print it out?
- Scan don't photocopy (scanning is free for TU Dublin students)
- Download don't stream
- In your emails unsubscribe from lists that you're not using
- Talk rather than email
- Find a greener cloud provider
- Practice a bit of digital sobriety
- Use a tablet or your smartphone instead of a laptop/pc
- And when you're done, turn it OFF

TU DUBLIN
TU Dublin Green Week 9-13 March
Library Services

Green Week is an annual event hosted in March, aimed at increasing sustainability awareness and is chaired by the Green Campus Committee. It is a week-long celebration of innovations, partnerships and a chance to debate ideas and showcase TU Dublin as a living lab for environmental sustainability. In 2020, over five days, 57 events were held, co-organised with students, and included a range of virtual events and debates from local issues, including 'A Green Campus is Smoke-Free' and 'Hanging in the Balance: Rare Habits and Threatened Species on Bull Island' to national priorities discussions with Professor John Fitzgerald from the Climate Council of Ireland on 'The Economics of Climate Change – Challenges for Ireland'. A range of talks and films were hosted under the **Fairtrade Fortnight 2020** event, including a visit from one of Fairtrade's farmers. One tantalizing event was an indulging evening of flavours, insights and surprises at the West African Chocolate Speakeasy Cafe Experience in Dublin's iconic sweetest building, "The Chocolate Factory".



Fairtrade farmers - Duase Community, Ghana

4 | CREATING A BETTER WORLD TOGETHER

4.3.3 PLANET

B. CREATING RESPONSIBLE GLOBAL CITIZENS

TU Dublin intends to be a **living lab for sustainability**, instilling a sustainability mindset in all of our community, creating champions to drive the sustainability agenda. To achieve this, our milestone under the Planet pillar sets out to incorporate sustainability as a learning outcome in every programme and that every learner will engage in practice-based research. The Dublin School of Architecture is trailblazing in this respect. The Bachelor of Science (Hons) in Sustainable Timber Technology is the first programme to be revised in line with TU Dublin's Strategic Intent 2030, to add learning outcomes focused on sustainability and incorporate Sustainable Development Goals (SDGs) related practice-based research to the curriculum by 2023. The over-arching aim of this programme is to create graduates that are passionate about sustainability and committed to creating innovative, high-quality forest products in ways that contribute to a lower carbon footprint and a sustainable bio-economy.

In addition, the **Architectural Design for Climate Change** event was designed and curated by TU Dublin's Architecture discipline after identifying a need for challenging existing programmes. An intensive co-creation 'kick-off' design thinking workshop event was held to discuss these challenges in collaboration with student year groups, students and lecturers. Lecturing teams worked with local strategic partners to support students in delivering architectural solutions to address the SDGs. The goal was to create a new shared agenda addressing climate change and, more broadly, sustainability within the architectural profession and the wider construction industry. As a result, a detailed five-year framework for the Architecture Design Studio commenced in the academic year 2019/20.

In line with SDG #3 Good Health and Well-being, TU Dublin Transport and Mobility Research Group (TMRG) hosted a workshop to **'Get Ireland Walking'** with Sports Ireland, Healthy Ireland, Mountaineering Ireland and a diverse

group of 60 stakeholders. The aim was to better connect the ecosystem to encourage widespread participation in walking in Ireland and to co-develop recommendations for a National Walking Strategy. The workshop's outcome included carrying out a system mapping exercise to understand the ecosystem, establish key players; connect the local with the national, and finally, create strong partnerships and incentives to encourage the uptake of walking. The TMRG are research-active academics who teach on the MSc Transport & Mobility programme, a Level 9 postgraduate degree targeted at experienced professionals within or close to the transport planning profession, which focuses on sustainable transport and mobility issues. The aim is to prepare graduates to be career-ready and enabled with the knowledge and skills to make a positive impact on our environment, society and economy.





Above: School of Architecture Design for Climate Change

Right: Get Ireland Walking Report

Below: Get Ireland Walking image



4 | CREATING A BETTER WORLD TOGETHER

4.3.3 PLANET

C. TACKLING GLOBAL CHALLENGES

As Ireland's first Technological University, TU Dublin has a strong commitment to research and innovation that supports the knowledge economy, the regions we serve, industry and the wider society. The pursuit of excellent research at regional, national and international levels is central to TU Dublin's mission and is reflected in the state-of-the-art facilities on our campuses in Grangegorman, Tallaght and Blanchardstown. Throughout 2020, TU Dublin has sought to build this research and innovation capacity, strengthening participation in national and European research programmes and supporting the production of high quality, high impact research outputs in line with our ambitious research strategy and embedding innovation throughout TU Dublin.

Research Environment

Significant progress was made during 2020 to consolidate a collaborative and collegial environment for research and innovation across the University. Key elements of this research eco-system include - Research Institutes; integrated Research Support services; the Graduate Research School; and Innovation and Knowledge Transfer services. The development of excellent physical infrastructure and high-quality research and innovation supports were key priorities through 2020. The following outlines some of the major aspects of the research and innovation eco-system:

- The [FOCAS Research Institute](#), a PRTL-funded institute, underpins postgraduate research, undergraduate project work and undergraduate and graduate course curriculum development. It houses state-of-the-art microscopy and spectroscopy equipment in core laboratory spaces and provides administrative and technical support to more than 180 staff and students. Approval was granted in 2020 to proceed with an architectural design competition to facilitate the relocation of FOCAS from its present location to the Grangegorman campus.
- The [Environmental Sustainability and Health Institute \(ESHI\)](#) is another research institute originally funded under PRTL, and it involves partnerships with the Health Service Executive (HSE), Dublin City Council (DCC) and the University of Ulster (UU). Its focus is on environmental health sciences research in areas such as lifestyle and policy, water quality, air quality, radiation and noise, bio-monitoring, energy and food safety and quality. Throughout 2020, ESHI was successful in securing funding for 36 projects valued at a total of €4.6m. ESHI is co-located with [Hothouse](#) (which offers programmes and incubation support for entrepreneurs and new business start-ups) in the Greenway Hub, a state-of-the-art facility for research and innovation on the Grangegorman campus.
- The [Centre of Applied Science for Health \(CASH\)](#) (PRTL-funded) is a collaborative effort between biology and chemistry research groups at TU Dublin, Maynooth University, DCU and Tallaght Hospital. Research students are co-located with other researchers and also the [Synergy Centre](#), a state-of-the-art business and bio-incubation facility, on the campus at TU Dublin Tallaght.
- The [LINC \(Learning and Innovation Centre\)](#) is a tangible link between the University and the business community, and again research students are co-located with other researchers at LINC on the campus in Blanchardstown. In January 2020, TU Dublin was awarded Regional Enterprise Development funding totalling €2M+ to develop [The Collaboratory](#), an industry solutions hub focusing on Cyber Security, Internet of Things and Artificial Intelligence. The hub is co-located within the LINC at the TU Dublin Blanchardstown campus.

