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Community Engagement at Technological University Dublin: Report on Piloting the TEFCE Toolbox.

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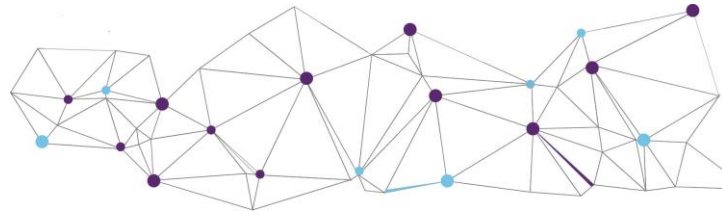


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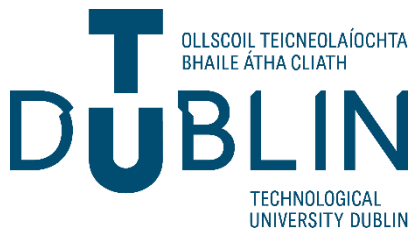
TEFCE

Towards a European Framework for
Community Engagement in Higher Education



COMMUNITY ENGAGEMENT AT TECHNOLOGICAL UNIVERSITY DUBLIN

Report on Piloting the TEFCE Toolbox



PROJECT FUNDING

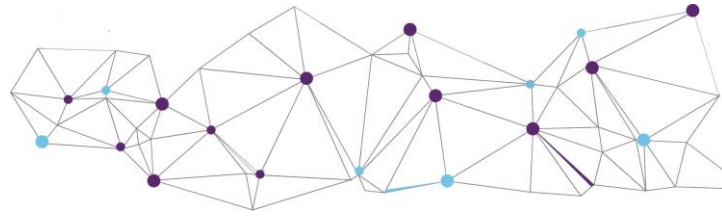


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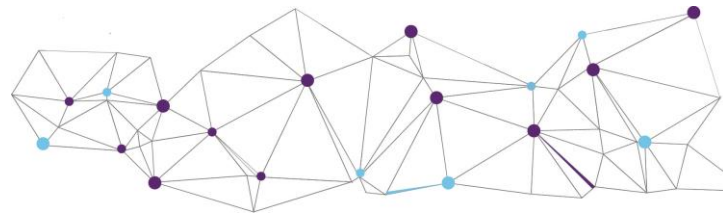
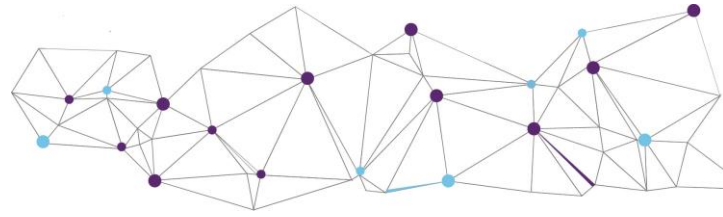


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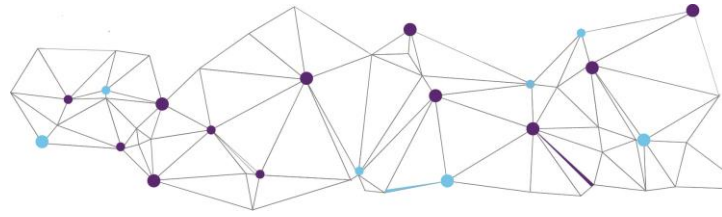


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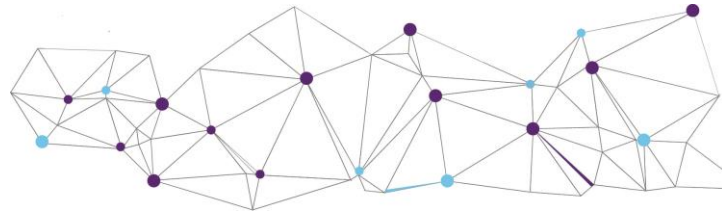


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PREFACE

I am very pleased to provide this preface to this Report on Community Engagement at Technological University Dublin. Higher education institutions across the world play a central role in developing and supporting the economic, social and cultural life of society. In Ireland, education and higher education have always occupied such a leadership role. Education was and continues to be viewed a key means of addressing development at a personal and national level.

Traditionally, the three central roles identified for higher education are frequently listed as learning and teaching, research and scholarship and engagement with society. Within Technological University Dublin (TU Dublin) we have recognised that these roles are interconnected and should not be approached in isolation and should not remain in silos. Rather, these areas should be integrated and embedded across core university activities. In doing so, community engagement becomes a real way of engaging students, faculty and community partners in areas of mutual interest and concern. For the student, it develops understanding, an opportunity for application, and a range of learning outcomes and graduate attributes that are important for life. For the community partner, there is access to specialised knowledge and expertise where issues can be addressed, and solutions explored.

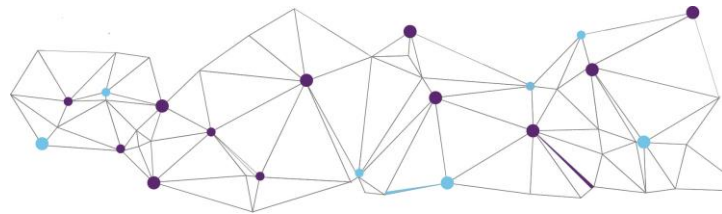
The focus of this report is on community engagement and how higher education institutions can use a series of criteria to measure progress and success in this important area. In this regard, the report is timely and helpful in better understanding the strands or themes that higher education can focus upon to better enhance their levels of community engagement and subsequently measure success. For us in TU Dublin, the report comes at an important juncture. Over many decades, we have developed a strong focus on community engagement driven by the historical origins of the university and the physical locations of its major campuses to a point where we are now consolidating a major portion of our activity on a new campus at Grangegorman in Dublin's north inner city. This development provides real opportunities to further develop our community engagement activity and build greater links with our European and wider international partners.

I would like to take this opportunity to thank all my colleagues across the TEFCE project and our respective community partners for all the work undertaken in preparing this report and bringing it forward for publication.



Dr Noel O' Connor,
Director, Student Development, TU Dublin





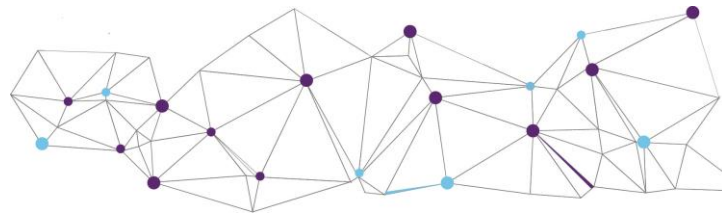
EXECUTIVE SUMMARY

The EU-funded project *Towards a European Framework for Community Engagement in Higher Education* (TEFCE, www.tefce.eu) aims to develop innovative and feasible policy tools at the university and European level for supporting, monitoring and assessing the community engagement of universities. It defines community engagement as a process whereby universities engage with external organisations to undertake joint activities that can be mutually beneficial even if each side benefits in a different way. In 2018-19, TEFCE piloted its Toolbox to test and develop its methodology, while providing the pilot universities with feedback about their community engagement. Technological University Dublin (TU Dublin) was the last of four pilots.

The TEFCE Toolbox guided TU Dublin to assess its level of community engagement according to seven thematic dimensions: teaching and learning, research, service & knowledge exchange, students, university-level engagement activities, institutional policies and supportive peers. The first step in applying the Toolbox was the collection of evidence of community engagement activities from across TU Dublin (combining 9 case studies and 96 additional practise descriptors) and connecting these to the 21 sub-dimensions of the Toolbox. The result of this process is a ‘mapping’ of community engagement at TU Dublin (rather than a ‘cataloguing’ of all engagement activities), allowing for an initial self-evaluation of the level of the university’s community engagement. The first part of this report presents the mapping report.

Following the mapping process, a two-day workshop took place at TU Dublin involving discussions with TU Dublin staff, students, local stakeholders and visiting international experts. The first result of the workshop was the validation of qualitative narratives relating to community engagement at TU Dublin and the definition of summary scores for each sub-dimension. The second workshop result was an analysis of strengths, areas of low intensity, potential spaces for development, opportunities and threats, all of which can be found in the second part of this report. The overall conclusions regarding community engagement at TU Dublin based on the Toolbox application are the following:

TU Dublin has a long tradition of extensive community and civic engagement demonstrating a **strong and positive impact** on the city of Dublin and the surrounding region in terms of economic development and the broader societal benefit that this brings. At the highest level (senior management) within the university, there is a clear commitment to community engagement at TU Dublin. The new campus at Grangegorman has been designed with a focus on community benefit. Through the Grangegorman Development Agency, TU Dublin has collaborated with partners including the Health Service Executive (HSE), Dublin City Council and the local community in delivering the vision for the regeneration of Dublin’s North West inner city. Flagship programmes such as the Students Learning With Communities (SLWC) demonstrate the embedding of community engagement within Teaching and Learning at TU Dublin. The university’s leading role in a number



of community development research projects (e.g Area Based Childhood, ABC project) highlight the co-creation of academic and community knowledge for societal benefit.

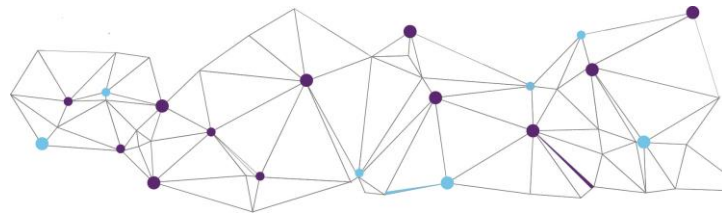
Regarding **areas of lower intensity**, whilst 1-in-3 full-time undergraduate programmes on the City Campus have an element that includes a community based learning component for students, this has yet to be embedded within all study programmes. TU Dublin academic staff, students and external stakeholders stressed the importance of the service provided by the Access and Civic Engagement office. Increasing centralised support would further assist academic staff in their commitment to community engagement. There is a need to establish a proper workload allocation model for academic staff for community engaged learning and associated teaching and research. Community engagement has less emphasis due to a focus on scientific research and publishing.

The new campus development at Grangegorman, represents significant **potential for development** of community engaged practise at TU Dublin. Facilitating a move from disciplinary silos to interdisciplinarity could have a positive influence on community engaged practice at TU Dublin. Through Campus Engage, there is significant potential for TU Dublin to collaborate with other Irish higher education institutions in the field of community engagement. The foundational structures and relationships which have been established with the local community with the support of the Grangegorman Development Agency should continue to be fostered.

A **threat** remains that TU Dublin's new status, merger and strategic priorities could negatively influence the current structures and activities for community engagement. New priorities and focus could hinder the development of community engagement at TU Dublin. Yet with the institution's track record across the Dublin region and its new strategic plan, we envisage the positive development for community engagement at TU Dublin.

The current elaboration of TU Dublin 'Infinite Possibilities' Strategic Plan to 2030 (with its focus on the three pillars of People, Planet and Partnership) provides a great **opportunity** for broadening the definition of how TU Dublin can serve society. Developed through the lens of the UN Sustainable Development Goals (SDGs), this provides an opportunity for TU Dublin to develop its community engagement agenda, particularly given the international attention for communtiy engagement through the impact of the SDGs. European trends in higher education are supportive of community engagement and building on this report there is scope for collaboration and enhanced community engagement at TU Dublin.

The TEFCE Project was a pilot initiative that began in Dublin Institute of Technology and was focused only on that institution initially. Following the formation of TU Dublin, the project undertook a scanning of community engagement activities on campus locations other than City Campus, but time and resources did not allow for a detailed review. We acknowledge this as a limitation of the report.



INTRODUCTION

Until now, much pressure has been placed on universities to demonstrate their contribution to economic development and business engagement. Today, however, there is a steady shift towards the broader societal impact of universities and there is increasing recognition internationally of the role that universities play in delivering public benefits. This is reflected in the current debate on the roles of universities in meeting the UN's 2030 Agenda for Sustainable Development and on the importance of Responsible Research and Innovation. Community engagement is also emerging as a priority in the European Commission's *Renewed Agenda for Higher Education*.

The EU-funded project *Towards a European Framework for Community Engagement in Higher Education* (TEFCE, www.tefce.eu) aims to develop innovative and feasible policy tools at the university and European level for supporting, monitoring and assessing the community engagement of universities. The TEFCE project defines community engagement as a process whereby universities engage with external organisations to undertake joint activities that can be mutually beneficial even if each side benefits in a different way. For example, university knowledge can help societal partners to achieve their goals, while societal partners' knowledge can enrich the university knowledge process.

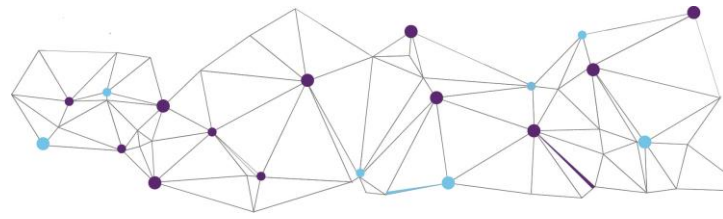
About the TEFCE Toolbox for community engagement

The TEFCE Toolbox is both a reference tool to understand the dimensions of community engagement in a university context and a framework for universities to determine how well they perform according to each dimension, as well as where they can improve. The TEFCE Toolbox allows universities to:

- **better understand** the different dimensions and levels of community engagement
- **discover and map** their existing community engagement practices
- **identify and raise the visibility** of good practices of community engagement at the university
- **reflect** upon how community-engaged is the institution as a whole currently by determining what kind of community engagement is taking place and its level of development
- **plan** future improvements for furthering university-community engagement

Community engagement in higher education refers to a wide variety of activities. The TEFCE Toolbox maps five thematic dimensions within which university-community engagement activities can take place:

- Teaching and learning
- Research
- Service and knowledge exchange



- Student initiatives
- University-level engagement (partnerships and communication)

The TEFCE project also identifies two dimensions of a supportive environment for community engagement:

- University-level policies and support structures
- Supportive peers

The TEFCE Toolbox is thus structured around a total of 7 thematic dimensions of community engagement (each with 2 to 4 sub-dimensions, thus resulting in a total of 21 sub-dimensions).

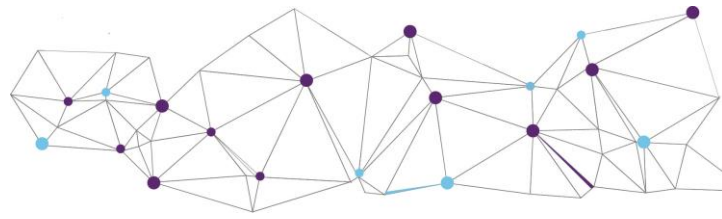
As this broad range of dimensions suggests, community engagement can encompass virtually any activity that includes cooperation with the community. However, the TEFCE project differentiates between *levels* of community engagement. As a concept and set of actions, community engagement can range from being one-dimensional to being multifaceted and can be either peripheral or embedded in the university's core activities. Progress across these sequences depends on producing mutual benefits for academic and for community goals, as well as fostering understanding and mutual cooperation between university and community partners. The TEFCE Toolbox provides universities with the opportunity to reflect, in a structured way, on how community-engaged are their staff and students.

The Toolbox itself is applied through a series of steps to be undertaken by participating universities:

1. Quick scan	Initial discussion by university/community team on the type and extent of community engagement at the university.
2. Evidence	Collecting stories of community-engaged practitioners throughout the university
3. Mapping	Using a TEFCE Toolbox matrix to map the level of community engagement of the university and to identify good practices, resulting in a background report.
4. Self-reflection	Open discussions among university management, staff, students and the community on strengths and areas of improvement
5. Institutional report	Promoting good practices and impact, and critical self-reflection for planning improvements to university-community engagement

Toolbox piloting methodology

Within the TEFCE project, during 2019, the TEFCE Toolbox was piloted by four universities and their local partners (Technical University of Dresden, Germany; Technological University Dublin, Ireland; the University

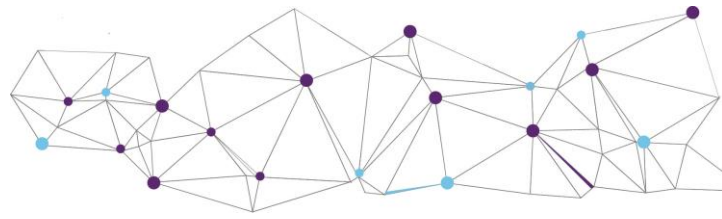


of Rijeka, Croatia; University of Twente, the Netherlands). The piloting process consisted of several distinct phases:

- **Phase 1: Setting up a piloting team; initial reflection on the community engagement level of a university:** Each partner university assembled a university piloting team (around 7+ members) to carry out an initial “Quick Scan” on the current level of community engagement of the institution (see below).
- **Phase 2: Collecting evidence (“stories”) of community-engaged practices:** The Piloting Team oversaw an evidence-collection exercise on what community-engaged practices currently take place across the institution, focusing on qualitative, not quantitative data.
- **Phase 3: Mapping community-engaged practices by applying the Toolbox framework and preparing a background report:** The Piloting Team collated the evidence and applied the TEFCE Toolbox (deciding where the university’s practices fit in relation to levels defined by the toolbox); a background report presents the collected evidence and conclusions of the self-reflections.
- **Phase 4: Hosting a piloting visit by an external panel:** The TEFCE contact persons from each piloting institution organised a 2-day peer-learning/piloting visit, during which an external panel of experts and partner institutions visit the university and meet with key stakeholders at the university and in the community.
- **Phase 5: Reviewing the institutional report:** The TEFCE contacts persons and an external panel member prepared an integrated institutional report, providing an in-depth review into the results of all phases of the piloting, as well as drafting recommendations. The draft report is then open to review by the host piloting institution before being published.

Piloting process at Technological University Dublin (TU Dublin)

The local project team in Dublin included Emma O’Brien and Prof. Thomas Cooney (TU Dublin) and Bruce Philips, Dublin City Council. The piloting process began in March 2019 at TU Dublin, with a series of one-to-one meetings with several representatives from TU Dublin (institutional leadership, academic and support staff and students), the Grangegorman Development Agency and various community organisations to establish the TU Dublin Pilot team. These meetings provided an opportunity to share the goals of the TEFCE project with community engaged staff. Subsequently, nine members joined the TU Dublin pilot team.



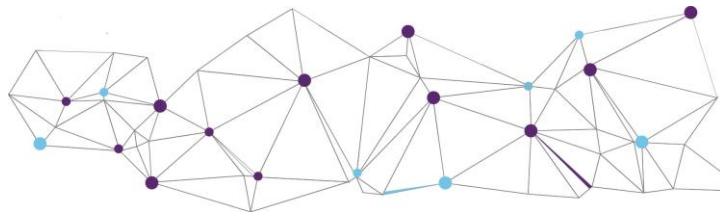
The pilot team held its first meeting in April 2019 and this quick scan meeting was a half-day in duration. During this meeting the pilot team shared with the local project team their knowledge of the various community engagement practises across TU Dublin and sketched them across the various dimensions of the TEFCE framework. The pilot team also suggested follow-up contact details to enable the local project team to investigate further practise at TU Dublin. At this meeting, some preliminary levels of community engagement were assigned across each of the dimensions.