Research Awards

Increasing TU Dublin's competitiveness in external research funding and proactive engagement in national and European research funding opportunities are key goals of TU Dublin's research strategy. [Table 3](#) shows successes in research funding activity over the course of 2020.

Key points of research proposal activity in 2020 include:

- The number of proposals submitted has more than doubled in the last five years. 2020 saw a doubling of proposals to the European Commission and a 50% increase to Enterprise Ireland (EI) over 2019.
- The trend is for larger-scale projects; active participation in leading national research programmes is evident.
- Funding from Science Foundation Ireland (SFI) constituted the single largest source of funding of external awards (€4.1m)
- In 2020, there were 117 proposals from female PIs, a rise of 28% over 2019. Awards to female PIs rose by 5% in 2019.

The top 10 awards by value in 2020 were as follows: -

Table 4: Top 10 Awards (by Value) 2020

Acronym	Title	Funding Agency	Award Value
AutoDan	Deploying augmented intelligence solutions in EU buildings using data analytics, an interoperable hardware/software architecture and a novel self-energy assessment methodology	EU Commission	€545K
AleHoop	Biorefineries for the valorisation of macroalgal residual biomass and legume processing by-products to obtain new protein value chains for high-value food and feed applications	EU Commission	€545K
MLPD	Enabling self-care and shared decision making for people living with dementia	SFI	€545K
CHEMPREDICTDL	CHEMPREDICT DL – Segregation of breast cancer patients at low and high risk of recurrence with chemical imaging and deep learning	SFI	€545K
HoloWave	HoloWave - new approaches to wavefront sensing, based on modal and zonal methods, using novel holographic devices	SFI	€536K
UP4Health	Sustainable and cost-effective production process for the upcycling of olive, grape and nut by-products into 4 natural and healthy ingredients for nutraceutical and cosmetic applications	EU Commission	€428K
CRTC	Construction Regional Technology Cluster fund	Enterprise Ireland	€356K
Gourmey	Understanding the properties of in vitro cells for the development of cultured meat products	Industry	€332K
UCL Consult	Capacity building for engineering	Other	€296K
AptaGold	AptaGold – A rapid saliva-based COVID-19 screening assay	SFI	€256K

TU Dublin researchers also joined the international response to the COVID-19 pandemic through a funding call published jointly by Science Foundation Ireland, Enterprise Ireland and the IDA (SFI-EI-IDA). The *Safeliverty* project, for example, develops innovative food delivery services and protocols to reduce the risk of surface and packaging contamination of "Ready to Eat Foods". The *AptaGold* develops a saliva-based screening process that can detect COVID-19 in a matter of minutes, while the *CO/SMID* employs a highly validated, geo-referenced case dataset to track COVID-19 clusters to improve the forecasting of future clusters while making recommendations for future interventions.

Graduate Research Education

PhD programmes are central to TU Dublin's research provision. The Graduate Research School (GRS), which was established across all three campuses in 2015, oversees PhD programme delivery and enables postgraduate research students to complete specialised

Table 3: Research Awards Activity 2020

Funder	Total Award Value
SFI	€4.1M
EU Commission	€2.8M
Enterprise Ireland	€2.5M
TU Dublin	€2.1M
HEA	€1.8M
Industry	€0.7M
Other Government Depts. / Agencies	€0.5M
IRC	€0.5M
Other	€0.5M
EPA	€0.2M
Philanthropy/Charity	<€0.1M
Total	€15.6M

research projects in interdisciplinary research environments and simultaneously develop a range of discipline-specific and transferrable skills and competencies utilisable by industry and the professions. 2020 was a notable year in the development of TU Dublin PhD programmes with:-

- Successful awards in three SFI collaborative Centres for Research Training⁷- Digitally-Enhanced Reality ([D-REAL](#)); Machine Learning ([ML-Labs](#)); and Advanced Networks for Sustainable Societies ([Advance-CRT](#)); and
- Two Marie Skłodowska-Curie actions for European doctoral training networks coordinated by TU Dublin. These are SellSTEM; an initiative focused on the spatial ability of children to help address the large gender gap in STEM education; and [CISC](#), supporting a human-centric approach to artificial intelligence.

Details of TU Dublin's **Innovation & Enterprise Development** activities are provided in section 4.3.4.

⁷ <https://www.sfi.ie/funding/centres-research-training/>

Open Innovation

TU Dublin has been a pioneer in Innovation & Enterprise Development through its founding partners, and Open Innovation is part of the DNA of the University, providing a range of facilities and supports for the development of new innovative products and services and new knowledge-based businesses.

Knowledge Transfer

Led by TU Dublin, with IADT, NCI and DIAS as partners, the **Dublin Region Innovation Consortium (DRIC)** is committed to the development of new products, services and companies and to delivering real impact through investment in the region, the creation of high-value jobs and the delivery of enduring economic and societal impact. Supported by Enterprise Ireland and Knowledge Transfer Ireland (KTI), DRIC has been in existence for several years and has consistently been a leader in knowledge transfer metrics in the Irish education environment. The comparative performance of DRIC, along with other consortia⁸, from KTI data published in 2020, is provided in the following table:-

Table 5: Knowledge Transfer Consortia Performance 2020

Consortium	Research Expenditure	Licences, Options & Agreements	Spin-outs	No. Collaborative Research Agreements with Industry	Invention Disclosures	Total No. New Patent Applications Filed During the Year	Total No. New Patents Granted in the Year	Market Launches of Products or Services in Year Based on RPO Licence	No. Consultancy Service Agreements with Industry
DRIC	€18.5M	9.2	2.2	20.0	16.8	16.8	1.6	1.1	24.3
DCU-led	€41M	7.1	0.2	13.4	8.8	2.4	6	3	0.2
Ignite West	€81M	2.8	0.1	10.1	7.9	2.2	11	3	1.1
MU - led	€57M	3.2	0.4	25.1	4.6	1.8	2	0	60.5
TCD - led	€125M	2.2	0.5	7.9	6.0	1.7	21	8	0.7
UCD - led	€101M	2.5	0.5	7.0	8.0	2.4	10	4	3.4
BRIDGE Network	€166M	4.2	0.4	5.9	7.2	1.9	14	5	17.8
UL - led	€39M	1.5	0.5	14.4	6.7	2.8	8	1	2.6

Source: Knowledge Transfer Ireland

One example of a successful innovation collaboration is the development of natural biocides through a licence with an Irish SME. The TU Dublin [MICRA](#) Gateway, Tallaght campus, worked with the company to help develop and test a range of natural biocides that can be used on the exterior of buildings to remove fungi and algae that cause discolouration and other problems. Existing solutions involve spraying buildings with hazardous chemicals, increasing the release of these chemicals into water and soil. Through an Enterprise Ireland funded project, a number of candidate formulations have been successfully developed and licensed to the company.



⁸ * Consortia members are as follows:- DCU-led (DCU & DKIT); Ignite West (NUIG, GMIT, ITS, LYIT); MU-led (MU, AIT, ITC, WIT); TCD-led (TCD, RCSI); UCD-led (UCD, NCAD); Bridge Network (UCC, CIT, Teagasc, IIT); UL-led (UL, LIT)

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CREATING A BETTER WORLD TOGETHER

Enterprise Development

In addition to strong technology transfer activity, TU Dublin hosts three [Business Incubators](#) and also hosts an off-campus incubation facility for scale-up companies, [Synergy Global](#). In total, over **7,000m² of incubation and scale-up space** is currently provided by TU Dublin. The suite of supports delivered through these facilities ranges from mentorship, on-site expertise, pre-accelerator programmes and funded programmes through to physical space, onsite technical facilities and access to knowledge and key business networks. [New Frontiers](#) is the University's flagship enterprise support programme and there are a number of other targeted supports for entrepreneurs and early stage companies. Annually, 200 entrepreneurs engage in one of the University's enterprise programmes and over 100 companies are facilitated in the incubators.

Examples of the businesses supported by TU Dublin are:-

1. [Snapfix](#), a company that provides a simple, photo-based platform for the maintenance and upkeep of buildings. In January 2020, CEO Paul McCarthy won the New Frontiers Lead Entrepreneur Award, having already raised €800,000 for the company and was looking to a further round of €2M; and
2. [Kastus Technologies](#), another innovation award winner. The company uses TU Dublin's surface coating technology that is applied to glass and ceramic surfaces, enabling the surface to self-sanitise - an important feature in the COVID-19 world. In 2020, the company finalised a deal with Chinese computer manufacturer Lenovo for the anti-viral & anti-bacterial coatings for their display screens. See more [here](#).
3. [Positive Carbon](#), a participant in the New Frontiers Programme, was crowned 'Best New Start-up' company at the Connacht & Leinster regional final of the 2020 InterTrade Ireland Seedcorn Investor Readiness Competition. The company provides fully automated food waste monitoring for hotels and kitchens, saving them thousands of euro each month on their food bills.

Student Entrepreneurship - is now a key focus for TU Dublin - exposing students to opportunities to develop entrepreneurial skills, traits and behaviours as well as opportunities to grow their ideas from concept through to commercialisation. This activity is supported through the [Synergy Student Innovation Awards](#), [Enterprise Garage](#), and [i-Cubed](#). In December 2020, student-led TU Dublin spin-out Micron Agritech raised €500,000 in seed investment to bring their rapid on-site parasite detection kit to the market.

Funding Support

In March 2020, TU Dublin launched the [Embark Fund](#), an initiative supported by Enterprise Ireland and Knowledge Transfer Ireland, to assist the potential development of early-stage commercialisation projects. Embark is a joint initiative offered by TU Dublin, Trinity College Dublin and Royal College of Surgeons in Ireland.

Promotion of Innovation

Throughout 2020, TU Dublin continued to promote and advocate for innovation in a variety of ways. These included:-

- Participation in the [Global Entrepreneurship Week](#)



- Hosting of the [ARVR Innovate 2020](#), one of Europe's top Augmented and Virtual Reality conferences



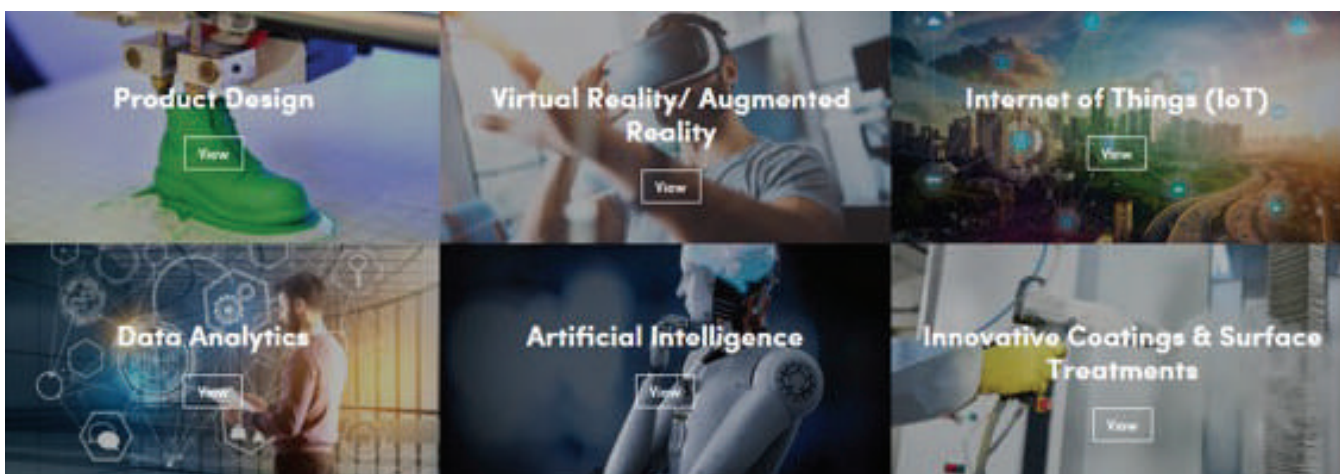
- The running of a series of [webinars](#) on topics such as 'CreateLAB'; Intellectual Property; Research/Industry Collaboration; Investment and funding opportunities for Entrepreneurs; Digital Marketing.



Open Labs



[Open Labs](#) provides access to TU Dublin's leading facilities and expertise to companies interested in research development and innovation. Areas of expertise include:



Building on the Best

In 2020, TU Dublin was successful in the national [Human Capital Initiative](#) to support developments that would meet priority skill needs for enterprise. [Two major initiatives](#) were awarded funding:-

- CONVENE**, a new model to transform university-enterprise engagement – the project is run in collaboration with UCD Innovation Academy.
- GROWTH HUB** - a collaboration with WIT, the project is focused on encouraging growth and entrepreneurial mindsets amongst our students.

Awarded funding under the [Regional Technology Cluster Fund](#), work on the first national **Construction Sector Cluster** was progressed during 2020. The initiative is focused on skills development, technology enhancement, productivity and process improvement, sustainable development, knowledge transfer and internationalisation for SMEs in the construction sector. The cluster will be supported by TU Dublin's Design & Construct centre, being developed at its facility in Broombridge.