Between June and November 2019, the local TU Dublin team reached out across the campus and community to learn and gather information about community engaged practice at TU Dublin. This was mostly desk-based research but also included several face-to-face meetings. TEFCE case study templates were circulated to information sources for completion. It was fortunate that a significant database of community engagement practice had been gathered by TU Dublin for a Carnegie Community Engagement Application and the recent application for TU Status. At the end of the process, nine detailed case studies were gathered, in addition to a highlights document with 21 exemplars (a further database of 120 exemplars was also available).

In November 2019, TU Dublin hosted a two-day visit whereby the pilot team and the expert team gathered at the Grangegorman campus to discuss the findings and the mapping process. The institutional report (including case studies) was shared with members in advance of the visit. During both days several stakeholders from the across TU Dublin, Grangegorman Development Agency and local community partners joined the discussions and activities.

On the first day an extensive array of presenters from both within TU Dublin and the local community shared vignettes of community engaged practise at TU Dublin. This ranged from TU Dublin students involved in service learning, academics collaborating with underserved communities through community engaged research to large scale community development projects that are being led by TU Dublin. The first day also provided an opportunity for the TU Dublin team to share their recommendations on improving the TEFCE toolbox. The team suggested that while the toolbox was a useful way for gathering qualitative data related to community engagement, elements of the process were complicated and demanding. Overall, developing a partnership approach and gaining stakeholder support is key to successful implementation of the Toolbox.

On the second day, the expert team and the pilot team analysed CE at TU Dublin using the SLIPDOT framework. As a modified form of SWOT analysis, the SLIPDOT framework allowed experts to identify **S**trengths, areas of **L**ow intensity and **P**otential for **D**evelopment for CE at TU Dublin, as well as **O**pportunities and **T**hreats for CE. More information about the SLIPDOT framework is available at the end of this report. After the piloting visit, the narratives about the community engagement practices were finalised (where necessary) and the mapping report was integrated into the current report.



How to read the institutional report

As a simple guidance for reading this report, the authors would like to emphasise the following:

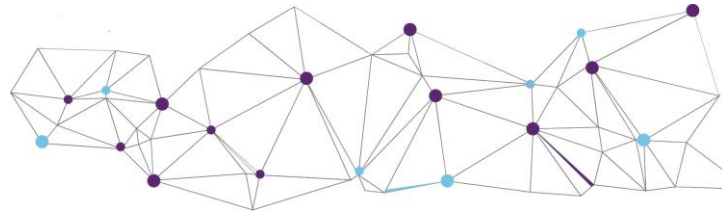
- The Toolbox is not intended to catalogue *all* community-engaged practices of a university. Instead, it aims to initiate a robust, qualitative evidence-collection process that the authors believe reflects the variety and diversity of the university's community engagement activities. The findings are then validated through consultations and focus groups. Despite extensive efforts, it is likely that the report may not have captured some of the valuable community-engaged activities at the university.
- The assignment of levels (ranging from level 1 to level 5) is not approached as a narrow 'scoring exercise' but rather is intended as a framework that allows universities to reflect on where their practices fit in a set of given indicators. The levels assigned in this report are the result of participative discussions carried out between 20 stakeholders at the piloting held at the University of Twente in June 2019. Readers are encouraged to focus their attention primarily on the results of the self-reflection exercise and case studies, and to use the assigned levels as a way of identifying of areas of strength and areas for further improvement.

Some notes on terminology

- 'Engagement': There are several terms used regarding the ways in which universities engage with their external communities, including 'civic', 'public', 'regional' and 'societal' engagement. Although there are nuanced differences between these terms, the TEFCE project defines 'community engagement' as a broad concept that covers many of the aspects covered by the aforementioned terms, with the key aspect being of *universities working with external communities in a mutually beneficial way to address societal needs*. It is thus equally important to clarify the terms 'community' and 'societal needs'.
- 'Community': The TEFCE project defines the term community as organisations (or in some cases, individuals) outside a university and as a 'communities of place, identity or interest'. In this sense, organisations from government, business and civil society are all external 'communities' of the university, as are the general population in the university's proximity or region.

Having said this, community engagement should go beyond partnerships solely with large businesses and national governmental institutions. Genuine community engagement should include groups or organisations that do not have the resources to engage easily with universities such as NGOs, social



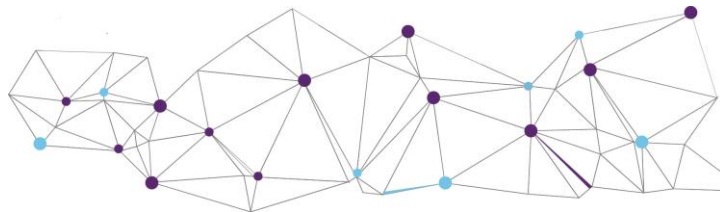


enterprises, cultural organisations, schools, local governments and disadvantaged groups. It should also be noted that the term community is not limited to the local community: although it is easier to sustain productive relationships with partners that are geographical close rather than more remote partners, community engagement can also have regional, national and international dimensions.

- 'Societal needs': The TEFCE project adopts a broad definition of the term 'societal needs', which can include all political, economic, cultural, social, technological and environmental factors that can influence the quality of life in society. But in the same way that the TEFCE project places an emphasis on the need to engage with a range of communities (especially those that are harder to reach), the type of societal needs that are addressed by universities reflect different levels of engagement:
 - At a basic level, universities prepare graduates with skills needed for the labour market
 - At another level, universities can directly respond to the needs of business and of the public sector
 - At a further level, universities can address global 'grand challenges' (e.g. climate change, ageing)
 - At a further level, universities can address the needs of harder-to-reach and vulnerable groups.

Acknowledgements

The authors of this report wish to extend thanks to all of the partners who collaborated in its composition, in particular, senior management, academic and support staff and students at TU Dublin, the Grangegorman Development Agency and our community partners who helped us to collect the information about community engagement practices.



INSTITUTIONAL OVERVIEW

About Technological University Dublin

TU Dublin was formally established on January 1, 2019, the culmination of more than seven years of collaboration between the three partner Institutes – Institute of Technology Blanchardstown, Dublin Institute of Technology and Institute of Technology Tallaght. With a history stretching back over one hundred and thirty years, TU Dublin is a pioneer of technological higher education with alumni playing important roles in innovation, economic and social development, and culture and education, both in Ireland and internationally. TU Dublin continues to build on those solid foundations and to respond to the social, cultural and educational needs of Ireland in the 21st century.

TU Dublin at a Glance:

- 28,500+ Students
- 13% of all Higher Education students in Ireland
 - 38% STEM
 - 23% Business & Law
 - 19% Arts & Humanities
 - 11% Services
 - 9% Health & Welfare
- 3,350+ International Students
- Flagship campus at Grangegorman, and campuses in Blanchardstown and Tallaght

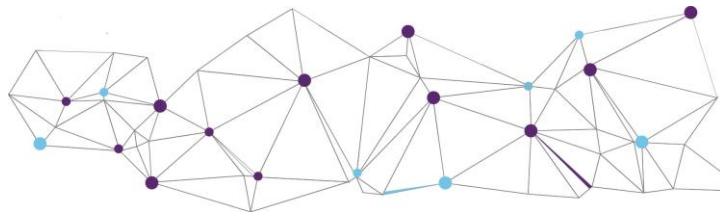
Community Engagement at TU Dublin:

TU Dublin is renowned for its **extensive community and civic engagement**. The university has a long tradition of making education accessible to all by widening participation in higher education through:

- Enhancing the quality of TU Dublin education experiences
- Building partnerships with civil society, communities and other education organisations to co-deliver transformative learning opportunities and to co-create and exchange knowledge
- Having a positive impact on Irish society by addressing key societal issues through better policy and practice

Different infrastructures currently exist across the TU Dublin campus', which are in different ways charged with operation and management of the wide civic engagement activities at each campus. The **Access and Civic Engagement Office** at TU Dublin's city campus manages the achievement of TU Dublin's widening participation aims. The Office provides:

- Outreach to primary and 2nd level schools providing information on pathways to learning and preparation for Higher Education
- Higher Education community engagement programmes in the Grangegorman area
- Community-based research and learning, also known as Students Learning with Communities



- Access Entry routes – including for those with a disability and those from socio-economically disadvantaged backgrounds
- Transition and support programmes for students with a disability and those from socio-economically disadvantaged backgrounds
- Student development programmes for TU Dublin students

TU Dublin's work in outreach and access has proven very successful, with notable achievements including the identification of its Community Links Programme as an example of best practice in the National Strategy for Higher Education to 2030 (the Hunt report) and receiving a MacJannet Award for Global Citizenship from the Talloires Network in 2011.

In terms of scale, the following give some sense of the activity on an annual basis:

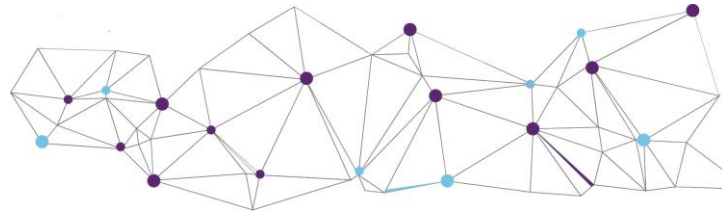
- Working with **more than 300** external partners
- Processing **4,000+** applications to TU Dublin's Access and disability entry routes
- Supporting over **1,000** Access students
- Facilitating **130** Access Foundation Programme students to progress to higher education
- Supporting **over 1,300** students with disabilities
- **1,000** students / **50** lecturers engaged in community-based learning and research projects
- **800** primary school students using ClicNews.ie literacy/news website
- **300** primary & secondary school students attending workshops on campus
- Outreach for **29** linked DEIS partner schools – presentations to **800+ students**

Selection of flagship community engagement practices

Practice 1. Students Learning with Communities

Case study provided by Dr. Catherine Bates, TU Dublin

The Programme for Students Learning with Communities supports TU Dublin City Campus lecturers, students and community partners to collaborate on community-engaged learning and research (also known as service-learning). Students Learning with Communities involves lecturers and students working with community partners (charities, not-for-profit organisations, etc) to develop real-life projects. Projects are designed to benefit all participants. Students enhance their learning as they work on these projects with community partners, developing and applying their specialist subject skills, and receiving course credits for their work. Students also develop a range of essential professional skills, such as communication, negotiation, teamwork, presentation, and problem-solving skills. The community becomes part of the teaching process, as students work towards community goals. Students, lecturers and communities collaborate on knowledge exchange and co-creation, as well as engaging in critical thinking and developing their social awareness and networks. The Programme for Students Learning with Communities ultimately aims to energise participants to work for social change.



Practice 2. Grangegorman Area Based Childhood (ABC) Project

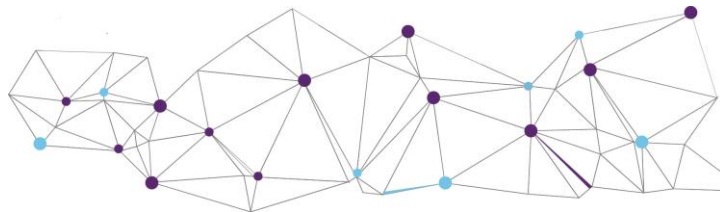
Case study provided by Kathleen McCann, TU Dublin and Grangegorman Development Agency

The Grangegorman ABC Programme is part of a national initiative to combat child poverty (one of thirteen similar programmes throughout Ireland) and is currently funded by the Irish Government's Department of Children and Youth Affairs (DCYA). The programme's primary objective is to break the cycle of child poverty in areas where it is most deeply entrenched and where children are most disadvantaged, and it seeks to do this through integrated and effective services and interventions. TU Dublin and Dublin City Council are major stakeholders in the Grangegorman development and are both represented on the Grangegorman Labour & Learning Forum (which is currently chaired by TU Dublin). The ABC programme in Grangegorman is delivered by a consortium of 36 statutory, voluntary and community organisations with a presence in the area and is led by TU Dublin's Access and Civic Engagement Office. Grangegorman ABC comprises a number of initiatives including the delivery of evidence-based intervention programmes aimed at children, parents and teachers; formal learning upskilling initiatives for early years' services staff in the area; and a referral pathways programme aimed at improving interagency work in terms of referrals and transitions to different settings and providing non-formal upskilling to early years' service staff. The programme has brought approximately €1m additional funding annually into the area since its inception in 2015, in addition to leverage from ABC consortium organisations, and has been targeted at children and their families experiencing disadvantage and marginalisation.

Practice 3. Pre-Texts

Case study provided by Jenny Haughton, Grangegorman Development Agency

Pre-Texts has been developed by Prof. Doris Sommer, Director of the Cultural Agents, NGO, at Harvard University. Her academic and outreach work promotes development through arts and humanities in a variety of communities and schools in the USA, Latin America and beyond. For the first time in Europe, Pre-Texts came to Dublin as a TU Dublin and Grangegorman Development Agency community engagement project in 2017. Bringing Pre-Texts to Grangegorman in Dublin's inner city was a response to calls for better connections with people working and living locally, who are already invested in helping to advance educational experiences for a variety of ages and abilities. '...the lives we live' Grangegorman Public Art Working Group agreed to the introduction of Pre-Texts within Pathway 4 which supports creative agency building in the community. It was chosen because the socio-economic facts were quite stark. A significant number of young students in this part of the city are leaving school early or are not engaging with further education for a variety of reasons. There is also a significant number of lone parents along with a growing migrant population, but there is also a strong wish within the adult population to reengage with education and learning. Current socioeconomic profiles and community reports have already evidenced challenges to keeping students in learning environments and Pre-Texts sets about contributing to reversing this downturn. Above, all, Pre-Texts was seen as a way of building connections with people in the locality who are already creatively engaged with their respective communities.



Practice 4. A Co-Design Partnership to Develop Universally Designed ICT Applications for People with Intellectual Disability

Case study provided by Dr. John Gilligan, TU Dublin

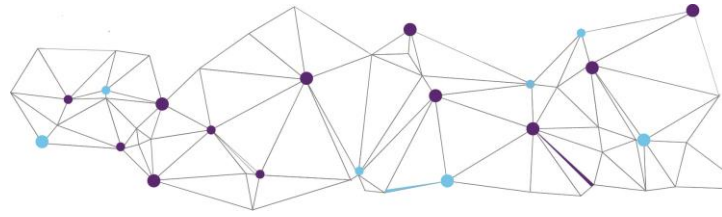
This is a Co-Design partnership on projects to develop assistive technology applications between undergraduate Computer Science students and Community Partners who support individuals with Intellectual Disabilities. Co-design reflects a fundamental change in the traditional designer-client relationship, where Universal Design users (as 'experts' of their own experience) become central to the design process. The Co-Design Projects which are based on needs from the everyday experiences of the Co-Designers have tackled App development for a variety of tasks ranging from a Friend Finder app to a Money Management App. They have considered the problem of accessible secure password management and have developed Apps for self-advocacy and for independently requesting referrals for professional services. There are some necessary preparations and agreements required before these Co-Design partnerships can work for the mutual benefit of all concerned.

Practice 5. Enactus at TU Dublin

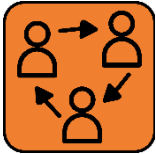
Case study provided by Dr. Keith Colton, TU Dublin

Enactus is an international non-profit organization whose goal is to foster sustainable social entrepreneurship development led by student groups in Universities around the world. At TU Dublin the team takes the form of a student-led society within the University. The team compete in a yearly competition, firstly in a national final, with the winners going forward to an international final. In recent years the team has successfully engaged with a diverse range of communities, from supporting retired community members to establishing tours of Dublin based on their life experiences, to Eirtote which is a project that aims to spread awareness about sustainable fashion as well as teach asylum seekers to embroider onto sustainable tote bags. The teams are supported by professional/industry mentors, academic staff and Enactus Ireland in the development of their projects. This results in communities benefiting from collaboration and fresh innovation, plus students gain the valuable experience to advance their personal and professional lives. The university gains access to a wider academic community engaging in research linked to projects related to the UN sustainable development goals.





MAPPING PRACTICES



DIMENSION I: TEACHING AND LEARNING

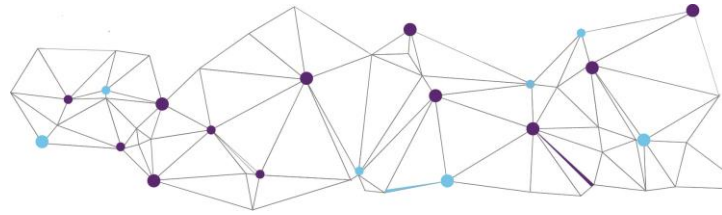
Sub-dimension I.1. The university has study programmes or courses to respond to societal needs that are specific to the university's context and its external communities

Levels of engagement	
The university has study programmes or courses that	
Level 1	...make general references to their relevance to the societal needs of the university's external communities.
Level 2	
Level 3	... include specific content or make specific links with the societal needs of the university's external communities.
Level 4	
Level 5	... are developed in cooperation with the university's external communities to address a societal need.
Achieved level and conclusions (300 words per sub-dimension)	
<p>As a strategic priority TU Dublin aims to 'ensure a high-quality, enriching successful student experience as part of a community, with a diversity of opportunities for student development to support career and life success and fulfilment'. In addressing this objective, the 'Students Learning With Communities' programme supports staff, students and community partners to engage in community-engaged learning and research across TU Dublin City Campus.</p> <p>The award winning Students Learning With Communities initiative involves TU Dublin City Campus staff and/or students collaborating with underserved community partners (local groups, not-for-profit organisations, charities, etc) to develop real-life projects for mutual benefit. Learning comes alive for the students as they work on these projects with community partners, developing professional transferable skills, and enhancing their understanding of their specialist subject skills and of the community they work with. Students receive course credits for their work, as these projects are embedded into their studies. Community partners become part of the teaching process through the collaboration, contributing their knowledge and expertise, and increasing the relevance of TU Dublin research and programmes of study. The processes and outcomes of the collaborative projects are designed to further the community's goals. These projects give all participants the opportunity to engage in critical thinking and ultimately aim to energise participants to work for social change.</p> <p>Since it started in 2008, the Programme has supported projects involving over 11,000 students in collaboration with over 110 Community Partners. Approximately 1-in-3 TU Dublin City Campus undergraduate</p>	



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programmes offer students opportunities to become involved in collaborative projects with communities. SLWC's mission is:

- To encourage, support and develop the practice of community-based learning and community-based research within programmes across TU Dublin.
- To produce socially conscious graduates with applied and transferable professional skills.
- To build sustainable relationships with community and voluntary organisations.
- To create appropriate links with industry in support of community-based learning and community-based research.
- To collaborate with national and international educational institutions to advance best practice in the area

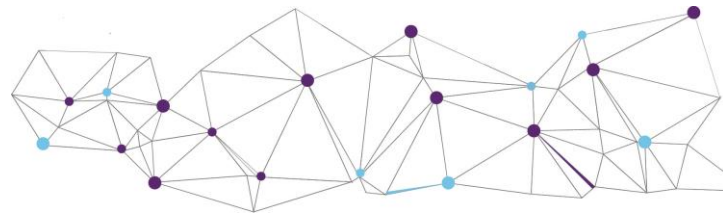
In the TU Dublin City Campus, one-in-three full-time undergraduate programmes run a Students Learning With Communities component. However, the initiatives are not presently embedded across all courses, but this is currently in planning stages.