4 | CREATING A BETTER WORLD TOGETHER

4.3.4 PARTNERSHIP

B. A TIGHTLY CONNECTED NETWORK

Developing partnerships is at the core of the TU Dublin philosophy, and we are committed to proactively managing these relationships in a mutually beneficial manner. We embrace interaction with a variety of stakeholders including, Higher Education Institutions (at home and abroad); multinational and indigenous companies, professional and representative bodies; community groups and urban and civic organisations. Through this approach, TU Dublin is seeking to deliver shared impact, significantly contributing to the economic and social development of the Dublin region and Ireland as a whole, while supporting the delivery of creative, tangible solutions for the real world. An internal review was undertaken in 2020 to establish the true breadth and depth of TU Dublin's partnerships, highlighting the sheer scale of activities.

In respect of **Higher Education engagement**, for example, in the five years leading up to 2020, TU Dublin scholars worked with almost 1,000 institutions worldwide, publishing over 2,300 papers, with a total of over 20,000 citations. In the two years to 2020, there were 33 active research projects with 265 partners. Erasmus+ at TU Dublin was represented by 323 active mobility agreements, with 245 different universities, in 26 countries. In addition, there was a range of universities worldwide with whom TU Dublin partnered for other 'Study Abroad' and 'Staff Exchange' activities.

TU Dublin is active in the international **Polytechnic Alliance**. This is a collaboration between TU Dublin, Hochschule Darmstadt, Hochschule Lucern, Coventry University, Purdue University, and University of Wisconsin. Each year hosts the Polytechnic Alliance Summer School as the Polytechnic Summit.

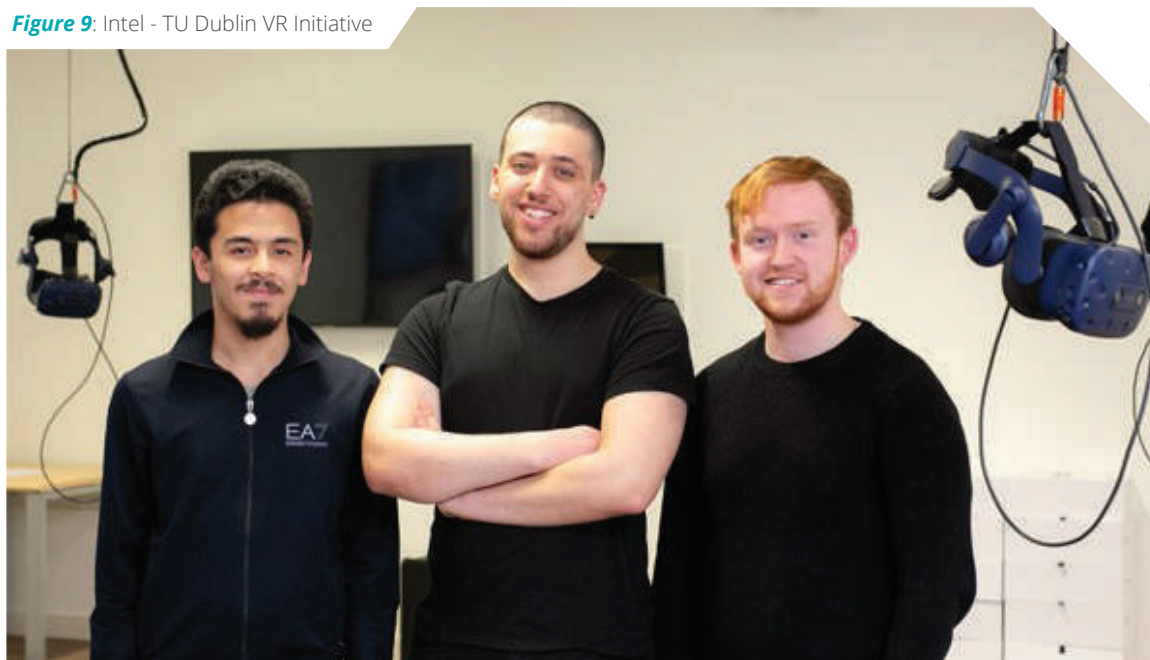
In November 2020, the **European University of Technology (EUT+)** formally came into being, with TU Dublin as one of the eight founding members. Involving

100,000 students, in 8 universities, in 8 countries, EUT+ is focused on making a difference for Europe - a difference that is direct, measurable and impactful. The University will provide common curricula spanning Europe - European vocational bachelor degrees; one European engineering Master's degree system; and shared project-based learning platforms. EUT+ will promote 'Sustainable Technology with European Values' - the 'Think Human First' approach; the European Culture & Technology Lab; and structuring transversal research to tackle global societal challenges. It will move beyond mobility, so that students and staff can feel at home on every campus. It will connect Europe's players and territories by providing a Think Tank for European technology and supporting 400+ companies and local authorities.

Industry partnerships and engagement is a core part of TU Dublin activities. In terms of innovation, the University has signed nearly 800 collaborations with more than 600 partners for specific projects - some examples of these collaborations are given in earlier sections of this report.

In addition, TU Dublin has a number of strategic alliances with enterprise that cover a range of initiatives. An example is **Intel Ireland**, which involves a five-year programme of collaboration in talent development, research and engagement. One of the joint initiatives that commenced in 2020 was collaboration on an applied research project, exploring virtual reality (VR) technologies for training simulation programmes in Intel. The project draws on the expertise from the University's Virtual Interaction Research Lab (VIRaL) and School of Media. A number of TU Dublin undergraduate students and postgraduate research assistants will complete intern placements at the Intel campus.

Figure 9: Intel - TU Dublin VR Initiative



4.3.4 PARTNERSHIP

TU Dublin students Reda Ali Mohammed, Eurico Carajote, and Ryan Byrne are pictured at the Intel campus in Leixlip

TU Dublin and **ESB** continued to grow and develop their strategic relationship throughout 2020. The partnership saw the continuing support for and collaboration on TU Dublin's Access to Apprenticeship Programme, ESTeEM (Equality in Science and Technology by Engaged Engineering Mentoring) Programme, Power Plant Technology Programmes and postgraduate seminars. Furthermore, 2020 saw the commencement of a fully funded Arnold Graves postdoctoral position in the area of electricity market forecasting, data support for PhD students, ESB staff undertaking postgraduate studies and the identification of new research collaboration opportunities.

Another example of industry engagement involves students working on specific **real-world projects**, where the student can gain practical know-how, and the company can benefit from the domain expertise of the students, supported by their academic supervisor. One such example in 2020 is that of the final year Advertising & Marketing students, who teamed up with [Javelin](#) (the advertising agency) and [Keoghs](#) (the crisp manufacturer) for their final year marketing communications project. The students worked on the brief for a full creative approach, market research and a multi-channel media plan for the company and had access to mentors at Javelin across creative, account handlers, media and digital planning during the project – see details [here](#).

Community engagement is traditionally a very strong feature of TU Dublin. Over 1,000 students a year across TU Dublin work with more than 100 community organisations on collaboratively designed projects to enhance the student experience and support community goals. The award-winning programme for [Students Learning with Communities](#) supports staff, students and community partners to engage in community-engaged learning and research. Examples of projects in 2020 are:- (a) students on the BSc in Sports & Leisure Management who worked with Quarryvale Community and Leisure Centre to evaluate and develop recommendations for a more sustainable approach to facility operation and management; (b) students in Social Care who worked in small groups to develop useful resources for service users of Alone, Eve Tuiscint, Solas, and Core youth service; and (c) students of Manufacturing Engineering who collaborated with Bridge (an organisation that works to create second-chance opportunities for people) to design retrofit kits to turn bikes into businesses.

A key aspect of TU Dublin's community engagement is to support access to higher education, particularly given the socio-economic profile of the populations close to the University's campuses. A five-year project was kicked off in 2020 with the generous support of **AIB**. The bank pledged €1m to help increase participation in third-level education among students from areas and backgrounds of socio-economic disadvantage. The funding will support a new AIB Civic Engagement Outreach Centre on the Grangegorman campus, targeting students from DEIS schools early in their secondary school life through interactive activities and workshops; and expanding the AIB Mathematics Learning Support Centre on both the Tallaght and Blanchardstown campuses, providing one-to-one tutoring.

TU Dublin also has a focus on collaboration to support locally based enterprise. Through the [Grangegorman Business and Enterprise Group](#), for example, TU Dublin aims to raise awareness of the potential from the Grangegorman development for local businesses and explore how to support the local business community, particularly micro-businesses, SMEs and social enterprises. In November 2020, the group hosted a webinar "Social Enterprise – Getting Started" in celebration of Global Entrepreneurship Week and the lead up to International Social Enterprise Day, aimed at new social enterprises, community/voluntary sector organisations thinking about setting up a trading arm, individuals with business ideas, and those interested in finding out more about social enterprises.



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CREATING A BETTER WORLD TOGETHER

4.3.4 PARTNERSHIP

C. BEING GLOBAL

Developing the TU Dublin Brand

Since its establishment, the TU Dublin brand has gained recognition as a new type of university in Irish Higher Education. Our visual identity communicates a spirit of change. It expresses the University's potential and that of our students to make a difference - not just to Dublin or Ireland, but to the world. The following are just some examples of the building blocks designed to grow recognition of TU Dublin at home and abroad.

In early 2020, a [TV and cinema ad campaign](#) launched. The ad begins with a beautiful image of a dawn rising over Dublin, representing a new dawn in higher education. The ad was conceived, directed, filmed, and edited by professionals who graduated over the last four decades from various disciplines at TU Dublin. In keeping with the **'made by TU Dublin'** theme, current student Lucas O'Callaghan was commissioned to play the soundtrack on piano. The final piece of the jigsaw was the voiceover, the rich and distinctive voice of actor Liam Cunningham, who is also a TU Dublin graduate! It ran as part of our 2020 student recruitment campaign along with a range of online ads.

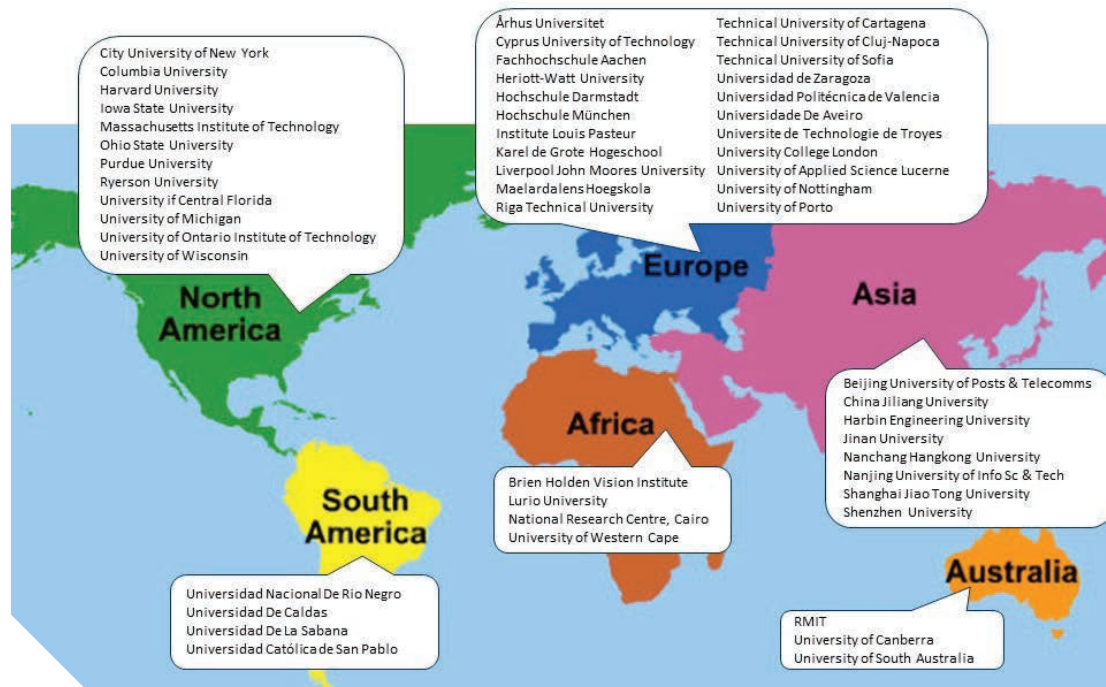
Given the restrictions during 2020 due to COVID-19, TU Dublin moved to a more information-rich virtual platform. The www.tudublin.ie website, which was launched initially in 2019, was further developed to establish a **TU Dublin Hub**. It is not simply a replica prospectus online - it is a one-stop shop for anyone considering study at TU Dublin, where they can find out about courses that interest them; view videos of staff and students talking about their experiences, and find out about the University's infinite possibilities. In addition, TU Dublin hosted a range of virtual open days, interactive events where students and staff spoke about TU Dublin disciplines, answered questions from a live audience, along with virtual tours of our campuses. Our Virtual Open Day events were supported by advertising campaigns across social and digital media. Lecturers and students from each campus worked together to create informative and engaging panel conversations bringing life to the disciplines on offer in the University.



Figure 10: Selection from a list of TU Dublin’s International Higher Education & Research links

International Partners

At TU Dublin, we are committed to ensuring that TU Dublin becomes a **global technological university** by driving collaboration with key strategic partners nationally and internationally to expand our reach, gain access to international practice and enhance our education and research capabilities. TU Dublin has thousands of academic connections and partnerships of varying degrees, sampled in the diagram to the right.



European University of Technology (EUt+)

A key partnership and significant opportunity for TU Dublin for the coming years is the **European University of Technology (EUt+)** which was established in 2020, supported under the [European Universities Initiative](#). It is one of 41 ‘Pilot Alliances’ across the EU that will ultimately result in 20 European Universities having the privilege and obligation to become the universities of the future, promoting European values and identity, and revolutionising the quality and competitiveness of European higher education.