- See Appendix Practice #1 – Programme for Students Learning With Communities

Estimate of Achieved level (1-5):

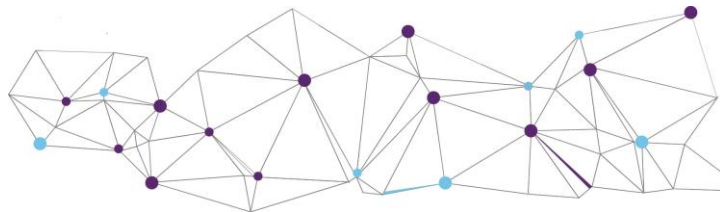
5





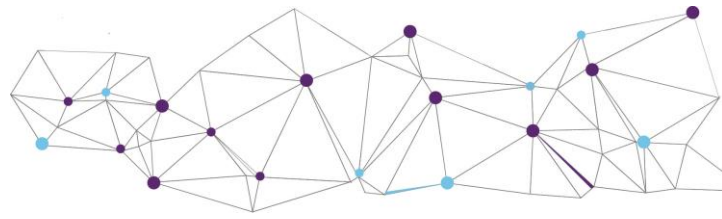
Sub-dimension 1.2. The university has study programmes or courses that include a community-based learning component for students

Levels of engagement	
Community-based learning is included in relevant study programmes at the university and...	
Level 1	.. benefits students to develop their knowledge and skills, although there is little evidence yet of their impact on the external community.
Level 2	
Level 3	... has demonstrated benefits for students and help external community partners address a short-term problem or need.
Level 4	
Level 5	... builds capacities of external community partners and bring equal benefits to the students, teaching staff and university as a whole.
Achieved level and conclusions (300 words per sub-dimension)	
<p>TU Dublin City Campus (formerly DIT) identifies graduate attributes as: Engaged, Enterprising Enquiry-based, Effective and Expert in their chosen subject discipline. An engaged graduate is “civically engaged, socially responsible with an international outlook who contributes meaningfully and positively in their professional, community and social environment”.</p> <p>At the city campus, 1-in-3 study programmes have an element that includes a community-based learning component for students. A key TU Dublin objective in the coming years is that every programme will have student engagement in at least one of the activities outlined below:</p> <ol style="list-style-type: none"> Group research project Site visit or industry related engagement Students Learning With Communities initiative Undertake an international experience (placement/internship abroad, study abroad, - Erasmus etc., international research project, etc.) Undertake a placement/internship in industry/community Completion of an Institute-wide student placement model <p>It is also planned that all new programmes will have community or civic engagement opportunities.</p> <p>SLWC evaluation has shown that students and community members have benefitted significantly from participation in community engaged projects. In the TU Dublin City Campus, one-in-three full-time undergraduate programmes run a Students Learning With Communities component. However, the initiatives are not presently embedded across all courses, but this is currently in planning stages.</p> <ul style="list-style-type: none"> See Appendix Practice #1 – Programme for Students Learning With Communities 	
Estimate of achieved level (1-5):	5



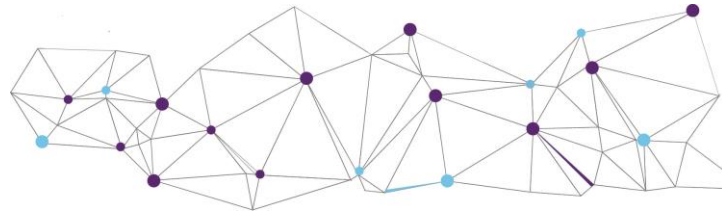
Sub-dimension I.3. The university facilitates the participation of external community representatives in the teaching and learning process (in a curricular or extra-curricular context)

Levels of engagement	
External community representatives that cooperate with the university ...	
Level 1	... have a partnership role that does not involve the delivery of teaching and learning.
Level 2	
Level 3	... are included occasionally in teaching and learning processes (e.g. extra-curricular guest lectures).
Level 4	
Level 5	... are included continually in teaching and learning processes (e.g. working with students on projects or research)
Achieved level and conclusions (300 words per sub-dimension)	
<p>There are many activities relating to external community representatives cooperating with the university:</p> <ul style="list-style-type: none"> • Community partners on the SLWC programme advisory board. • Community partners provide project ideas and inputs into existing projects, they host site visits and sometimes work placements, they give feedback on developing project work to students working on these projects and they implement and promote project outputs. • TU Dublin city campus also collaborates with a variety of academic and community educators in developing Ireland's first ever academy of creative play, a 10-day summer school for 150 8-12-year olds (the IDEAS Camp). The programme of activities allows children to unlock their creativity in five distinct areas - music, food, design, digital and media. The aim is to nurture life-long creativity as an essential skill in a well-rounded education. Places on the camp are open but spaces are reserved for children from deprived areas and direct provision children, and it is extremely popular. • The 'Access to Apprenticeship' initiative, also forms a unique component of the TU Dublin widening participation agenda and is embraced within this suite of activities. The Access to Apprenticeship Programme is being delivered by TU Dublin's College of Engineering and Built Environment and involves collaboration with industry and community development educators. Access to Apprenticeship (ATA) aims to support the transition of young people (16-24 years old) from disadvantaged backgrounds into an apprenticeship scheme. It is a 12-week full-time programme. • Co-CREATE is a new initiative that seeks to create a new, dynamic, evolving and bespoke Quality Curriculum Framework (QCF) that <ul style="list-style-type: none"> ○ is for the students and staff of TU Dublin, by the students and staff of TU Dublin. ○ promotes a synergy across the campuses of TU Dublin through creation. ○ is inspiring, distinctive and pioneering as Ireland's only Technological University. ○ Involves input from Staff, students, industry partners and community partners. • See Appendix Practice #9: Students in Action Initiative 	
Estimate of achieved level (1-5):	4



Sub-dimension I.4. The university has study programmes or courses that are created, reviewed or evaluated in consultation/cooperation with the university's external communities

Levels of engagement	
External community representatives that cooperate with the university ...	
Level 1	... are not formally consulted regarding the design of the programmes or courses with which they cooperate.
Level 2	
Level 3	... are formally consulted regarding the design courses with which they cooperate, and their voices are taken into consideration.
Level 4	
Level 5	... co-design and co-evaluate the programmes or courses with which they cooperate.
Achieved level and conclusions (300 words per sub-dimension)	
<p>TU Dublin facilitates the participation of external community representatives in the teaching and learning process in a number of ways:</p> <ul style="list-style-type: none"> • Input from community partners is currently fed into departmental operational planning by the Blanchardstown campus Civic Engagement Office. Also in determining placement/ field experience opportunities in various courses such as Community and Youth Development, Early Childhood Care and Education, Social Care, Creative Digital media, Horticulture, Computer Science, Sports Management and Coaching), the needs of the community partner become understood as part of the relationship. Where possible, community partners are involved in programme design and assessment. Fingal County Council, for example, have had direct input into programme design. • South Dublin County Council and other social care partners are directly involved in Tallaght campus activities and the use of campus facilities is actively promoted. The School of Humanities and Business has involved the South Dublin County Council Head of Social Inclusion in programme and school reviews. The involvement of social partners in programme, school and institutional review is encouraged. An example is a bid to achieve Age-Friendly status for the Tallaght campus through involvement with the Age Friendly Ireland Network. • The Students Learning With Communities advisory board and Access Advisory committee contains several community partner representatives, who advise on aspects of policy and planning. It is intended that as the Grangegorman campus develops that the Access advisory board will be replaced by a new committee comprising of a wider range of community members with a broader remit to contribute to the development of access and civic engagement. • The Grangegorman Area-Based Childhood Programme is delivered through a comprehensive consortium structure, which was designed by the partners through a comprehensive process facilitated by external facilitators. Partner organisations were involved in each stage of the programme design, development and review of the Dublin Inner City Schools Programme. • Occasionally community partners are invited to be part of programme advisory committees, particularly for the design of new programmes (e.g. new Masters in Social Research). Occasionally community partners are invited to be external reviewers for Programme Reviews, School Reviews etc. 	



There is rich evidence and exemplars of this activity in policies and procedures. However, this activity is not embedded across all TU Dublin campus' and given the differing community needs of each campus, there is great diversity regarding how this activity takes place.

- See Appendix Practice #1 Programme for Students Learning With Communities & #3 Grangegorman ABC programme

Estimate of achieved level (1-5):	4
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Synthesis: Community Engagement Heatmap for Dimension I

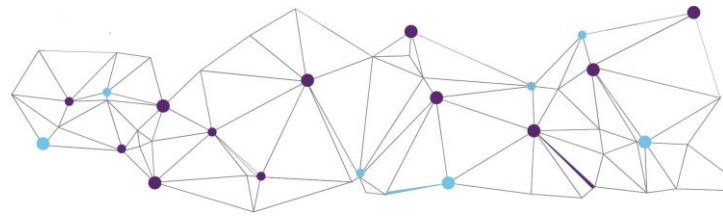
Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement				x		Lower: superficial; no evidence yet of mutual benefits Higher: authentic; tangible benefits for communities
Societal needs addressed			x			Lower: needs of labour market and industry Higher: 'grand challenges' (e.g. climate), social justice
Communities engaged with				x		Lower: well-resourced partners (e.g. business) Higher: low-resourced partners (e.g. schools, NGOs)
Institutional spread			x			Lower: only at one or two university departments Higher: across the entire institution
Institutional sustainability				x		Lower: engagement through short-term projects Higher: engagement institutionalised, adequate funding

TU Dublin is deeply committed to community engagement activity and works with a wide variety of stakeholders. While strategic plans exist at university-level, some schools and locations are not yet proactively involved in this activity. Additionally, TU Dublin remains more heavily biased toward engaging with enterprises and further work is required to support vulnerable and hard-to-reach groups. The Students Learning With Communities program is a leading example of how community engagement with under-served communities may be embedded into teaching and learning to enhance the learning experience for both students, academics and external communities.



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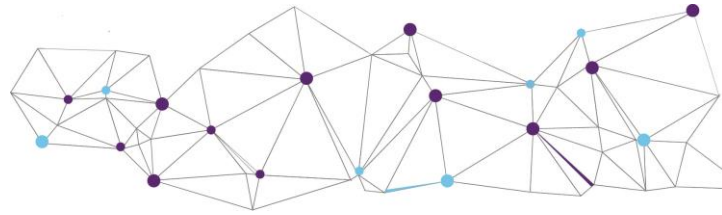


DIMENSION II. RESEARCH

Sub-dimension II.1. The university carries out research focusing on the societal needs of the university's external communities

Levels of engagement	
The research projects at the university that address societal needs....	
Level 1	... make general references to their relevance to the university's external communities.
Level 2	... focus on community-specific needs, and include community representatives as respondents.
Level 3	... make specific links the university's specific context and its external communities.
Level 4	... include structured consultations with community stakeholders at different phases in the research process.
Level 5	... are developed based on a structured partnership, in which the community can co-determine the research agenda.
Achieved level and conclusions (300 words per sub-dimension)	
<p>The university has many research projects that address societal needs:</p> <ul style="list-style-type: none"> • TU Dublin is a globally engaged, comprehensive, research-informed university. It hosts a thriving research community engaged in applying innovation and technology to solve the most pressing challenges facing business, industry and society in a dynamic environment. TU Dublin's vision is to be a leader in targeted research areas and make ground-breaking contributions to the ever-changing needs of the world's society and the economy. • TU Dublin has an excellent record of accomplishment in the pursuit of research excellence that has and continues to shape the world, and informs best practice in a broad range of activities, including education, training, creativity and the pursuit of ground-breaking developments for the benefit of all kinds of Industry, Enterprise and the Community. • At TU Dublin, research is underpinned by an applied focus, which is enshrined in its mission as a Technological University, always keeping in mind the value and benefits of outputs at regional, national and international levels. TU Dublin continues to build on research strengths in key thematic areas delivering quality research and graduating research students of the highest calibre. As a new kind of university in Ireland, making research freely available promotes the university and the researchers working within it (Arrow) • TU Dublin research teams work across the creative arts, sciences, engineering, business and technology arenas to focus on areas that will benefit business and society in the following thematic areas: <ul style="list-style-type: none"> ○ Theme 1: Environment, Energy & Health 	





- Theme 2: Information, Communications & Media Technologies
- Theme 3: New Materials & Devices
- Theme 4: Society, Culture & Enterprise
- TU Dublin research outputs make a significant contribution to new knowledge within and across disciplines including significant advances in understanding, methods, theory and application. Tu Dublin research influences the development of policy, practice and service provision, how the University engages with society, and contributes to the understanding of policy issues and helps to reframe and provide insight on debates and issues.

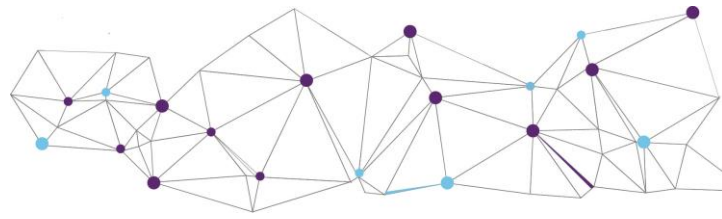
Exemplars of research practise include:

- Sustainable development of science based projects to assist both the community partner and TU Dublin - School of Food Science and Environmental Health.
- Tu Dublin Paediatric School Vision Screeing in Community - School of Physics
- **See Appendix Practice #2 REHAB Co-Design partnership**

Estimate of achieved level (1-5):

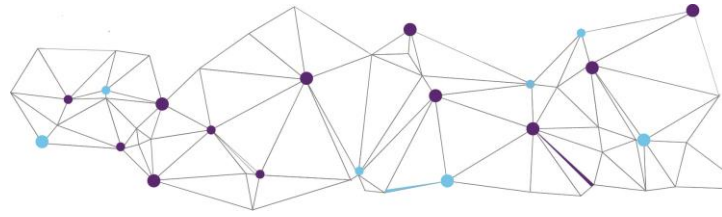
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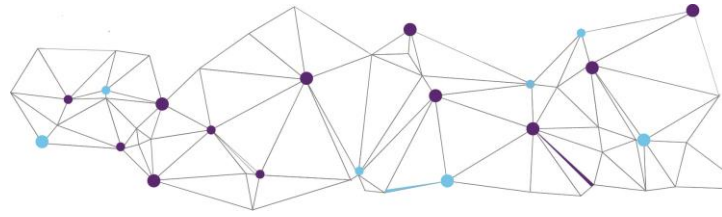
Sub-dimension II.2. The university carries out collaborative/participatory research in cooperation with the university's external communities

Levels of engagement	
Collaborative/participatory research projects at the university...	
Level 1	... actively include community stakeholders in the process of data-collection
Level 2	
Level 3	... actively include community stakeholders views relating to the interpretation of research results and implications for policy and/or for the community.
Level 4	... result in publications that are co-authored with community stakeholders.
Level 5	... result in co-creation with community stakeholders (joint defining of research agenda, joint implementation and interpretation).
Achieved level and conclusions (300 words per sub-dimension)	
<p>Collaborative research activities at the university include:</p> <ul style="list-style-type: none"> Engaged research (that is advanced with community partners rather than for them) and applied research (where knowledge of use to stakeholders in the region is targeted) are both important elements of the TU Dublin Research Strategy. As part of the Students Learning With Communities Initiative, community partners have co-authored and co-presented academic publications and conference presentations exploring the partnership work. At the TU Dublin City campus, the Institute for Minority Entrepreneurship was established to offer the different minority groups in Ireland equal opportunity through entrepreneurial education and training. 'Minority Entrepreneurship' has been broadly defined by the Institute to be inclusive of those communities who are generally regarded as being outside of mainstream Irish society in terms of entrepreneurship. The following groups are considered by the Institute to be 'minority entrepreneurship groups': Ethnic, Female, Gay, Grey, People with Disabilities, ex-Offenders, Socio-economically Disadvantaged and Travellers. The primary objective of the Institute is to bring significant benefit to its target audiences by researching the needs of these minority entrepreneurship groups, developing appropriate training programmes and materials, and delivering these programmes in the most effective manner possible for each individual group. Recent articles from the IME have been co-authored with members of under-represented communities: <ul style="list-style-type: none"> Osaghae, O.G. and Cooney, T.M. (2019) – Exploring the Relationship Between Immigrant Enclave Theory and Transnational Diaspora Entrepreneurial Opportunity Formation – Journal of Ethnic and Migration Studies O'Brien, E.; Cooney, T.M. and Blenker, P. (2019) – Expanding University Entrepreneurial Ecosystems to Under-represented Communities – Journal of Entrepreneurship and Public Policy, Vol. 8 No. 3, pp. 384-407 Njoku, K and Cooney, T.M. (2019) – Understanding How Immigrant Entrepreneurs View Business Opportunity Through Ethnicity – From “Creating Entrepreneurial Space: Talking 	



<p>Through Multi-Voices, Reflections on Emerging Debates, Vol.1” (Editors: D. Higgins, P. Jones, P. McGowan) – Emerald Group Publishing, Bingley</p> <ul style="list-style-type: none"> ○ Cooney, T.M. and Licciardi, M. (2019) – The Same but Different: Understanding Entrepreneurial Behaviour in Disadvantaged Communities – From: “Entrepreneurial Behaviour: Individual, contextual and Micro-Foundational Perspectives” (Editors: M. McAdam and J. Cunningham) – Palgrave Macmillan, Basingstoke ○ O’Brien, E. and Cooney, T.M. (2019) – Moving Outside the Ivory Tower: How Can Higher Education Institutions Engender Enterprising Behaviour from Within Under-represented Communities? – From: “Managing and Administering HEIs in Times of Change” (Editors: A. Visvizi, M. Lytras and A. Sarirete) – Emerald Group Publishing, Bingley <ul style="list-style-type: none"> ● Additional evidence of publications that are co-authored with community stakeholders are included from the Transport & Mobility module in M.Sc. Sustainable development & M.Sc. in Local Development and Innovation (SLWC) which has collaborative research outputs as: <ul style="list-style-type: none"> ○ O’Connor, D., Borscheid, M., Reid, O. & Ni Lochlainn, M. (2015). Northside Partnership "Healthy Community" Pilot Area Walkability Audit. Proceedings of the Irish Transport Research Network. ○ O’Connor, D., Borscheid, M., Reid, O. (2013). An Assessment of Mobility among Key Disadvantaged Communities in North East Dublin, Proceedings of the AESOP-ACSP Joint Congress, Dublin ○ O’Connor, D., Borscheid, M., Reid, O., ni Lochlainn, M. (2016). "Santry River Greenway Feasibility Appraisal", DIT and Northside Partnership Students Learning With Communities Project ○ O’Connor, D., Borscheid, M., Reid, O., Simon, W. (2016). “Promoting Cycling and Health in a Disadvantaged part of North East Dublin”, Proceedings of Irish Transport Research Network ○ O’Connor, D. (2014) “Malahide QBC Level of Service Appraisal”, Proceedings of Irish Transport Research Network http://arrow.dit.ie/beschspcon/6/ 	
Estimate of achieved level (1-5):	4