The European University of Technology comprises eight EU partner HEIs⁹ with the ambition to establish a new type of institution on a confederal basis, creating a sustainable future for students and learners in European countries. The vision for the EUt+ is “Think Human First”, with a mission to “first and foremost to serve society”, adopting a human-centred approach to technology. The EUt+ will implement a transformation agenda to establish knowledge-creating teams at the European level; support common curricula spanning Europe; focus on inclusiveness and embeddedness; and create shared doctoral programmes, a European Culture and Technology Laboratory to foster transversal and interdisciplinary research and the creation of several common EUt+ Research Institutes. A short EUt+ video provides an introduction to the University.

Figure 11: Map of European University of Technology Members



9 Technical University of Sofia (Bulgaria); Cyprus University of Technology (Cyprus); University of Technology of Troyes (France); Hochschule Darmstadt, University of Applied Sciences (Germany); Technological University Dublin (Ireland); Riga Technical University (Latvia); Technical University of Cluj-Napoca (Romania); Technical University of Cartagena (Spain)

4 | CREATING A BETTER WORLD TOGETHER



Figure 12: A group of international students from TU Dublin networking pre- COVID 19 restrictions

International Students

The overall aim of **'Internationalisation'** in TU Dublin is to enhance the quality of the education, research and innovation activity of the University, providing access to international and multi-cultural perspectives and practices and equipping students and staff to adapt to the changing aspects of the national and global market. Internationalisation objectives cover the curriculum, research and technology transfer, community engagement, regional development, staff, offshore activity and the international student.

The international dimension of TU Dublin is exemplified by the diversity of non-Irish students in the population. The numbers of non-Irish students have been growing over the years, within the founding institutions initially and then within TU Dublin itself. Overall the numbers have been growing

for TU Dublin, with a noted increase in applications (20-40%) since university designation. The restrictions imposed by the COVID-19 crisis have, of course, had a dramatic impact on the international student population, and in 2020 the University made substantial efforts to provide the appropriate supports for the TU Dublin international student community. With greater online interaction now a more common feature of international engagement and the expected lifting of travel restrictions, opportunities will open again and TU Dublin expects that it will re-energise and grow this element of its student base.

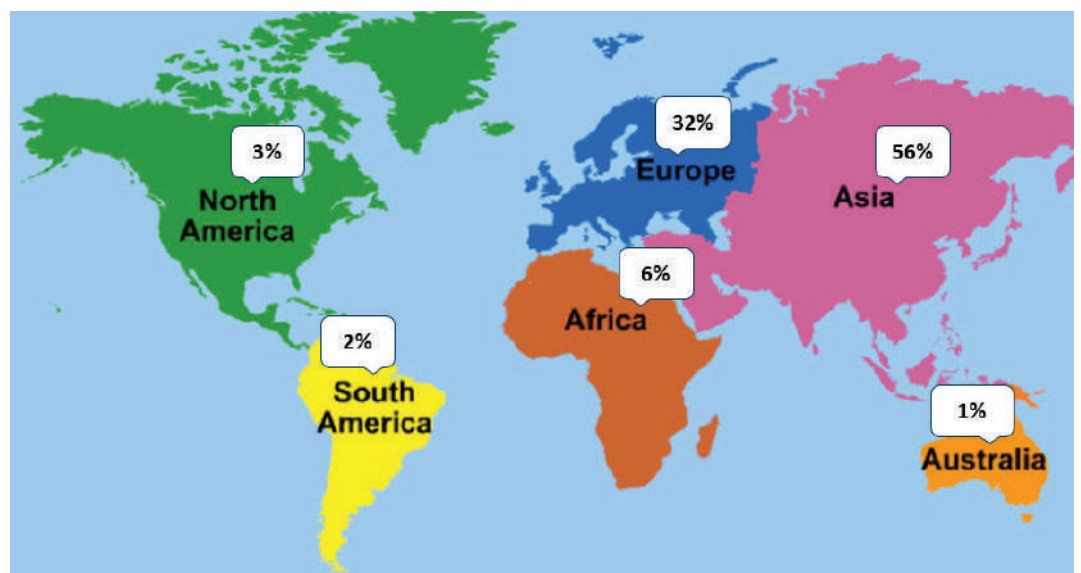
TU Dublin hosts around 450+ incoming exchange students annually, most of whom are enrolled through the Erasmus programme. TU Dublin represented about 20% of the Erasmus students amongst the Dublin universities. A focus for the University going forward will be to increase the outgoing student exchange, to increase the numbers availing of international study or traineeship experience. It is expected that exchange students from universities in North America and other regions will be an increasing feature.

Figure 13: – A Group of Erasmus Students Enjoying a Cultural Outing



Figure 14: Home Territories of International Students (New Student Intake) 2019/20

Within the TU Dublin Strategic Plan, there is a target that 15% of **New Student Intake** will be international students. The numbers of new student intake (1st-year intake) for the last three years have increased by 13% in the 2019/20 academic year. The University's 2023 target is 15%. The largest numbers of international students are currently from Asia, with China accounting for more than 1/3 of all these students.



5 | EQUALITY DIVERSITY & INCLUSION

5 EQUALITY DIVERSITY & INCLUSION



TU Dublin aims to be inclusive in all aspects of the work of the University and to create a welcoming atmosphere in which to work and study. To make this a reality for students and staff, there is a university-wide approach to strategic policy development. Policies such as staff recruitment and academic promotion, staff development opportunities and post-doctoral training; and quality assurance procedures have been reviewed and updated to support best practice and to take full account of the University's responsibility and commitment to equality, diversity and inclusion.

An inclusive approach to student recruitment is an integral part of TU Dublin. Therefore, policy and practice must support a diverse student body, providing developmental opportunities and services to enable students to learn and thrive.

Approved by the Governing Body on 18th September 2019, the formal Technological University Dublin Equality Statement for 2019-2022 is provided here.