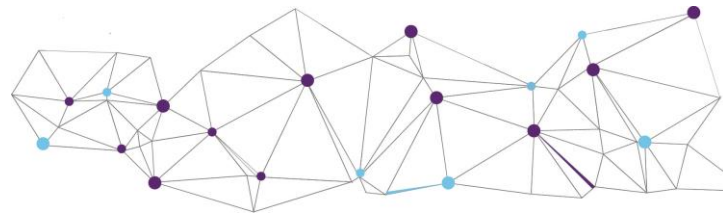
Synthesis: Community Engagement Heatmap for Dimension II

Characteristics of engagement	Heatmap level				Heatmap levels criteria
	Lowest level			Highest level	
Authenticity of engagement				x	<u>Lower</u> : superficial; no evidence yet of mutual benefits <u>Higher</u> : authentic; tangible benefits for communities
Societal needs addressed			x		<u>Lower</u> : needs of labour market and industry <u>Higher</u> : 'grand challenges' (e.g. climate), social justice
Communities engaged with			x		<u>Lower</u> : well-resourced partners (e.g. business) <u>Higher</u> : low-resourced partners (e.g. schools, NGOs)
Institutional spread		x			<u>Lower</u> : only at one or two university departments <u>Higher</u> : across the entire institution
Institutional sustainability		x			<u>Lower</u> : engagement through short-term projects <u>Higher</u> : engagement institutionalised, adequate funding
<p>The authenticity of engagement is genuine as TU Dublin has made a strategic commitment and provided appropriate resourcing to supporting research activity in this space. The research activity that occurs seeks to engage with vulnerable communities in a meaningful manner, but research activity remains within a small group of active researchers. This makes institutional sustainability a challenge. There is a strong engagement focus with industry and enterprise at TU Dublin.</p>					



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DIMENSION III. SERVICE AND KNOWLEDGE EXCHANGE

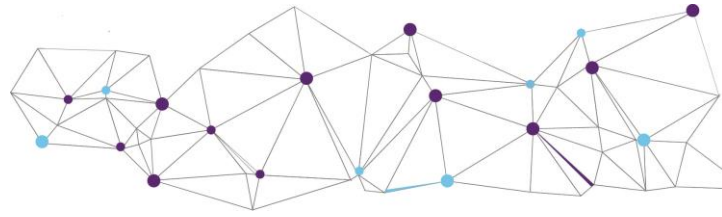
Sub-dimension III.1. University staff independently lead or contribute to debates and initiatives that address the societal needs (political, economic, social, cultural, etc.) of the university's external communities

Levels of engagement	
University staff contribute to debates and initiatives that address societal needs (political, economic, social, cultural, etc.) of the university's external communities...	
Level 1	... through academic publications
Level 2	... through public presentations and media articles.
Level 3	... through including community partners in university development projects (non-research) related to issues relevant to the external community.
Level 4	
Level 5	... through joint initiatives or advocacy with external community groups, in which they are equal partners
Achieved level and conclusions	
<ul style="list-style-type: none"> • TU Dublin research teams work on understanding different cultures and societies to aid and enable a more culturally inclusive society. The university has a dynamic research community working on a wide array of activities, including creative digital media, the performing arts, music and literature. • TU Dublin early education specialists were instrumental in the development of national childcare standards and pioneered the development of 'Children Online' safety protocols. They contribute regularly to the debates around a variety of public policy issues ranging from the economy to prison welfare. Our research outputs in tourism and literature promotes the dynamic musical life of Ireland, manifested in performance, musicology, pedagogy and composition. • At TU Dublin, business and management research is founded on a wealth of professional experience in systematic enquiry, with a finger on the pulse of a rapidly changing business environment which encompasses areas such as retail, consumer marketing, finance, corporate responsibility and policy development. • TU Dublin researchers regularly contribute to RTE Brainstorm. Brainstorm is an unique partnership between RTÉ (Ireland's national television and radio station) and Irish third level institutions. It is where the academic and research community contribute to public debate, reflect on what is happening in the world and communicate fresh thinking on a broad range of issues (see https://arrow.dit.ie/tudcontrib/) • At the Grangegorman Campus, the Grangegorman Arts Strategy (2012), '<i>...the lives we live</i>' Grangegorman Public Art programme was launched in September 2015. It is designed to be comprehensive and consists of six diverse but complementary art pathways. The core vision of the 	



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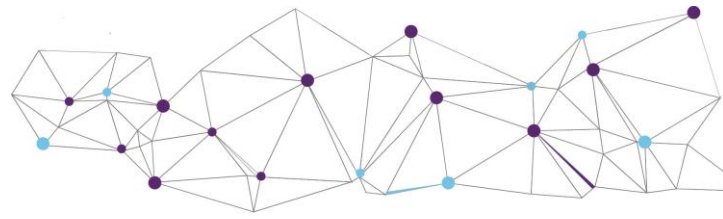
Arts Strategy is to connect ambitious art and artists with Grangegorman's past and future in ways which meaningfully contribute to the cultures and sub-cultures at play. The aim of the Grangegorman Public Art programme is to support the ongoing commissioning of artworks which have the imaginative potential to address the possibilities of this context and which build a legacy into the future

- See Appendix Practice #5: Pre-Text

Estimate of achieved level (1-5):

4





Sub-dimension III.2. University staff provide their knowledge to support organisations representing the interests of the university's external communities

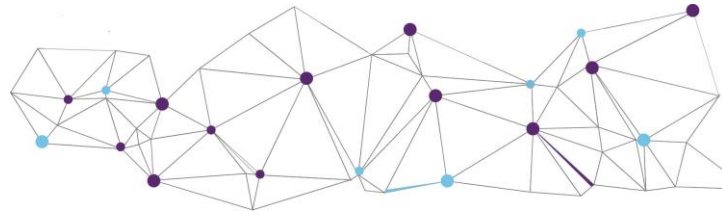
Levels of engagement	
University staff support organisations representing the interests of the university's external communities ...	
Level 1	... through membership in established, structured and influential associations (public bodies, business associations, international organisations) ... membership in networks aimed at addressing societal needs of external communities.
Level 2	
Level 3	... through membership in and/or support for associations representing associations with fewer resources and advocacy capacity ... through working in governing boards and/or advisory bodies of external community organisations at addressing societal needs.
Level 4	
Level 5	... through working in equal partnership external communities in the framework of programmes, projects other initiatives aimed at addressing societal needs.
Achieved level and conclusions	
<ul style="list-style-type: none"> • At TU Dublin there is a significant tradition of university staff providing knowledge and support on governing bodies and advisory boards of external community organisations. • The Grangegorman Development is a national flagship urban regeneration initiative bringing economic and social renewal to Dublin's North Inner City and creating a new urban quarter for the city. The Grangegorman site is an area of approximately 73 acres on the site of the former St Brendan's psychiatric hospital, the oldest public psychiatric hospital in Ireland. The site is being developed as a single campus for the former Dublin Institute of Technology (now part of TU Dublin) currently located in numerous sites across the city. In addition to the TU Dublin campus, the site also provides residential mental health facilities and community healthcare for Dublin North West, and local community access and use, including a primary school, sporting facilities and a children's playground. • The Grangegorman Development has been ground-breaking in Ireland in its innovative approach of putting community benefit at the heart of the project. Established in 2010, the Grangegorman Labour and Learning Forum (GLLF) is a voluntary body of representatives from statutory, community and voluntary organisations working in the area. Its members include TU Dublin and Dublin City Council, and its key aims are: <ul style="list-style-type: none"> ○ to ensure that employment, education & training, business & enterprise, and other opportunities arising from the Grangegorman project will benefit and improve the quality of life for surrounding communities to counter social and economic disadvantage; ○ to encourage and facilitate effective interagency cooperation and collaboration to identify gaps and seek to brokers solutions; ○ to look to mainstream initiatives where possible. 	





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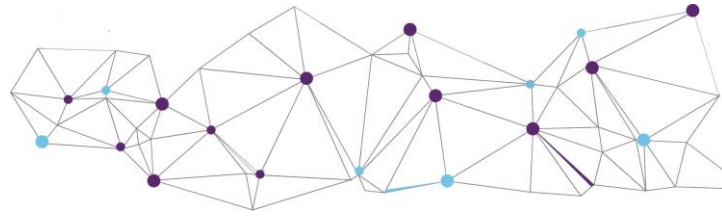


- The GLLF meets regularly in a formal setting and is supported by a full-time Coordinator who works with the Forum members to develop and implement projects and initiatives. The Coordinator also acts as an informal point of contact and a roving ambassador for the development for local and wider communities. From time to time the GLLF establishes sub-groups around specific areas of its focus which draw in additional organisations, expertise and resources. One such current sub-group is the Grangeegorman Business and Enterprise Group.
- See Appendix Praticce #4 Grangeegorman Labour & Learning Forum

Estimate of achieved level (1-5):

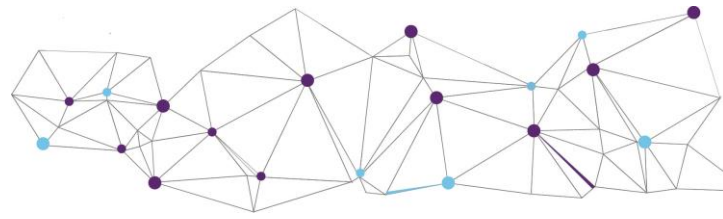
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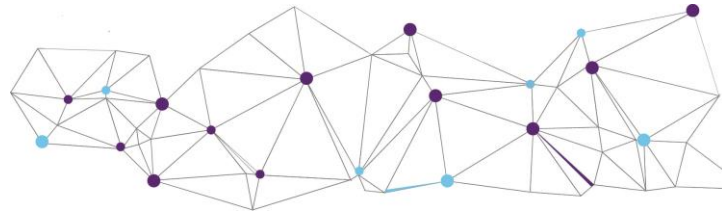
Sub-dimension III.3. University staff provide their knowledge to build the capacity of external communities organisations representing the interests of the university's external communities

Levels of engagement	
The university contributes to building the capacity of external community groups through ...	
Level 1	... occasionally including external community groups in joint projects (as partners).
Level 2	
Level 3	... regularly providing expertise to external community groups to resolve societal needs or issues that they are faced with.
Level 4	
Level 5	... continually supporting external community groups to develop their knowledge and skills and strengthen their ability to resolve challenges that they are faced with.
Achieved level and conclusions	
<p>TU Dublin has a long history of staff providing their knowledge and expertise to build the capacity of external community organisations. A number of master classes and courses have been developed at both the Tallaght and Blanchardstown campus across a variety of disciplines. At the Grangegorman Campus, the Grangegorman Labour and Learning Forum (GLLF) have set up a Business and Enterprise Sub Group to explore how the GLLF might support local businesses, particularly the local Small and Medium Enterprise (SME) community. The current focus of the group is on:</p> <ul style="list-style-type: none"> • Building awareness around the Grangegorman Development and its potential with neighbouring businesses and business networks. • Conducting a needs analysis and developing a supportive agenda to assist local businesses and networks. • In terms of business incubation, exploring the use of the Mentor Programme as a resource and identifying additional potential supports to start-ups. • Supporting the food sector which has a significant presence in the area. • Grangegorman Business Breakfasts - informal free networking events (with complimentary breakfast). For example, the focus of the Oct 2019 Business Breakfast was 'Social Enterprises' and the event was open to social enterprises and their support organisations across the city and beyond. Speakers included Professor Tom Cooney (Professor of Entrepreneurship at TU Dublin), Caroline Gardner (We Make Good; Quality Matters) and Maggie Clune (PACE). 	
Estimate of achieved level (1-5):	4



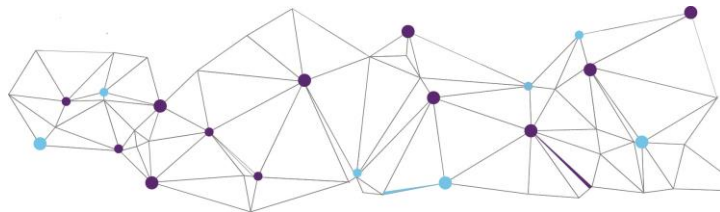
Sub-dimension III.4. University staff community engagement activities have had a demonstrable positive impact on the university's external communities

Levels of engagement	
The positive impact of the university staff's community engagement is ...	
Level 1	... assumed, but not explicitly evaluated (quantitatively or qualitatively)
Level 2	... acknowledged through positive feedback from community stakeholders
Level 3	... achieved through improvements to PROCESSEs (e.g. policies, tools, visibility, awareness.....) outputs, new
Level 4	
Level 5	... proven through evidence of tangible changes and improvements to the communities involved
Achieved level and conclusions	
<ul style="list-style-type: none"> • Because TU Dublin has a strong history of vocational education, many staff members have become President / Chairperson of professional organisations and have also been Board Members across a wide variety of organisations. • 4 members of staff have been President of the Marketing Institute of Ireland and similar trends can be found in other professional fields such as engineering, science, property, etc. • Staff regularly support the work of government by becoming policy advisors and Board Members on state bodies due to their expertise in specific fields. • The weekly electronic newsletter Update provides news of such appointments and achievements by TU Dublin, including coverage across media channels (see https://www.dit.ie/update/29-10-19/). • The Grangegorman ABC Programme is part of a national initiative to combat child poverty (one of thirteen similar programmes throughout Ireland) and is currently funded by the Irish Government's Department of Children and Youth Affairs (DCYA). The programme's primary objective is to break the cycle of child poverty in areas where it is most deeply entrenched and where children are most disadvantaged, It seeks to do this through integrated and effective services and interventions. The ABC programme in Grangegorman is delivered by a consortium of 36 statutory, voluntary and community organisations with a presence in the area and is led by TU Dublin's Access and Civic Engagement Office. Grangegorman ABC comprises a number of initiatives including the delivery of evidenced-based intervention programmes aimed at children, parents and teachers; formal learning upskilling initiatives for early years' services staff in the area; and a referral pathways programme aimed at improving interagency work in terms of referrals and transitions to different settings and providing non-formal upskilling to early years' service staff. The programme has brought approximately €1m additional funding annually into the area since its inception in 2015, in addition to leverage from ABC consortium organisations, and has been targeted at children and their families experiencing disadvantage and marginalisation 	
Estimate of achieved level (1-5):	4.5



Synthesis: Community Engagement Eatmap for Dimension III

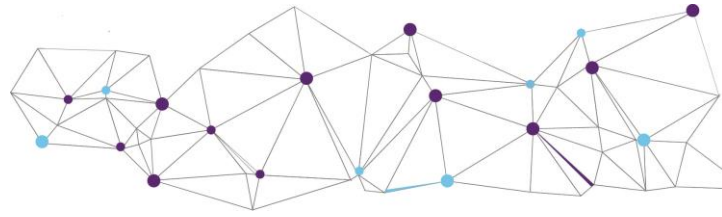
Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement				x		<u>Lower</u> : superficial; no evidence yet of mutual benefits <u>Higher</u> : authentic; tangible benefits for communities
Societal needs addressed			x			<u>Lower</u> : needs of labour market and industry <u>Higher</u> : 'grand challenges' (e.g. climate), social justice
Communities engaged with				x		<u>Lower</u> : well-resourced partners (e.g. business) <u>Higher</u> : low-resourced partners (e.g. schools, NGOs)
Institutional spread				x		<u>Lower</u> : only at one or two university departments <u>Higher</u> : across the entire institution
Institutional sustainability				x		<u>Lower</u> : engagement through short-term projects <u>Higher</u> : engagement institutionalised, adequate funding
<p>TU Dublin originates from a vocational educational background when originally founded in the late 19th century. Throughout its history it has offered a wide array of education programmes for apprentices and craftspeople, which has ensured that the organisation has continuously addressed service and knowledge exchange. Furthermore, University staff have frequently contributed to the development of professional organisations. TU Dublin staff are frequently members of national and international policy and practitioner expert groups, thereby addressing a variety of societal needs.</p>						



DIMENSION IV. STUDENTS

Sub-dimension IV.1. Students deliver their own community engagement activities independently through student organisations or initiatives

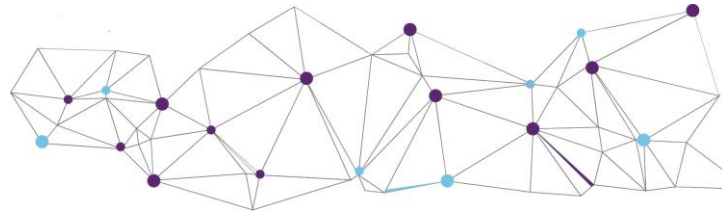
Levels of engagement	
Students deliver their own community engagement activities through...	
Level 1	... awareness-raising campaigns to address community needs.
Level 2	
Level 3	... organising direct assistance to community groups in need (e.g. fundraising / organising charitable events; volunteering in schools)
Level 4	
Level 5	... partnerships with community groups to jointly address problems in the community.
Achieved level and conclusions	
<ul style="list-style-type: none"> • In January 2019 TU Dublin came into being and DIT, IT Tallaght, and IT Blanchardstown were dissolved. The dissolution of the colleges also meant the end of the three existing Students' Unions; DITSU, ITT SU and ITB SU. A new TU Dublin Students Union has been formed which supports all 28,000 students of TU Dublin – City Campus, TU Dublin – Tallaght Campus and TU Dublin – Blanchardstown Campus. • Across the campus there are in excess of 120 societies which range from volunteering, performing arts, course-related, campaigning & political, religious, sign language, student media, plus so much more. Societies are run by the students for the students and supported by the staff of the society's office through advice, administration and finance. • The Students Union is run independently by students; however, TU Dublin financially supports the SU. A significant number of TU Dublin student clubs and societies are targeting communities and working with community organisations addressing community needs. Homelessness remains a major social and political issue in the Dublin region. In Dublin, there were 4,300 homeless adults in July 2019, with 221 families deemed homeless. Addressing this concerning situation TU Dublin students have volunteered with Threshold, Focus and The Capuchin Day Care Centre for Homeless People. • Enactus at the TU Dublin City campus is a society that aims to use entrepreneurial skills to empower people economically, socially and environmentally. Enactus is an international organisation that brings together student, academic and business leaders who are committed to using the power of entrepreneurial action to improve the quality of life and standard of living for people in need • See Appendix Practice #7 TU Dublin Enactus 	



Estimate of achieved level (1-5):	4.5
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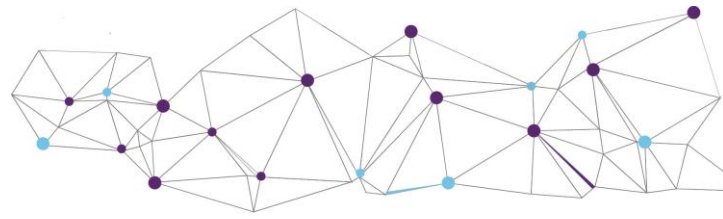
Sub-dimension IV.2. The university facilitates matchmaking between students and external communities

Levels of engagement	
University facilitates matchmaking between community groups & students ...	
Level 1	... by providing information on extra-curricular activities to address community needs.
Level 2	
Level 3	... by organising extra-curricular opportunities for students to become engaged in the community.
Level 4	
Level 5	... by jointly designing extra-curricular opportunities for student community engagement through structured partnerships with community groups.
Achieved level and conclusions	
<ul style="list-style-type: none"> The TU Dublin Societies Office endeavours to promote and provide a huge and diverse range of student lead volunteering opportunities, societies, activities and events. In the societies own words <i>“Volunteering in your time at TU Dublin can give you that competitive edge you need to get ahead after you graduate. Whether you can offer a helping hand to a once-off event on campus, or make a longer-term commitment to a community organization; TU Dublin can find a role that fits your needs and will get you closer to your goals“</i> TU Dublin is a member of Studentvolunteer.ie, which offers many opportunities to become involved in Volunteering in many different fields and with many groups. TU Dublin is committed to supporting, facilitating, and empowering students to make an impact in their communities, to gain invaluable experience and exercise their skills in volunteering roles across the city. See https://www.studentvolunteer.ie/tudublin/ Studentvolunteer.ie is a network of Irish Higher Education institutions that have come together to create an online resource to connect students and community groups, charities, schools, hospitals, public bodies and NGOs across Ireland. Studentvolunteer.ie is funded by each Higher Education member institution and Campus Engage. In 2017-18 over 17,500 student volunteers donated 3 million hours to causes and events across Ireland valued at €28.4m (Source IUA) See Appendix Practice #8 Experiential Entrepreneurship Module 	
Estimate of achieved level (1-5):	4.5



Synthesis: Community Engagement Heatmap for Dimension IV

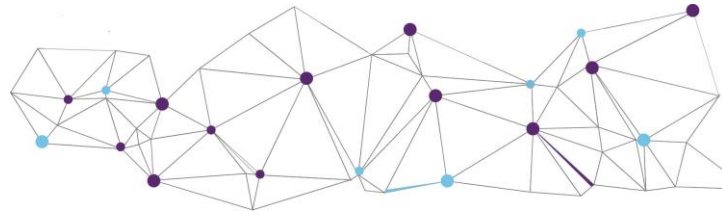
Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement					x	<u>Lower</u> : superficial; no evidence yet of mutual benefits <u>Higher</u> : authentic; tangible benefits for communities
Societal needs addressed					x	<u>Lower</u> : needs of labour market and industry <u>Higher</u> : 'grand challenges' (e.g. climate), social justice
Communities engaged with				x		<u>Lower</u> : well-resourced partners (e.g. business) <u>Higher</u> : low-resourced partners (e.g. schools, NGOs)
Institutional spread				x		<u>Lower</u> : only at one or two university departments <u>Higher</u> : across the entire institution
Institutional sustainability				x		<u>Lower</u> : engagement through short-term projects <u>Higher</u> : engagement institutionalised, adequate funding
<p>The historic background of TU Dublin providing vocational education through apprenticeship programmes has meant that students have always been close to practice and linked to industry. The nature of apprenticeships is experiential learning and this tradition has been maintained by students and teachers alike as the organisation has grown into an internationally ranked university.</p>						



DIMENSION V. UNIVERSITY MANAGEMENT (PARTNERSHIPS AND OPENNESS)

Sub-dimension V.1. The university has long-standing, mutually-beneficial partnerships with its external communities

Levels of engagement	
The university has partnerships with external stakeholders through	
Level 1	... regularly providing charitable donations or other resources to community groups in need.
Level 2	... short-term projects relating to community needs.
Level 3	... agreements on continual areas of cooperation relating to community needs.
Level 4	
Level 5	... inclusion of community groups on university boards that make key decisions about community engagement activities.
Achieved level and conclusions	
<ul style="list-style-type: none"> • TU Dublin has a long history of working with professional bodies to prepare young people for careers across many professions. To support professional qualification, in addition to a student's academic qualification, professional bodies collaborate with the university to co-design programmes and determine what credits will also be awarded towards their professional qualification. For example, the Chartered Institute of Management Accountants and the Society of Chartered Surveyors offer exemptions from professional examinations to specified degree programmes. Such relationships are a regular feature across the university and are less evident in traditional universities. • TU Dublin has developed a mutually beneficial partnership with the Grangegorman Development Agency, Health Service Executive and Dublin City Council in the development of a new unified campus at Grangegorman in Dublin's North West Inner city • From the outset, the vision for the Grangegorman site has been supported by Dublin City Council in the Dublin City Development Plan 2005-11, and the Dublin City Development Plan 2011-17. The site was designated for strategic development and regeneration in both plans (as a Framework Development Area in the 2005-11 Plan and as a Strategic Development and Regeneration Area and a Key Developing Area in the 2011-17 Plan). The support of Dublin City Council has been critical in delivering the project vision. 5 Key objectives for the development of the site were set out by the planning authority. The objectives stress linkages (physical and economic), physical integration, urban scale, community gain, urban character, integration of Protected Structures, sustainability, appropriate mix of uses and high quality development. (Dublin City Council 2005, Dublin City Council 2011). The objectives were subsequently integrated into in the Grangegorman Masterplan 2008 and the Grangegorman Planning Scheme 2012. • The Grangegorman site is located in a part of Dublin City that has experienced high levels of social and economic deprivation. The objective is that the development of the campus will provide community gain and urban regeneration. In addition to construction employment, a significant 	

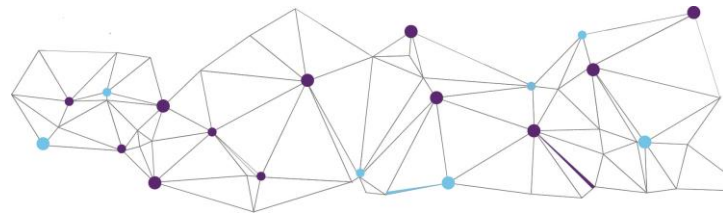


number of downstream and ancillary developments, new businesses and related employment is anticipated. The increased footfall in the area is likely to result in a range of new service businesses, accommodation and recreational businesses being established in the area. The Grangegorman Labour and Learning Forum was established in 2010 with the objective of ensuring that the local community benefit in terms of the employment, educational and other opportunities arising from the development. The Forum is made up of the key stakeholders from the local area, comprising a range of diverse organisations representing community, employment, education/training, business, government, local employment services. The focus is to develop a cohesive, coordinated approach to delivering employment and educational opportunities. The Forum works collaboratively with the community on educational and training projects. A Grangegorman Employment Charter has been developed and put in place. The purpose of the Charter is to ensure that the community benefit from employment opportunities that arise. The Charter seeks to ensure that a minimum of 20% of new jobs created on projects will be on offer to the local community and that 10% should come from the long term unemployed

- From the beginning of the Grangegorman project, one of the central aims has been that the project would be inclusive both in its planning and implementation. Extensive consultation has taken place with all stakeholders including the local community, the wider community, local business interests, statutory bodies, the local authority, Government Departments etc. It is an aim of the GDA that the local population feels a sense of identification and ownership over the new Grangegorman. Communication with local residents is achieved through meetings, information sessions, emails, quarterly newsletters, website, social media and letter drops in addition to the statutory Consultative Group consultation as set out in the Grangegorman Act, 2005. In acknowledgement of the limitations of statutory Consultative Group, a Community Liaison Committee has been established, with widespread representation, which meets monthly. Membership includes community representatives, stakeholders, local TD's and elected representatives.

Estimate of achieved level (1-5):	4
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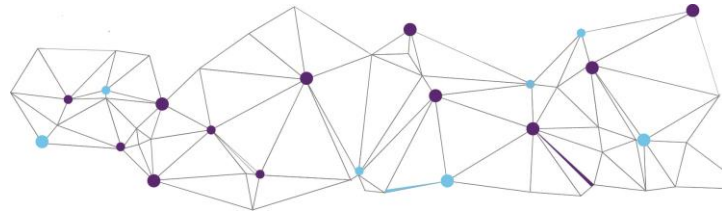




Sub-dimension V.2. The university makes learning and research resources accessible to its external communities

Levels of engagement	
The university makes learning and research resources open and accessible to its external communities...	
Level 1	... by making educational materials open to the public via downloads and videos and by allowing open access to selected research.
Level 2	
Level 3	... by organising regular public events targeting the university's external communities (e.g. science festivals)
Level 4	
Level 5	... and can demonstrate that external communities make regular use of the university's educational/research resources.
Achieved level and conclusions	
<p>Exemplars of how TU Dublin facilitates access to learning and research resources include:</p> <p>Institutional Repository</p> <ul style="list-style-type: none"> • Institutional Repositories (IRs) bring together all of a University's research under one umbrella, with an aim to preserve and provide access to that research. Arrow is the institutional repository for TU Dublin. • All of the work published is an open access repository and freely available through Arrow. In an Irish context, TU Dublin is leading this development. This stems from the University's vocational background in terms of translating research into language for communities. See https://arrow.dit.ie/ • Currently, there are 13,477 papers on Arrow leading to 8,011,877 downloads, 1,346,991 in the past year alone. <p>SciFest</p> <ul style="list-style-type: none"> • SciFest is the largest science fair initiative in Ireland where second-level students showcase STEM projects at a series of one-day fairs. The aim of SciFest is to encourage a love of science, technology and maths through inquiry-based learning, and to provide a forum for students to present and display their scientific investigations. • SciFest takes place both at school and college levels. Firstly, the students get the opportunity to display their science project within their own schools and to win prizes, helping to promote an interest in Science at a school level. Any pupil, or school, can also apply to display projects at the SciFest College competition, which is becoming increasingly popular. • The first SciFest was held in TU Dublin, Tallaght Campus in 2006. Since launching outside of the Tallaght Campus in 2008, over 50,000 students have participated in 16 regional fairs throughout Ireland. The winners from each regional fair go on to compete at a national final, and the winner(s) 	



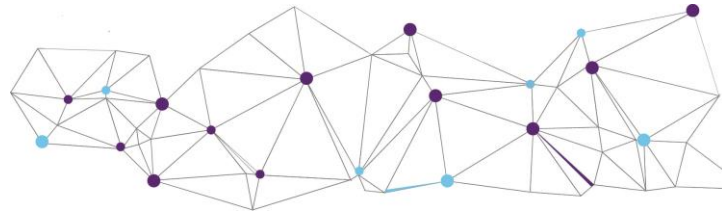


represent Ireland at the Intel International Science along with 75 other countries, regions, and territories.

- In 2017, the TU Dublin hosted between them 44 schools in three separate SciFest fairs. In 2017 alone, a total of 642 pupils attended the 3 one-day events with 285 projects showcased. The connections with industry are clear, with numerous industrial sponsored awards at each event as well as awards from enterprise and research agencies.
- The range of projects submitted are inspirational in their diversity and innovation. Some of the winning projects in 2017 include: “Protecting Turbofans from Foreign Object Damage” (DIT); “The Phone Charging Shoe (DIT)”, “Investigating the Ability to Harvest Oxygen on Mars” (ITB); “What would be the Harmful Effects of Dry Burning an Electronic Cigarette” (ITB); “A Comparison Between Nail Polish Price Point and Quality” (ITT); and “Can Music Enhance your Academic and Physical Performance?”. A winner from ITT went on to represent Ireland nationally with her study on asthma treatment, “Humming your Way to Health”.
- Overall the programme centrally provides modest support for some materials (in the region of approximately €1,000 per Institute but the practical costs of hosting the events are met chiefly by the institutes themselves, with the costs display panels, photography etc. falling in the region of €4,000 -7,000 annually.
- Overall support for SciFest in 2017 was estimated to involve over 900 staff hours, equivalent to 120 working days. If the staff time involved was charged out at commercial consultancy rates, it would be likely to be €450 per day. This gives an indicative economic value of workload.
- SciFest supports national policy priorities for encouraging young people, especially females, to be involved in STEM subjects. Therefore, it is legitimate to apply a social weighting to the economic value to emphasise the high social value of involving school students in STEM activities.
- To illustrate this, we have given a social weighting of 1.8 for male participants and 2.0 for female participants (reflecting the slightly higher priority on encouraging girls into STEM. This gives an additional social value of €49,375 so the overall socially modified economic value is estimated at over €103,000.

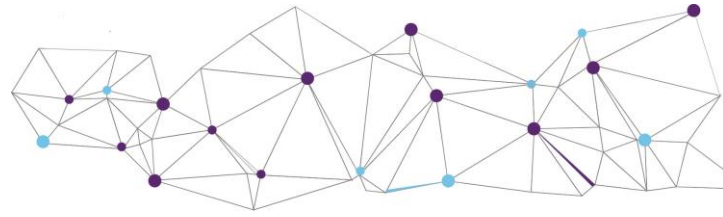
Estimate of achieved level (1-5):	4.5
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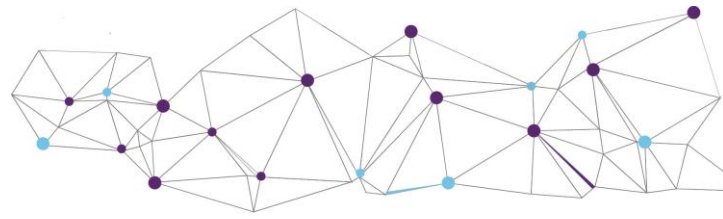
Sub-dimension V.3. The university has facilities and services that are jointly-managed and/or accessible to its external communities

Levels of engagement	
The university has facilities and services that are ...	
Level 1	... accessible to the public, but rarely used by the non-university community.
Level 2	
Level 3	... accessible to the public, widely promoted and regularly used by community
Level 4	
Level 5	... jointly-owned, shared, managed with relevant community groups and are regularly used by community
Achieved level and conclusions	
<ul style="list-style-type: none"> • TU Dublin, in conjunction with the Grangegorman Development Agency, Health Service Executive and Dublin City Council has developed a new unified campus at Grangegorman in Dublin's North West Inner city. The campus brings together the University's core and supporting activities in a single vibrant environment, integrating with the strategic development of Dublin City and providing a range of facilities for Students and Staff, for industry and the wider community. Together with the existing Campus in Blanchardstown and Tallaght this is the heart of the new Technological University Dublin. • The new campus includes a number of facilities that are jointly managed and accessible to external communities including: <ul style="list-style-type: none"> ▪ Community health care facilities for the Health Services Executive (HSE) ▪ New arts, cultural, recreational and public spaces to serve the community and the city ▪ A primary school and children's play spaces ▪ Sports pitches and playing fields ▪ Complementary mixed-use development 	
Estimate of achieved level (1-5):	4



Synthesis: Community Engagement Heatmap for Dimension V

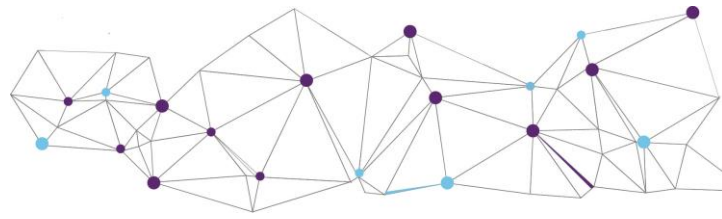
Characteristics of engagement	Heatmap level				Heatmap levels criteria
	Lowest level			Highest level	
Authenticity of engagement				x	<u>Lower</u> : superficial; no evidence yet of mutual benefits <u>Higher</u> : authentic; tangible benefits for communities
Societal needs addressed				x	<u>Lower</u> : needs of labour market and industry <u>Higher</u> : 'grand challenges' (e.g. climate), social justice
Communities engaged with				x	<u>Lower</u> : well-resourced partners (e.g. business) <u>Higher</u> : low-resourced partners (e.g. schools, NGOs)
Institutional spread			x		<u>Lower</u> : only at one or two university departments <u>Higher</u> : across the entire institution
Institutional sustainability				x	<u>Lower</u> : engagement through short-term projects <u>Higher</u> : engagement institutionalised, adequate funding
<p>The university has many decades of relationships with professional bodies and with trade associations since it has trained their people for over a century. The collaboration has developed into exemptions for professional examinations and the co-design of content and structure of programmes. The university is deeply committed to continuing this rich history of collaboration and has embedded this allegiance to mutually-beneficial partnerships with external communities through its strategies and resourcing. The masterplan for the new Grangegorman campus has been developed over a number of years arising from deep consultation and mutually beneficial partnership between TU Dublin, GDA, HSE, Dublin City Council and the local community.</p>					



DIMENSION VI. UNIVERSITY MANAGEMENT (POLICIES AND SUPPORT STRUCTURES)

Sub-dimension VI.1. The university provides recognition for community engagement achievements by its staff, students and external communities

Levels of engagement	
The university provides recognition of the value of community engagement ...	
Level 1	... through occasional statements relating to the relevance of community engagement to the societal needs of universities' external communities.
Level 2	
Level 3	... regular and/or structured efforts to increase the visibility of achievements of the university's community engagement (via web sites, social media and/or through a dedicated office/body)
Level 4	
Level 5	... by providing formal recognition/awards for community engagement and/or through high-profile conferences or media promotion.
Achieved level and conclusions	
<ul style="list-style-type: none"> • There is clear evidence across TU Dublin of the University's recognition and acknowledgement of achievements in community engagement by staff, students and key partners • The President, Principal, Deans, Directors and Leadership Teams across each of the three TU Dublin campus regularly reference the value of community engagement in formal addresses including: Student Induction, Sports Awards, Prize Ceremonies, Scholarship Ceremonies, Academic Excellence Awards, Conferring Ceremonies, Teaching Awards, Internal and International Conferences, etc. • Aside from emphasising the role of civic engagement as a key thematic area, the Principal of the Tallaght campus actively supports and becomes involved in Social Justice Week, an annual event involving institute members – both staff and students – in activities promoting social justice within and around the Tallaght campus' community and catchment area. Social Justice Week attracts leading national and international speakers on the topic of social justice and equality. • The Principal of the TU Dublin city campus addresses and presents awards at annual events specifically dedicated to celebrating engagement activity, including: Student Access Civic& Engagement Volunteering Awards, Staff Access&Civic Engagement Awards, Student Access Awards, Student Learning with Communities Awards and Access Foundation Programme Graduation Ceremonies. • The President speaks at all relevant community engagement activities and events and writes the forward in relevant publications. The Governing Body Chair also states the importance of community engagement within formal communications. The Director of Student Services, in particular, references the value of community engagement in all addresses. • The City campus developed a Community Fellowship award programme for community partners. Presented at DIT graduation ceremonies, this recognised the significant contribution of community partners and included access to the gym and library for a two-year period. Further development of this initiative is in discussion phase. 	