TU Dublin Equality Statement

Introduction

Extract from Technological Universities Act – Equality Statement

- “ 19. (1) (a) *The President, as soon as practicable after the appointed day, shall prepare a statement (in this section called an “equality statement”) for the period specified in the statement.*
- (b) *The period to which the equality statement relates shall be such period as the technological university considers appropriate and directs the president to specify in the statement, being a period of not less than 3 years and not more than 5 years from the date that the president prepares the equality statement under subsection (1).*
- (c) *The president shall prepare each subsequent equality statement not earlier than 6 months, and not later than 3 months, before the expiration of the period specified in the plan”.*
- (2) *The equality statement shall specify—*
- (a) *the policy of the technological university for enabling access to it, and the education it provides, by economically or socially disadvantaged persons, by persons who have a disability and by persons from sections of society significantly under-represented in the student body, and*
- (b) *the policy of the technological university relating to equality, including gender equality, in all activities of the technological university.*
- (3) *The president shall submit the draft equality statement to the technological university for approval once it has been prepared.*
- (4) *The technological university, having regard to the resources available to it, may either approve the draft equality statement without modification or, after consultation with the president, approve the statement with such modifications as it thinks fit.*
- (5) *The technological university, in approving the draft equality statement under subsection (4), shall have regard to such policies on the matters referred to in subsection (2) as may from time to time be determined by the Minister.*
- (6) *A technological university shall implement the policies set out in the equality statement.* ”

Equality Statement

- (b) Technological University Dublin (TU Dublin) is committed to ensuring that the student body entering, participating in and completing its programmes at all levels reflects the diversity and social mix of the Dublin region, and Ireland’s, population. The access policy takes full account of UN Sustainable Development Goal 4 to ‘*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*’¹⁰. The policy rests on a culture of inclusion where all have equitable opportunity to access the education it provides. The University is especially cognizant of the challenges to participating in higher education faced by persons from backgrounds of economic or social disadvantage, persons who have diverse abilities, and persons coming from sections of society significantly under-represented in the student body. TU Dublin enables equity of access and education to these groups through an integrated policy that provides a range of pre-entry activities, alternative entry arrangements and post-entry supports. It also aims to provide an enhanced experience and positive educational outcomes for all students through the utilisation of approaches such as Universal Design and Universal Design for Learning in the provision of education and related services, supports and facilities. The University’s access policy is fully aligned with the National Access Plan¹¹.
- (c) TU Dublin is committed to advancing equality, including gender equality, in all aspects of its work. The equality work of the University benefits from being informed by the UN Sustainable Development Goals, including SDG 5 ‘*Achieve gender equality and empower all women and girls*’. The University policy on equality, including gender equality, is guided by the statutory obligation to have regard to the need to eliminate discrimination, promote equality of opportunity and protect the human rights of staff, students and service users¹². It is committed to ensuring gender balance in key decision-making committees. It aims to address gender imbalances amongst staff and the student body in academic disciplinary fields and functional areas where traditional patterns of male or female predominance can be found. It is also cognizant of the need to address intersectional aspects that contribute to the compounding of inequalities such as ethnicity, diverse ability, gender and other identities, and social disadvantage. The University also adheres to and implements statutory and sector-wide best practice policies, including the Athena SWAN Charter Principles¹³, the recommendations of the Higher Education Authority National Review of Gender Equality in Irish Higher Education Institutions¹⁴ and Gender Action Plan 2018-2020¹⁵, and the Public Sector Equality and Human Rights Duty¹⁶.

¹⁰ <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals> (last accessed 2 May 2019)

¹¹ <https://hea.ie/assets/uploads/2018/12/HEA-Progress-Review-NAP-2021.pdf> (last accessed 2 May 2019)

¹² Section 42 of the Irish Human Rights and Equality Commission Act 2014.

¹³ <https://www.ecu.ac.uk/equality-charters/athena-swan/about-athena-swan/> (last accessed 2 May 2019)

¹⁴ https://hea.ie/assets/uploads/2017/04/hea_review_of_gender_equality_in_irish_higher_education.pdf (last accessed 2 May 2019)

¹⁵ <https://hea.ie/assets/uploads/2018/11/Gender-Equality-Taskforce-Action-Plan-2018-2020.pdf> (last accessed 7 May 2019)

¹⁶ <https://www.hrec.ie/our-work/public-sector-duty/> (last accessed 2 May 2019)

6

TU DUBLIN

GOVERNANCE

6.1 GOVERNING BODY

Background

Technological University Dublin (TU Dublin) was established by Ministerial Order under Section 36 of the Technological Universities Act 2018 (*Number 3 of 2018*) and Statutory Instrument (*Number 437 of 2018*) on the appointed day of 1st January 2019. Under the 2018 Act, the University is required to have a Governing Body to perform the functions of the University. The Governing Body is, therefore, the authority established by law to govern the University. The functions of the Governing Body are set out under Section 9, Functions of Technological University, TU Act (2018).

The Governing Body must operate in accordance with Schedule 1, of the 2018 Act. The Act states that the total membership of the Governing Body shall be not fewer than 14 and not more than 22 members, of which at least three but not more than 8 are external members to be nominated by a Committee of the Governing Body. Members of the Governing Body perform key roles in relation to the direction, strategy, and corporate governance of the University. Members take collective responsibility for the long-term sustainability of the University, working with the Chair of the Governing Body, the President and the executive management team to ensure that the University is managed and developed in line with legal and policy parameters and accepted standards of best practice.

Membership

The members of the current Governing Body, (with exception of the President and student members) have been appointed for a term of two years from their respective appointment dates. During the period 1st January to 31st December 2020, a number of members were appointed to and retired from the Governing Body on the dates highlighted below. At its meeting on 16th December 2020, a vote of thanks on behalf of the Governing Body was noted to the outgoing Chair, Ms Imelda Reynolds, for her significant contribution and commitment in her role as the second Chair of Governing Body. Governing Body met on nine occasions during the period 1st January – 31st December 2020.

Committees

To assist the Governing Body in carrying out its functions, Governing Body has established a number of [Governing Body Committees](#) to assist it in performing specific aspects of its functions during the period 1st January to 31st December 2020. The President is an ex-officio member of each Committee, excluding the Governing Body Audit and Risk Committee and the Nominations Committee.

Governing Body Membership

1st January – 31st December 2020

	GOVERNING BODY MEMBER	CATEGORY	APPOINTMENT DATE
1.	Caitríona Fisher ¹⁷	External Member	1 st January 2019
2.	David FitzPatrick	President	
3.	Paddy Lavelle ¹⁸	External Member	
4.	Imelda Reynolds (Chair) ¹⁹	External Member	
5.	Michael Carr	Staff Member	15 th January 2019
6.	Amy Keatinge ²⁰	Student Member	
7.	James Barnes	Staff Member	1 st July 2019
8.	Valerie Bistany	External Member	
9.	Paddy Bowler ²¹	External Member	
10.	Evelyn Carroll	External Member	
11.	Éilish Finan (Deputy Chair)	External Member	
12.	Jerry Grant	External Member	
13.	Pamela Kelly	Staff Member	
14.	Charles Larkin	External Member	
15.	Martin Marjoram	Staff Member	
16.	Justin McCarthy	External Member	
17.	Susan O'Shaughnessy	Staff Member	
18.	Aileen O'Toole	External Member	
19.	Pierre Yimbog ²²	Student Member	11 th December 2019
20.	Joy Quigley ²³	Student Member	
21.	Noel Beecher	External Member	24 th June 2020
22.	Ana Cañizares-Bejarano	Student Member	1 st July 2020
23.	Lee Bennett	Student Member	
24.	Rebecca Gorman	Student Member	