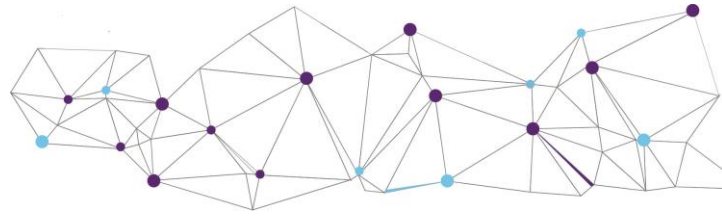


Estimate of achieved level (1-5):	5
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Sub-dimension VI.2. The university has a support structure (e.g. committee, office or staff) for embedding and coordinating community engagement activities at the university level

Levels of engagement	
There is a university structure that addresses/ supports community engagement in the form of...	
Level 1	... a working group or advisory body that covers “university engagement” in its broadest sense (third mission, business engagement, civic role, etc.)
Level 2	
Level 3	... a university committee specifically focused on improving university-community engagement.
Level 4	... a staffed office that coordinates or facilitates community engaged teaching, research and/or service for the whole university.
Level 5	... a high-level university body incorporating community partners to jointly oversee and plan community engagement activities
Achieved level and conclusions	
<ul style="list-style-type: none"> • Different infrastructures currently exist across the three TU Dublin Campus’, which are in different ways charged with operation and management of the wide civic engagement activities at each campus. • Activities co-ordinated by the respective offices include: Engagement outreach (Preparation for Higher Education, Pathways to Learning, Lifelong Learning programmes, widening participation outreach programmes); community engagement programmes in the Grangegorman area; community-based research and learning (SLWC); managing Access entry routes for schools leavers and adults from socio-economically disadvantaged backgrounds and for people with disabilities; operating transition and support programmes for Access students and students with disabilities; managing student development programmes; promoting knowledge exchange by staff through directorships of company boards; provision of structured training to support managers, leaders and directors of voluntary organisations; and, service learning and community based research. • Campus engagement managers also conduct research, policy and practice-impact activities in the areas of civic engagement and widening participation • At the TU Dublin City Campus, the Access and Civic Engagement Office Staff has a team of 25 which is one of the largest teams in Ireland • The role of TU Dublin - City Campus Access and Civic Engagement Office is to co-ordinate TU Dublin's access and civic engagement programmes and activities in the City Campus. The office is based in TU Dublin - City Campus Grangegorman and works in close partnership with other TU Dublin student development services, academic staff, TU Dublin students and a wide variety of community and education partners. • The growth in the support structures at TU Dublin has happened in an evolutionary fashion with the team merging as different dimensions of support have developed. It is also recognition of the importance that TU Dublin places on civic and community engagement. The Director of Student Development is responsible for the Access and Civic Engagement function at TU Dublin and is part of the senior management team. 	



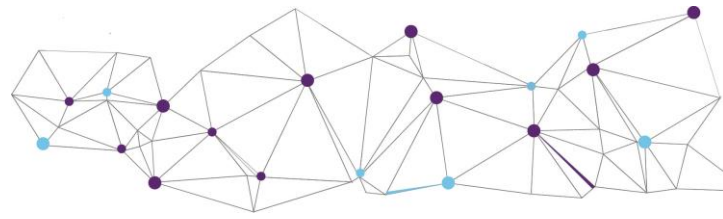


Estimate of achieved level (1-5):	4.5
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Sub-dimension VI.3. The university has staff development policies (e.g recruitment, tenure, promotion) that include community engagement as a criterion¹

Levels of engagement	
University policies relating to recruitment, tenure and promotion...	
Level 1	... do not yet include evaluation criteria specifically related to community engagement.
Level 2	
Level 3	... does include evaluation criteria specifically related to community engagement, although not within the evaluation criteria relating to the categories research and teaching.
Level 4	... include evaluation criteria specifically related to community engagement, including <u>within</u> the criteria relating to research and teaching.
Level 5	... prioritise community engagement by providing additional weights for community engagement achievements in the evaluation process, including within research and teaching.
Achieved level and conclusions	
<ul style="list-style-type: none"> • Community engagement is a clear criterion in TU Dublin recruitment and promotion policies • Engagement activity is currently included across all campuses as criteria for academic progression from assistant lecturer to lecturer. • Engagement activity is currently included across all campuses as criteria for academic progression from senior lecturer to Professor. • As TU Dublin develops it is envisioned that recruitment and staff development policies that value experience in and commitment to engagement with International and Regional stakeholders is prioritised. 	
Estimate of achieved level (1-5):	4

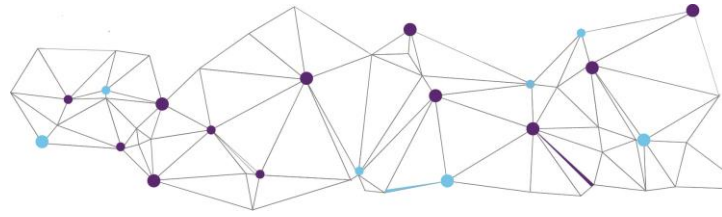
¹ Assuming that the university is able to add complementary criteria to those that are set through national legislation



Sub-dimension VI.4. The university has a mission, strategy, leadership and (funding) instruments that specifically promote community engagement

Levels of engagement	
The university's mission, strategy and leadership ...	
Level 1	... indirectly support community engagement through a general reference to the university's role in addressing societal needs.
Level 2	
Level 3	... specifically emphasise the university role in addressing societal needs and serving the local community (without specifically mentioning community engagement)
Level 4	... explicitly mention community engagement as one of the university's priorities and/or key parts of its activities.
Level 5	... explicitly prioritise community engagement as within its mission and has concrete engagement initiatives in place.
Achieved level and conclusions	
<p>Community engagement at TU Dublin is prioritised across its mission and strategy as outlined in the following policies:</p> <p>1. Community engagement is prioritised equally with other stakeholders in the Technological Universities Act (2018) which require TUs to:</p> <ul style="list-style-type: none"> collaborate with business, enterprise, the professions, the community, local interests and related stakeholders in the region in which the campuses of the technological university are located— (i) to promote the involvement of those stakeholders in the design and delivery of programmes of education and training, and (ii) to ensure that, in so far as possible, innovation activity and research undertaken by the technological university reflects the needs of those stakeholders. <p>2. TU Dublin's application for designation as a Technological University (TU 4 Dublin 2018) prioritised its engagement strategy:</p> <ul style="list-style-type: none"> Civic engagement at TU Dublin means staff and/or students collaborating with and in the community, with the support and recognition of the university, to generate reciprocal and mutual gain for both the university and community. This can take place at local, regional, national and global levels, in the furtherance of knowledge and the development of graduate attributes, and for community/societal development. In using the term 'community' we are particularly mindful of the need to collaborate with underserved communities, in addition to other communities, groups and individuals <p>This statement provides evidence that TU Dublin's engagement mission is inclusive of underserved and disadvantaged communities.</p>	





3. Most recently, the TU Dublin strategy to 2030 (TU Dublin, 2020) has been developed through the lens of the UN Sustainability Development Goals (SDGs):

- TU Dublin is close to the pulse of a thriving society. We actively reach out and reach in to connect people, to share competencies, join ideas, create synergies and unearth new opportunities. We will actively seek to increase and deepen our partnerships all over the world, on the understanding that the complex problems of today are solved together.

4. Community engagement is also prioritised in TU Dublin's mission statement as noted below. Located in the heart of Ireland's capital city, TU Dublin provides an innovative, responsive and caring learning environment for a diverse range and level of programmes to students of all ages and backgrounds. In doing so, TU Dublin:

- combines the academic quality of a traditional university with career-focussed learning, discovery and the application of knowledge
- emphasises excellence in learning, teaching, scholarship, research and support for entrepreneurship,
- contributes to technological, economic, social and cultural progress, and
- is engaged with and within our community.

Estimate of achieved level (1-5):

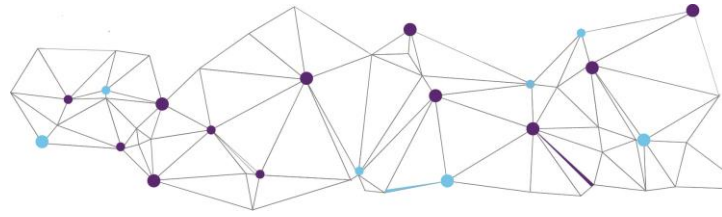
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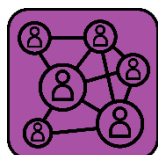
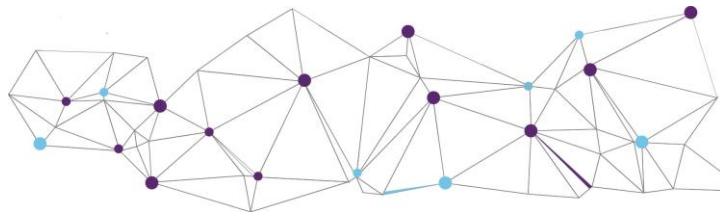
Towards a European Framework for
Community Engagement in Higher Education



Synthesis: Community Engagement Heatmap for Dimension VI

Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement					x	Lower: superficial; no evidence yet of mutual benefits Higher: authentic; tangible benefits for communities
Societal needs addressed				x		Lower: needs of labour market and industry Higher: 'grand challenges' (e.g. climate), social justice
Communities engaged with				x		Lower: well-resourced partners (e.g. business) Higher: low-resourced partners (e.g. schools, NGOs)
Institutional spread			x			Lower: only at one or two university departments Higher: across the entire institution
Institutional sustainability			x			Lower: engagement through short-term projects Higher: engagement institutionalised, adequate funding
<p>Across its different incarnations as an educational institution (the various Technical Colleges, DIT and TU Dublin), the commitment to interacting with local communities has always been very strong. However, in recent times an even deeper commitment has been made by senior management to this activity by recognising its value to education through its proactive initiatives (e.g. Access and Civic Engagement Office) and through its reward mechanisms for staff and students who effectively engage in such activities.</p>						

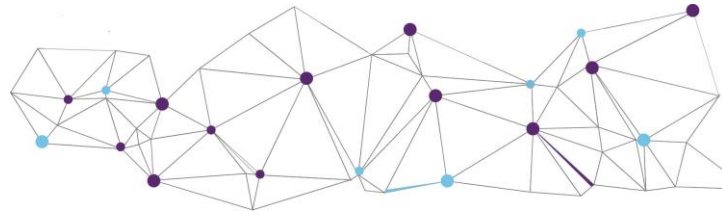




DIMENSION VII. SUPPORTIVE PEERS

Sub-dimension VII.1. The university has prominent academic staff members that have a strong track-record of community engagement and that advocate for its further advancement

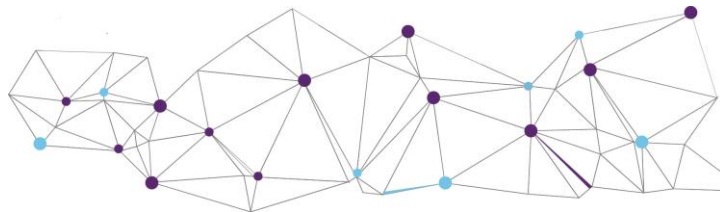
Levels of engagement	
Academic staff members that have a strong track-record of community engagement and that advocate for its further advancement are active ...	
Level 1	... in at least one university department.
Level 2	
Level 3	... at several university departments.
Level 4	
Level 5	... at most university departments.
Achieved level and conclusions	
<p>As evidenced throughout this report, TU Dublin has many staff members that have a strong track-record of community engagement and that advocate for its further advancement. Through some of the practices reported here and via other activities/projects they are engaged in, they continuously advocate the idea of an engaged university through their teaching, research and public engagement. They are engaged in various projects that tackle issues of community engagement (research or development projects), some of them are very active and vocal in the media (both local and national) addressing various local, regional and national issues. Moreover, many are engaged in various boards at local, county and national levels, and some are in governmental advisory boards. Whole departments have come together in support of community engagement through their teaching and research and have been recognised for their excellent practise (DELTA awards).</p> <ul style="list-style-type: none"> • See Appendix Practice #7 Chemistry Education Project and #9 Students in Action Initiative 	
Estimate of achieved level (1-5):	4.5



Sub-dimension VII.2. The university's academic staff are receptive of the idea of university-community engagement and of the value and rigour of community-engaged teaching and research

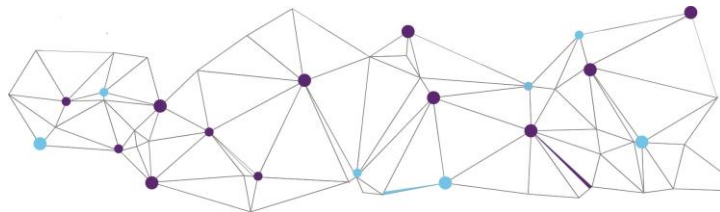
Levels of engagement	
Academic staff within or outside the unit(s) where community-engaged activities are organised ...	
Level 1	... have little understanding and/or express little support for community-engaged teaching or research.
Level 2	
Level 3	... express limited support for community-engaged teaching or research.
Level 4	
Level 5	... express strong support for engaged teaching or research and recognise the value and rigour of community-engaged teaching and research
Achieved level and conclusions	
<p>The rapid growth of experiential learning throughout the university has demonstrated the commitment by staff to engage in university-community engagement. For example, students taking entrepreneurship modules in the College of Business must organise charity events and during the past decade have raised over €750,000 for a wide variety of charities in Ireland who support people who are disadvantaged. Some staff members use consultancy projects, problem-based learning, live case studies and other forms of teaching to bring the classroom into the community.</p> <ul style="list-style-type: none"> • See Appendix Practice #8 Experiential Entrepreneurship module 	
Estimate of achieved level (1-5):	4.5





Synthesis: Community Engagement Heatmap for Dimension VII

Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement				x		<u>Lower</u> : superficial; no evidence yet of mutual benefits <u>Higher</u> : authentic; tangible benefits for communities
Societal needs addressed			x			<u>Lower</u> : needs of labour market and industry <u>Higher</u> : 'grand challenges' (e.g. climate), social justice
Communities engaged with			x			<u>Lower</u> : well-resourced partners (e.g. business) <u>Higher</u> : low-resourced partners (e.g. schools, NGOs)
Institutional spread			x			<u>Lower</u> : only at one or two university departments <u>Higher</u> : across the entire institution
Institutional sustainability			x			<u>Lower</u> : engagement through short-term projects <u>Higher</u> : engagement institutionalised, adequate funding
<p>The biggest challenge facing the sustainability of this dimension is the need by staff to publish in academic journals. While the university recognises and values community engagement, academic careers are more likely to be enhanced by publications than by community engagement, particularly if a person is seeking to get a position in another university that might not value community engagement in the same manner as TU Dublin. Balancing the desire to engage in community-based activities while also developing one's career will continue to be a struggle for many staff members.</p>						

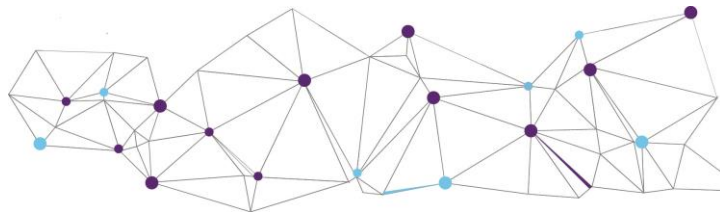


INSTITUTIONAL COMMUNITY-ENGAGEMENT HEATMAP

Dimensions of community engagement	Characteristics of community engagement				
	Authenticity	Social Needs	Communities	Spread	Sustainability
I. Teaching and learning	High	Low	High	Low	High
II. Research	High	Low	Low	Low	Low
III. Service/knowledge exchange	High	Low	High	High	High
IV. Students	High	High	High	High	High
V. Management (partnerships)	High	High	High	Low	High
VI. Management (policies)	High	High	High	Low	Low
VII. Peer support	High	Low	Low	Low	Low

Heatmap colour legend

Lowest level				Highest level
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SELF-REFLECTION

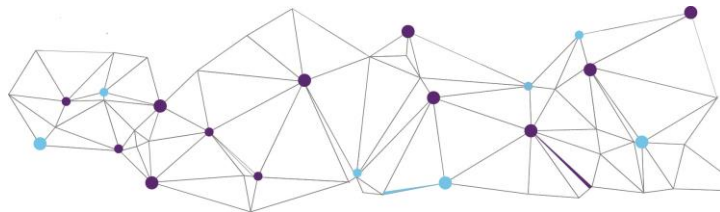
Based on the mapping report prepared above, a series of workshops and structured discussions were organised with stakeholders at the Technological University Dublin on November 7th and 8th 2019. The purpose of the discussions was to ascertain whether the mapping report captured the reality of community engagement at Technological University Dublin and to reflect upon both the achievements and the areas for improvement in terms of the University's community engagement.

The framework for the self-reflection was a so-called 'SLIPDOT analysis'. Developed by the TEFCE project, the SLIPDOT analysis follows the core structure of a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) but replaces the term 'Weaknesses' by two categories: 'Lower Intensity' and 'Potential for Development'. It also re-frames Opportunities and Threats as not only being external (as in a SWOT analysis), but also as encompassing elements that are *internal* to the university, but that are outside the control of community-engaged practitioners (meaning that they mostly refer to university management).

Areas of Strength	Areas of Lower Intensity	Areas with Potential for Development
<i>Areas where the university is doing particularly well in terms of community engagement</i>	<i>Areas of community engagement that are not highly developed at the university (due to it not yet being a priority, due to limited capacity or other reasons)</i>	<i>Areas of community engagement that the university could realistically improve in the future.</i>
Opportunities		Threats
<u>Internal</u> : e.g. Level of support among leadership and academic staff		<u>Internal</u> :
<u>External</u> : e.g. Level of community support; in line with national policy; availability of funds and programmes		<u>External</u> :

The participants of the SLIPDOT workshop were the following:

• Ninoslav Šćukanec Schmidt	Institute for the Development of Education, Zagreb
• Thomas Farnell	Institute for the Development of Education, Zagreb
• Daria Glavan Sculac	University of Rijeka
• Bojana Culum Ilic	University of Rijeka
• Mirela Pašić	City of Rijeka



• Christian Gerhards	TU Dresden
• Tom Guenther	TU Dresden
• Troels Gyde Jacobsen	European Consortium of Innovative Universities
• Victoria Gomez	Catalan Association of Public Universities
• Davide Dusi	Ghent University
• Don Westerheijden	University of Twente
• Bruce Phillips	Dublin City Council
• Emma O'Brien	TU Dublin
• Thomas Cooney	TU Dublin

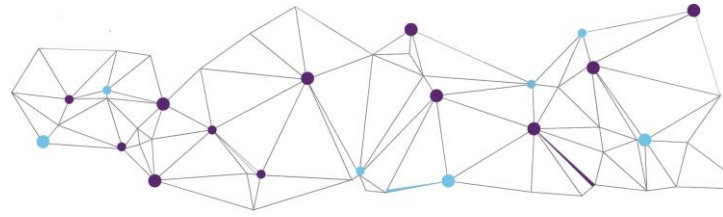
The conclusions of the SLIPDOT analysis are presented below and provide a basis for further discussions about how to improve community engagement at Technological University Dublin.

Strengths

- Development of the new TU Dublin campus could help strengthening CE activities at the university.
- There is clear commitment from highest management level for CE at TU Dublin (it represents institutional recognition for CE activities). TU Dublin management sets the CE priorities that are implemented across the entire institution.
- TU Dublin has organisational structures for CE in place, which help academics in the implementation of different CE activities
- TU Dublin encourages students to be engaged and to solve serious problems in their communities.
- TU Dublin has an extensive dialogue with different internal and external stakeholders, which creates a socially responsible learning and teaching environment.
- Grangegorman Development Agency (GDA) offers a unique opportunity to interconnect different stakeholders to work collaboratively on CE. It is important that the state has created the statutory and financial framework by establishing the GDA which is supportive of CE.
- Dublin City Council and TU Dublin work effectively together.

Lower intensity

- CE at TU Dublin is not spread around the whole university. Not all study programmes have a CE component.
- TU Dublin needs to establish a system of a proper workload allocation for lecturers that will acknowledge real needs for the effective implementation of various CE activities.
- More help is needed for CE from centralized services.
- There is a limited support structure at TU Dublin for engaged research.
- TU Dublin has primary focus on research activities that produce economic benefits and on publishing scientific articles. CE does not have the same level of priority as research.



Potential for Development

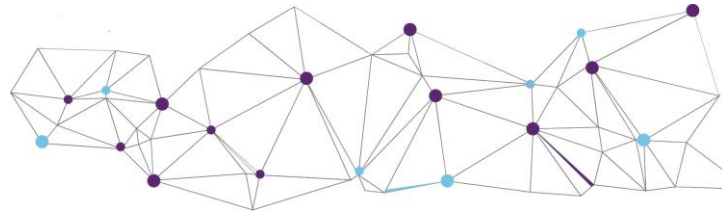
- If TU Dublin improves interdisciplinarity in many aspects of its work, it could have a positive influence on CE.
- TU Dublin needs to improve organisational structures that are necessary for effective implementation of CE activities.
- TU Dublin could be more oriented towards community stakeholders with fewer resources and not so much towards industry sector.
- There is potential for collaboration with other universities on CE. The Higher Education Authority (public agency) could provide funding that fosters collaboration in the field of CE between universities.
- TU Dublin should continue fostering structures already in place for building relations with community (e.g. fostering work of the GDA).

Opportunities

- TU Dublin is in the process of creating a new strategy for the newly merged university, which represents an opportunity for incorporating CE goals into the strategy (particular attention could be made on developing a new promotion policy for TU Dublin employees that rewards CE activities).
- TU Dublin should have more focus towards SDGs in the future. SDGs could serve as a driver for positive change.
- Include students more actively in the campus development plans
- Depopulation trends on the national level (IE) could help with creating collaborative goals for developing CE. These new goals could help in the development of disadvantaged areas around the new TU Dublin campus.
- European trends in HE are supportive of CE. It could influence the creation of new financial instruments for CE in Ireland, but also on the EU level.
- Since the Higher Education Authority includes KPIs for CE in performance agreements signed with universities, there is opportunity to incentivize financially universities that are successful in implementing CE activities.
- Collaboration between TU Dublin, local and national government on developing the Grangegorman area represents a potential for the enhancement of CE activities.

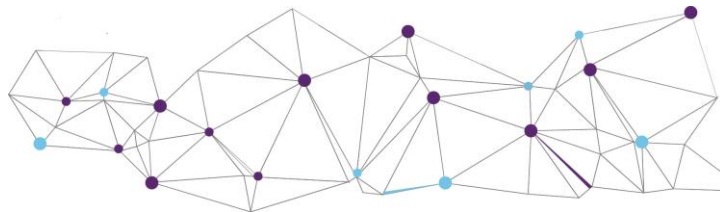
Threats

- TU Dublin is undergoing a big change because of the merger - if the current priorities are changed, it could influence negatively the current structures and activities for CE.
- Compliance and regulations (as a consequence of the merger and of the development of new structures and procedures) could hinder development of CE at TU Dublin.



- Hierarchy at TU Dublin could hinder flexibility in decision-making necessary for the implementation of CE activities.
- “Research on the top, CE on the bottom” – new strategic priorities of the newly established university (TU Dublin) could hinder development of CE.
- Grangegorman campus will receive a substantial number of students in a very short period (10,000 students in 2020; 5,000 more students in 2021); it represents a challenge because of student integration into the local community.
- New Public Management (NPM) tools will introduce competition in the HE sector and the HE institutions will try to sell CE using NPM-wording and NPM-approach: this is not coherent with the authenticity of CE.
- Insufficient funding for CE at TU Dublin.



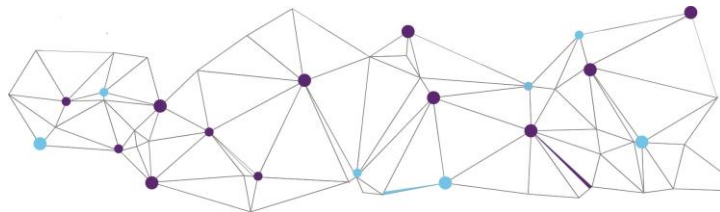


APPENDIX: Case Studies

Practice 1. Programme for Students Learning With Communities

Prepared by: Dr Catherine Bates, TU Dublin

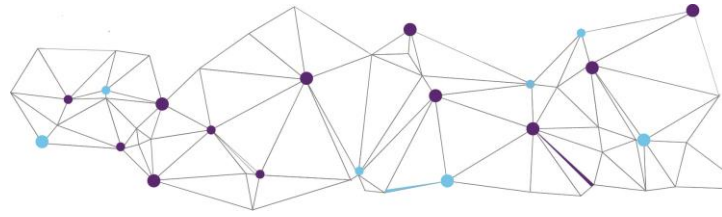
Title of community engagement practice	Programme for Students Learning With Communities
<p>Brief description of practice (maximum 500 words)</p> <p><i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>The Programme for Students Learning With Communities supports TU Dublin City Campus lecturers, students and community partners to collaborate on community-engaged learning and research (also known as service-learning). Students Learning With Communities involves lecturers and students working with community partners (charities, not-for-profit organisations, etc) to develop real-life projects. Projects are designed to benefit all participants.</p> <p>Students enhance their learning as they work on these projects with community partners, developing and applying their specialist subject skills, and receiving course credits for their work. Students also develop a range of essential professional skills, such as communication, negotiation, teamwork, presentation, and problem-solving skills. The community becomes part of the teaching process, as students work towards community goals. Students, lecturers and communities collaborate on knowledge exchange and co-creation, as well as engaging in critical thinking and developing their social awareness and networks. The Programme for Students Learning With Communities ultimately aims to energise participants to work for social change.</p> <p>Vision:</p> <p>To be a vibrant, professional hub connecting TU Dublin City Campus students and staff to local, national and international communities, by linking learning with real life application, for mutual benefit.</p> <p>Mission:</p> <ul style="list-style-type: none"> - To encourage, support and develop the practice of community-based learning and community-based research within programmes across TU Dublin.



	<ul style="list-style-type: none"> - To produce socially conscious graduates with applied and transferable professional skills. - To build sustainable relationships with community and voluntary organisations. - To create appropriate links with industry in support of community-based learning and community-based research. - To collaborate with national and international educational institutions to advance best practice in the area
<p>Web link for further information</p>	<p>www.dit.ie/ace/slwc</p>
<p>How is the community with which you engage involved in the implementation of this practice?</p> <p><i>Please describe whether the community you engage with is primarily a beneficiary of the practice and/or whether they are included as collaborators in its planning and implementation.</i></p>	<p>Community partners suggest project ideas that they would like to work on with students. We keep these on file (check-in annually to revise them), and then once a lecturer expresses interest in one of them, contact the partner to invite them to meet the lecturer to plan the work the students will do. They are collaborators on planning and implementation, as well as mutual beneficiaries with students and lecturer.</p>

Support for community engagement

<p>How does the university support this community-engaged practice?</p> <p><i>Please describe whether the university provides e.g. facilities, funding, administrative support, promotion, recognition, etc.</i></p>	<p>1.6 FTE staff are designated to work on this area, providing capacity-building support, training, facilitation and introductions between lecturers and community partners.</p> <p>In some academic areas, staff are allocated additional timetable hours to enable the additional work required to manage collaborative projects.</p> <p>An annual awards ceremony recognizes students and community partners involved in these projects.</p> <p>Before the TU Dublin merger, DIT President's Community Fellowships were conferred on a small number of very engaged community partners, and a proposal is being drafted to continue this award in TU Dublin.</p>
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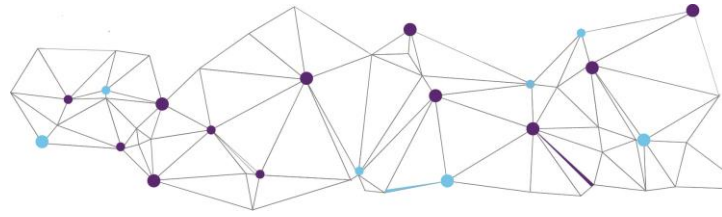
	<p>Community engagement is written in to progression criteria from Assistant Lecturer to Lecturer roles. External engagement (including community engagement) is also a criterion in Senior Lecturer I promotion competitions.</p>
<p>How do partners/collaborators from the community support and value this practice?</p>	<p>Community partners provide project ideas and inputs into projects, host site visits and sometimes work placements, give feedback on developing project work to students working on these projects, and implement and promote project outputs.</p> <p>That most community partners return year after year to take part indicates the value they place on these projects. Partners also recommend us to other community organisations, who then contact us asking to work with us.</p> <p>We have around 500 live project ideas on file from community partners. We are in the early stages of an impact evaluation with community partners, in collaboration with QUB, and the feedback from the small number of respondents so far has been overwhelmingly positive.</p> <p>We have community partners on our programme advisory board. Community partners have also co-authored and co-presented academic publications and conference presentations with us exploring this work.</p>
<p>How do your peers (university staff and management) and students support and value this practice?</p>	<p>On average around 50 lecturers a year run curriculum-based engagement projects on the City Campus, as well as those on other campuses. Many of these run multiple projects on multiple modules. Since the programme was established in 2008, around 200 lecturers on City Campus alone have been involved in delivering these projects.</p> <p>Several colleagues are undertaking PhD research into engaged practice, and many academic staff have presented and published on this work. The Principal of City Campus (formerly President of DIT) has attended all but one of the programme annual awards to present certificates.</p> <p>Colleagues in the Learning Teaching and Technology Centre collaborated with colleagues in Access and Civic Engagement to co-host the 7th international Living Knowledge Conference on community engaged research in 2016, with over 250 delegates, from all continents.</p>





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	<p>Over 11,000 students have been involved in curriculum-based engaged research and learning projects since 2008 on City Campus.</p> <p>The Students' Union President or Vice-President sit on the SLWC advisory board every year, as does at least one other student representative, and academic and professional services staff also sit on the board. The Director of Student Development chairs the board.</p>
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PROJECT FUNDING

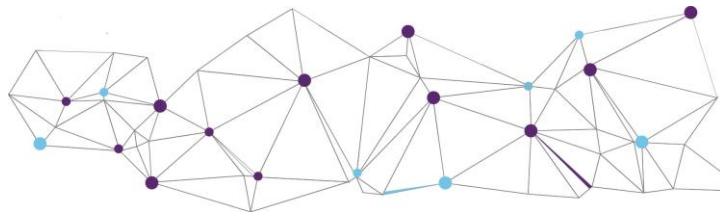


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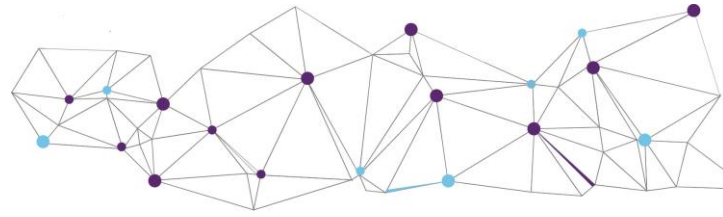
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Practice 2. A Co-Design Partnership to Develop Universally Designed ICT Applications for People with Intellectual Disability

Prepared by: Dr. John Gilligan, TU Dublin

<p>Title of community engagement practice</p>	<p>A Co-Design Partnership to Develop Universally Designed ICT Applications for People with Intellectual Disability</p>
<p>Brief description of practice (maximum 500 words)</p> <p><i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>This is a Co-Design partnership on projects to develop assistive technology applications between undergraduate Computer Science students and Community Partners who support individuals with Intellectual Disabilities. Co-design reflects a fundamental change in the traditional designer-client relationship, where, as in Universal Design users, as 'experts' of their own experience, become central to the design process.</p> <p>The Co-Design Projects which are based on needs from the everyday experiences of the Co-Designers have tackled App development for a variety of tasks ranging from a Friend Finder app to a Money Management App. They have considered the problem of accessible secure password management and have developed Apps for self-advocacy and for independently requesting referrals for professional services. There are some necessary preparations and agreements required before these Co-Design partnerships can work for the mutual benefit of all concerned.</p>
<p>Web link for further information</p>	<p>http://www.dit.ie/computing/studentresources/accessibilityresources/ (for resources to support the project)</p>
<p>How is the community with which you engage involved in the implementation of this practice?</p> <p><i>Please describe whether the community you engage with is primarily a beneficiary of the practice and/or whether they are included as collaborators in its planning and implementation.</i></p>	<p>Co-Design is a complex endeavor with many stakeholders. To make it work requires protocols and agreements which are the basis for our proposed framework. This framework has three distinct phases: a preparatory phase, a co-design team project phase and a post project review phase.</p> <p>The preparatory phase addresses the training requirements of the participants. This includes some universal design, co-design and accessibility awareness on the part of the student developers and Co-Design training on the part of the community participants.</p> <p>In the Project phase the Co-Designers, having presented to the students a list of projects which address an everyday need or requirements for the Co-Designer, work with the Students to</p>

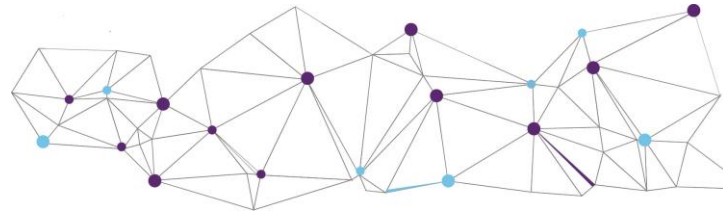


	<p>develop a software system which meets the requirements of one of these projects. Teams of between three and five students and a number of Co-Designers will be organized and assigned one of the projects. The collaborative co-design project will be based on experiential learning methods around team development.</p> <p>Finally in the Post Project phase challenges which arose and issues around the completion of the project are addressed.</p> <p>The framework is underpinned by a partnership agreement between the Academic and Community Partner organisations. This agreement defines agreed protocols for: project management, managing expectations, interaction between stakeholder roles, certification, training, Co-Design Process Models and activities, Intellectual Property, Ethics and Code of Conduct and post project work.</p>
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Support for community engagement

<p>How does the university support this community-engaged practice?</p> <p><i>Please describe whether the university provides e.g. facilities, funding, administrative support, promotion, recognition, etc.</i></p>	<ul style="list-style-type: none"> - This partnership is part of the Student Team projects which are part of Degree requirements. As such for the most part dedicated facilities under standard course resource allocation are used. - Rooms are made available for pre-project training and co-design activities - The school of Computer Science hosts an awards ceremony at the end which has previously been attended by the minister for education - The office of Access and Community Engagement provides Certificates of Participation for all involved - The school of Computing provides management and administrative support which is governed by a letter of comfort between parties - Staff support and Indemnity is provided by the community partner
<p>How do partners/collaborators from the community support and value this practice?</p>	<p>The main motivational drivers for the community partner lay in the need to partner with other organisations in diverse settings and to see how they can support government directives to integrate more into a local community and move away from institutional settings</p>





and from a medical to a social model of service provision. The community partners also wanted to learn from the expertise and skill set of different partners and see how it can improve their service provision.

Another motivational driver was the fact that the service provider acknowledges that whilst there is a digital divide that exists for the men and women they support, from their experience the accessibility of mobile devices are opening up new opportunities for all and assistive technology can support more independence. The project also empowered frontline support staff to up-skill and Co-Design outside the traditional setting.

While a requirement to learn new digital skills, to become designers and create solutions that can help themselves and others were key motivational factors for the men and women who participated as Co-Designers, a desire to attend college was a primary motivation for them. For many, they may have watched siblings or family members go to college and wanted to have the same opportunity to experience college life. They wanted to meet new people and work with different groups. For many of the individuals, they would have been in school with the same people for over fourteen years.

Some of the participants wanted to go to work and learn in a different environment, and for some, it resulted in them travelling new routes independently.

Co-design projects have been beneficial on many levels for the community partner in their service provision. The men and women supported by the community partner get an opportunity to work with the computer science students to co-design projects creating solutions to some of their everyday challenges.

These projects help: break down the digital divide that exists for people with higher support needs; promote greater awareness among the public of the skills that the men and women possess and challenge pre-conceptions held by many in society. They get to experience mainstream College life, some of them for the first time. By going to the college one day a week for twelve weeks, it promotes the possibilities of access to further education as they build capacity and up-skill in areas necessary for them to succeed in college.