¹⁷ Caitríona Fisher completed her term of office on 31st December 2020

¹⁸ Paddy Lavelle completed his term of office on 31st December 2020

¹⁹ Imelda Reynolds completed her term of office on 31st December 2020 – Ms Reynolds was Deputy Chair of Governing Body from 6th February 2019, and Chair of Governing Body from 17th July 2019

²⁰ Amy Keatinge completed her term of office on 30th June 2020

²¹ Paddy Bowler resigned from Governing Body on 9th January 2020

²² Pierre Yimbog completed his term of office on 30th June 2020

²³ Joy Quigley completed her term of office on 30th June 2020

TU DUBLIN

6 | GOVERNANCE



6.2 ACADEMIC COUNCIL

Under the Technological Universities Act 2018, it is a legal requirement for the University to establish an Academic Council. The parameters with regard to the composition of the Academic Council of a technological university are outlined under Section 16, and its functions are set out under Section 17 of the 2018 Act. The Academic Council is the statutory body charged with establishing and maintaining the academic standards and enhancing the quality of the student experience of the University.

Membership:

The members of the current Academic Council (with the exception of the President, Registrar and student members) have been appointed for a term of office for three years from 11th December 2019. During the period 1st January to 31st December 2020, a number of members were appointed to and retired from Academic Council on the dates highlighted below. Academic Council met on eight occasions during the period 1st January – 31st December 2020.

Academic Council Membership1st January – 31st December 2020

	ACADEMIC COUNCIL MEMBER	CATEGORY
1	David FitzPatrick (Chair)	President
2	Mary Meaney	Registrar
3	Lee Bennett	Student
4	Bairbre Brennan	Academic
5	Antonio Cafolla	Academic
6	Ana Cañizares Bejarano	Student
7	Ken Carroll	Academic
8	Luke Daly	Student
9	Fionnuala Darby	Academic
10	Dominic Dillane	Academic
11	Ray English	Academic
12	Patricia Ennis	Academic
13	Jennifer Farrell	Professional Management and Support Services
14	Gerard Farrelly	Academic
15	Seán Farrelly	Student
16	Sharon Feeney	Academic
17	Bridget Gleeson	Professional Management and Support Services
18	Rebecca Gorman	Student
19	Brian Gormley ²⁴	Professional Management and Support Services
20	Tony Grennan	Academic
21	Assumpta Harvey	Academic
22	Sylvia Healy	Academic
23	Elizabeth Heffernan	Professional Management and Support Services
24	Hamza Jamaa	Student
25	Hayley Keogh ²⁵	Student
26	Siobhán Killian	Academic
27	Maeve Maguire	Academic
28	Fabian McGrath	Academic
29	Mark McGrath	Academic
30	Tara McKiernan	Academic
31	Fintan Moran	Academic
32	Tom Mulvey	Academic
33	Brian Murphy	Academic
34	Brian Murray	Academic
35	Sue Norton	Academic
36	Noel O'Connor	Professional Management and Support Services
37	Isobel O'Reilly	Academic
38	Philip Owende	Professional Management and Support Services
39	Joy Quigley ²⁶	Student
40	Tara Rooney	Academic
41	Robert Simpson	Academic
42	Daniel Sogaolu ²⁷	Student
43	Maureen Walsh	Academic
44	Pierre Yimbog ²⁸	Student

Academic Council Committees:

Academic Council established three committees to assist it in the performance of its duties during the period 1st January – 31st December 2020. These Committees include the University Programmes Board; the Academic Regulations, Policy and Procedures Oversight Committee; and the Academic Quality Assurance and Enhancement Committee. The responsibilities of these Committees are included in the Academic Council Terms of Reference and their decisions are subject to confirmation by Academic Council unless Academic Council determines otherwise.

Each Committee membership is gender-balanced and is comprised of non-Academic Council members from across the University and must also include a minimum of three Academic Council members. The President is an ex-officio member of each Committee. The term of office for committee members is limited to three years from their appointment date (with the exception of the President, Registrar and student members).

²⁴ Brian Gormley on secondment to National Forum on Teaching and Learning from August 2020 – December 2021.

²⁵ Hayley Keogh completed her term of office on 30th June 2020

²⁶ Joy Quigley completed her term of office on 30th June 2020

²⁷ Daniel Sogaolu completed his term of office on 30th June 2020

²⁸ Pierre Yimbog completed his term of office on 30th June 2020

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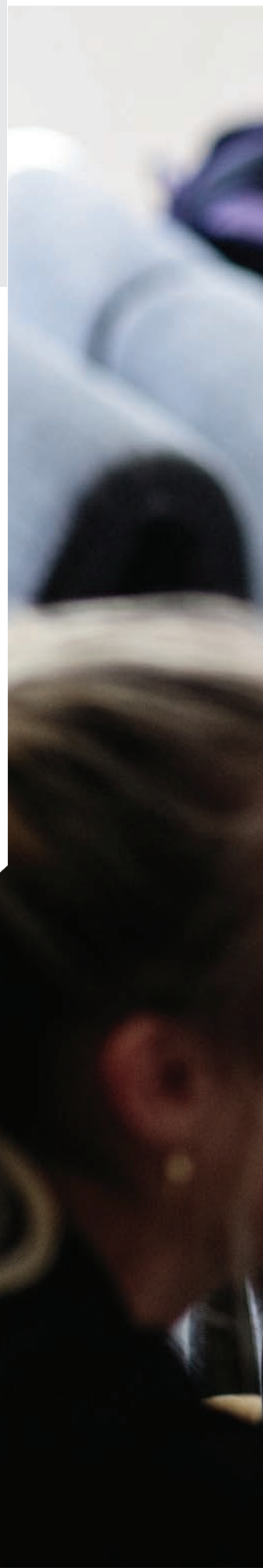
TU DUBLIN

GOVERNANCE

6.3 FINANCIAL STATEMENTS

The University prepared its first set of Audited Financial Statements for the eight-month period to 31st August 2019. These Financial Statements reflected a Net Assets position for the University of €408.6million. On an annualised basis the University's Income is approximately €300million.

The full financial statements are available on the [TU Dublin website](#).





7 | TU DUBLIN CONCLUSION

Having delivered the substantial opportunity of creating the first Technological University in the country, in 2020 TU Dublin worked on building a solid platform from which to reach the ambitions set out in its Strategic Intent 2030. With a consistent and coherent pan-university approach, TU Dublin can now confidently offer a different type of education for today's learners, a technological education that is accessible, responsive and appropriate to the knowledge, innovation and skills needs of a rapidly changing world. The direction has been set, and there is a robust portfolio and organisational framework in place that enables TU Dublin to work towards achieving its vision of ***Creating a Better World, Together***. In moving beyond 2020, TU Dublin looks forward to 'Realising Infinite Possibilities'.



...TU Dublin... Realising

**Infinite
Possibilities !**