The partnership helps to build the confidence, skills and experience of the men and women and support staff. They allow the community partners staff and the men and women they

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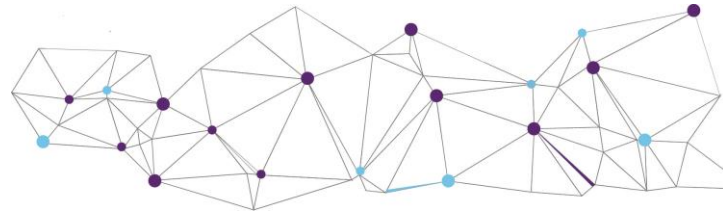


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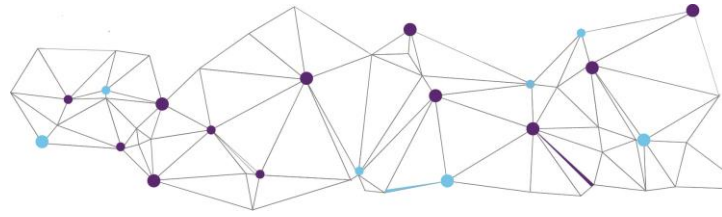
	<p>support to engage with a new group of people who they usually would not work with under regular service provision. They learn and excel at working with new teams, learning new skills in a change to the traditional learning/work environment of most service providers.</p> <p>While the community partners found the engagement with students and college staff to be a very positive experience, managing expectation can be a challenge. There are some issues with regards the skill set of the computer science students and their ability to deliver to the expectations of the men and women who will use the products. As these projects have been running for three years, we need to find a sustainable solution to how these prototypes can be rolled out to others and released for use by other people who could benefit from the digital solutions.</p>
<p>How do your peers (university staff and management) and students support and value this practice?</p>	<p>We get excellent support from School Management and Staff in terms of facilitating and integrating the processes of Co-Design into the team project. The agreement enshrined in the letter of Comfort has been facilitated by the office of Access and Community engagement as have the provision of certificates of participation.</p> <p>Very many staff from the restaurant to the porters to lecturing staff have been so helpful and accommodating of the co-designers in making their visits to the college here to be a wonderful experience.</p> <p>Students were asked to complete a questionnaire anonymously to reflect their views on their experiences working on a Co-design Team Project.</p> <p>In general the feedback from the students was very positive. Not only did the students see improvements in their own personal skills, both hard and soft, they also appreciated the importance of working closely with clients within the context of a team and the benefits these projects brought to the clients and the wider community.</p> <p>The majority of students agreed that working on co-design projects changed their view of the role end-users in application development and that they would give more consideration to end-user needs and engagement in their final year project. They felt that their teams would benefit from additional training early on in the project life cycle in the areas of end-user introduction/interaction and preparation of design</p>





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	<p>documentation. They also felt that team performance would improve if team members were chosen with similar skill sets in the area of software development.</p> <p>Because they felt that they got better feedback from the users when presented with designs and prototypes they recommended allocating more time to the Design and Implementation phases.</p> <p>More User introduction/interaction, Better Team Selection, Provision of Cloud services, Design Documentation preparation and Android Development Skills would in the opinion of the students benefit the process.</p>
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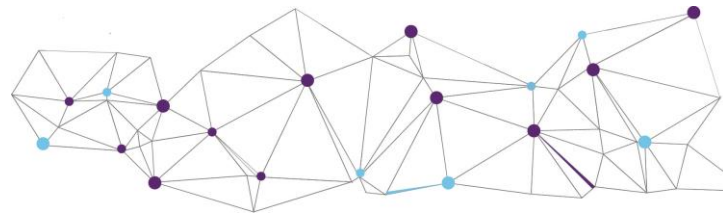


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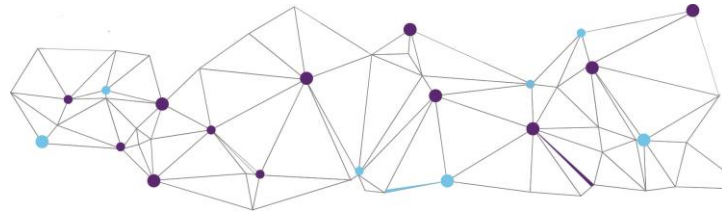


Practice 3. Grangegorman Area-Based Childhood (ABC) Programme

Prepared by: Kathleen McCann, TU Dublin and GDA

<p>Title of community engagement practice</p>	<p>Grangegorman Area-Based Childhood (ABC) Programme</p>
<p>Brief description of practice (maximum 500 words)</p> <p><i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>The Grangegorman ABC Programme is part of a national initiative to combat child poverty (one of thirteen similar programmes throughout Ireland) and is currently funded by the Irish Government's Department of Children and Youth Affairs (DCYA). The programme's primary objective is to break the cycle of child poverty in areas where it is most deeply entrenched and where children are most disadvantaged. It seeks to do this through integrated and effective services and interventions.</p> <p>The Grangegorman ABC Programme grew out of the Grangegorman Labour and Learning Forum (GLLF), a voluntary interagency body whose aim is to maximise socio-economic benefits for local communities from the Grangegorman urban regeneration project. TU Dublin and Dublin City Council are major stakeholders in the Grangegorman development and are both represented on the GLLF (which is currently chaired by TU Dublin).</p> <p>The ABC programme in Grangegorman is delivered by a consortium of 36 statutory, voluntary and community organisations with a presence in the area and is led by TU Dublin's Access and Civic Engagement Office. Grangegorman ABC comprises a number of initiatives including the delivery of evidenced-based intervention programmes aimed at children, parents and teachers; formal learning upskilling initiatives for early years' services staff in the area; and a referral pathways programme aimed at improving interagency work in terms of referrals and transitions to different settings and providing non-formal upskilling to early years' service staff. The programme has brought approximately €1m additional funding annually into the area since its inception in 2015, in addition to leverage from ABC consortium organisations, and has been targeted at children and their families experiencing disadvantage and marginalisation.</p> <p>The initial Grangegorman ABC Programme was funded from 2015 to 2017 but has continued with funding from DCYA which is currently provided on an annual basis. The original programme focused on children in the area from 0-6 years and their families. Following a process evaluation of the initial programme, sustainability research and a series of open consultation workshops and events with consortium members and the wider</p>



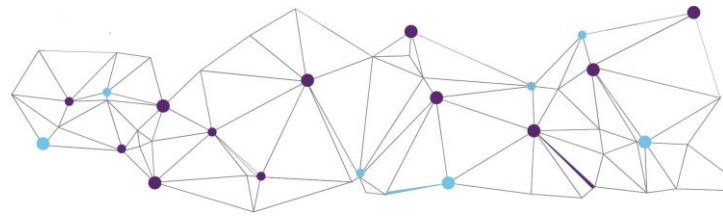


	<p>community, a Grangegorman Interagency Action Plan for Children and Young People 2019-2021 was published in late 2018. While this plan includes the continuation of programmes and activities evidenced to have positive outcomes for children, young people and their families in the area, it also provides for an extension of the age range from pre-natal stage to 21 years; new initiatives which include community service hubs, family and parent supports for the most marginalised parents and families; mental health and emotional wellbeing supports for children, young people and families; and support for children, young people and families experiencing homelessness.</p>
<p>Web link for further information</p>	<p>https://www.dcy.gov.ie/docs/EN/ABC-Overview/3883.htm;</p> <p>https://www.dit.ie/ace/grangegormanabcprogramme/</p> <p>https://www.pobal.ie/programmes/the-area-based-childhood-abc-programme/</p>
<p>How is the community with which you engage involved in the implementation of this practice?</p> <p><i>Please describe whether the community you engage with is primarily a beneficiary of the practice and/or whether they are included as collaborators in its planning and implementation.</i></p>	<p>The local community is well represented on both the Grangegorman ABC consortium which is made up of 36 community, voluntary and statutory/public organisations working in the area, and the programme’s steering group and sub-groups.</p> <p>One of the programme’s four full-time staff members is hosted by a community consortium organisation and focuses on community outreach.</p> <p>Community-based consortium organisations are also responsible for delivering a number of the ABC programme’s interventions and initiatives.</p> <p>Community-based research projects around areas such programme content and direction, evaluation, impact assessment, sustainability/future development, etc. are carried out with a view to maximising community engagement and input.</p>

Support for community engagement

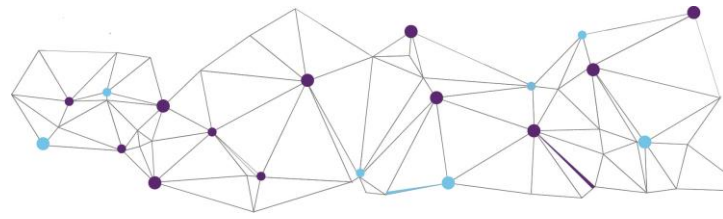
<p>How does the university support this community-engaged practice?</p>	<p>TU Dublin acts as the lead agency for the Grangegorman ABC consortium and is responsible for recruiting, hosting, managing and supporting four ABC staff members.</p>
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<p><i>Please describe whether the university provides e.g. facilities, funding, administrative support, promotion, recognition, etc.</i></p>	<p>TU Dublin’s Head of Access and Civic Engagement has overall operational responsibility for the ABC programme and other members of the Access and Civic Engagement team engage with and support the programme as part of their roles.</p> <p>TU Dublin’s Director of Student Development is an active and engaged member of the ABC steering group, and members of TU Dublin’s academic staff have also participated in the steering group.</p> <p>TU Dublin academic staff were responsible for delivering one of the ABC’s upskilling programmes for early years’ staff in the area on TU Dublin’s premises and using their facilities.</p> <p>Various members of TU Dublin’s academic staff have contributed to the ABC programme in an expert/advisory capacity.</p> <p>TU Dublin managerial and administrative staff also support the programme through the provision of HR and financial process support services, systems and expertise.</p>
<p>How do partners/collaborators from the community support and value this practice?</p>	<p>Community partners/collaborators from the community support and value this practice through their continued active engagement with Grangegorman ABC via membership of the consortium, steering group and sub-groups; the delivery of ABC interventions and initiatives; and their engagement in various research and consultative activities. The decision by the consortium and the wider community who were engaged in research and consultative processes to sustain, develop and expand the programme after the initial programme concluded can be viewed as ongoing community support for Grangegorman ABC.</p>
<p>How do your peers (university staff and management) and students support and value this practice?</p>	<p>University staff and management support Grangegorman ABC through the provision of a range of services, supports and resources, by acting as the lead agency for the programme, by delivering of some of the programme’s initiatives, by acting as academic advisors to the programme, by harnessing the high profile of the university and its reputation and networks to advocate for and promote Grangegorman ABC, and through active engagement on ABC’s consortium, steering group and sub-groups. The Grangegorman ABC programme does not currently engage directly with TU Dublin students.</p>

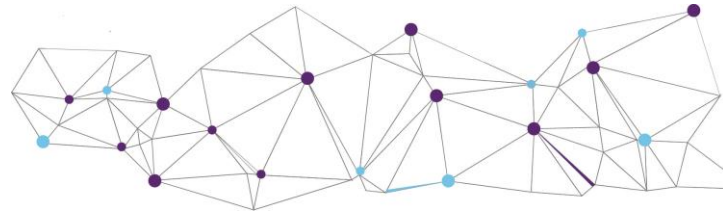




Practice 4. Grangegorman Labour and Learning Forum (GLLF)

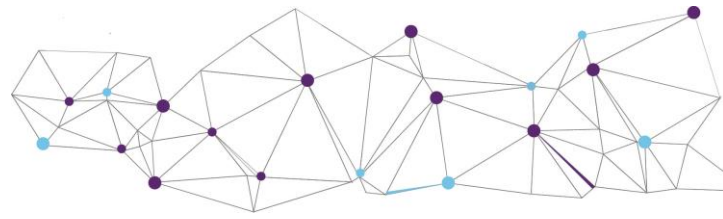
Prepared by: Kathleen McCann, TU Dublin and GDA

<p>Title of community engagement practice</p>	<p>Grangegorman Labour and Learning Forum (GLLF)</p>
<p>Brief description of practice (maximum 500 words)</p> <p><i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>The Grangegorman Development is a national flagship urban regeneration initiative bringing economic and social renewal to Dublin's North Inner City and creating a new urban quarter for the city. The Grangegorman site is an area of approximately 73 acres on the site of the former St Brendan's psychiatric hospital, the oldest public psychiatric hospital in Ireland. The site is being developed as a single campus for the former Dublin Institute of Technology (now part of TU Dublin) currently located in numerous sites across the city. In addition to the TU Dublin campus, the site also provides residential mental health facilities and community healthcare for Dublin North West, and local community access and use, including a primary school, sporting facilities and a children's playground.</p> <p>The Grangegorman Development has been ground-breaking in Ireland in its innovative approach of putting community benefit at the heart of the project. Established in 2010, the Grangegorman Labour and Learning Forum (GLLF) is a voluntary body of representatives from statutory, community and voluntary organisations working in the area. Its members include TU Dublin and Dublin City Council, and its key aims are:</p> <ul style="list-style-type: none"> - to ensure that employment, education & training, business & enterprise, and other opportunities arising from the Grangegorman project will benefit and improve the quality of life for surrounding communities to counter social and economic disadvantage; - to encourage and facilitate effective interagency cooperation and collaboration to identify gaps and seek to brokers solutions; - to look to mainstream initiatives where possible. <p>The GLLF meets regularly in a formal setting and is supported by a full-time Coordinator who works with the Forum members to develop and implement projects and initiatives. The Coordinator also acts as an informal point of contact and a roving ambassador for the development for local and wider communities. From time to time the GLLF establishes sub-groups around specific areas of</p>



	<p>its focus which draw in additional organisations, expertise and resources. One such current sub-group is the Grangegorman Business and Enterprise Group.</p> <p>Key aspects of current GLLF activity include:</p> <ul style="list-style-type: none"> - Employment – creating employment opportunities on the development for local and surrounding communities through the Grangegorman Employment Charter which requires that at least 20% of new hire on the development are local people. - Apprenticeships –providing apprenticeship opportunities with project contractors for young people from local and surrounding communities; partners in the development and roll-out of the TU Dublin Access to Apprenticeship programme. - Education & Training – preparation for employment, construction skills, certifications such as manual handling, ‘SafePass’, security; IT, etc.; Pre-Texts literacy and citizenship programme; intergenerational learning; work experience programme for members of marginalised groups; working with local schools and linking them into opportunities related to the development. - Business & Enterprise (the Grangegorman area is characterised by SMEs and micro-businesses) - Grangegorman Business Breakfasts (free networking events), engagement with local businesses and business associations, social enterprise and public procurement. - Other activities include Grangegorman ABC (which originated in the GLLF); Grangegorman Public Art community-based projects; provision of advice, support, resources and solidarity for community-generated/led projects/organisations/initiatives.
<p>Web link for further information</p>	<p>https://www.dit.ie/gllf/about/aboutthegllf/</p> <p>http://ggda.ie/employment-and-training</p>





How is the community with which you engage involved in the implementation of this practice?

Please describe whether the community you engage with is primarily a beneficiary of the practice and/or whether they are included as collaborators in its planning and implementation.

Community organisations have direct representation on the GLLF. Community groups and organisations engage formally and informally with GLLF programmes and initiatives across their planning, design, development and implementation. In addition to projects and initiatives instigated and/or led by the GLLF, the Coordinator and individual GLLF members also engage with community organisations and groups to support, advise and provide resources for their own initiatives and projects. There is also a focus within the GLLF and the day-to-day work of the Coordinator on building sustainable, mutually supportive and neighbourly relationships with community actors and organisations.

Support for community engagement

How does the university support this community-engaged practice?

Please describe whether the university provides e.g. facilities, funding, administrative support, promotion, recognition, etc.

TU Dublin is a founding member of the GLLF and one of the main stakeholders of the group and of the Grangegorman Development as a whole.

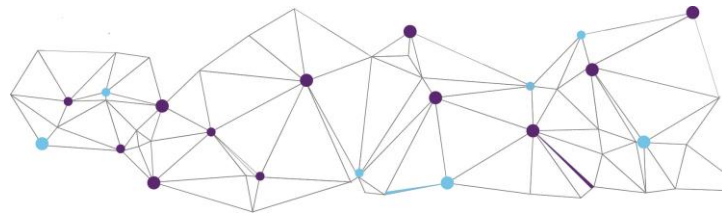
The GLLF and its Business & Enterprise Sub-group are both currently chaired by a Director of TU Dublin.

The TU Dublin Access and Civic Engagement (ACE) Manager and the ACE Engagement and Outreach Manager are also longstanding active members of the GLLF, while the ACE Manager also sits on the Business & Enterprise Sub-group, along with the TU Dublin Hothouse (business and enterprise incubation centre) Manager.

TU Dublin funds and resources a significant proportion of GLLF activities and initiatives and, with the Grangegorman Development Agency (GDA), co-funds the salary and employment costs of the Coordinator.

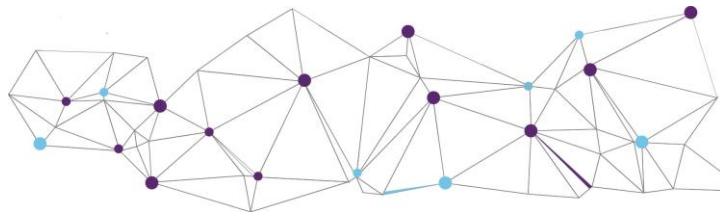
TU Dublin also provides accommodation, resources and line-management for the Coordinator and her work, in addition to venues and other resources for GLLF-led projects and events. The university actively promotes the work of the GLLF and its member organisations amongst its own staff, networks and the wider community.

TU Dublin co-funds and resources the production of periodic and comprehensive socio-economic surveys of the area (“Joining Up the Dots”) which serve not only as a basis for the GLLF’s own strategic planning and responses to local need, but which as an



	<p>invaluable tool for local community and voluntary organisations to inform and assist in the planning of their own work and their funding applications.</p>
<p>How do partners/collaborators from the community support and value this practice?</p>	<p>Community organisations are directly represented on the GLLF and its sub-committees, and are integrated into their programmes and initiatives.</p> <p>Community partners/collaborators are actively engaged in the choice of projects/initiatives to be pursued by the GLLF, in addition to their development, planning, implementation, evaluation and sustainability.</p> <p>Community partners/collaborators are also routinely included in the wider activities around the Grangegorman Development and within TU Dublin</p>
<p>How do your peers (university staff and management) and students support and value this practice?</p>	<p>University staff and management support the GLLF and its activities by providing representation and leadership to the GLLF and its sub-groups; by means of engagement with a range of projects through the provision of specialised academic input/advice; by inviting GLLF participation in university projects and initiatives; via assistance with administrative and operational aspects of projects and initiatives; by providing resources for community engagement e.g. venues, refreshments, materials, etc.; by hosting, supporting and mentoring participants on work experience programmes within TU Dublin, and by promoting the work of the GLLF and local communities groups/organisations amongst its own staff and networks.</p> <p>Currently, students are not directly engaged with the work of the GLLF as there are relatively few students as yet located on the TU Dublin Grangegorman Campus. However, the intention is to seek to engage students and a wider range of academic staff in the GLLF's programmes and projects as both students and staff relocate to Grangegorman in significant numbers as the campus develops (10,000 students will move to Grangegorman at the start of the 2020/21 academic year, with a further 5,000 projected to arrive for the 2022/23 academic year). The Coordinator has established and maintains a relationship with TU Dublin Students' Union.</p>

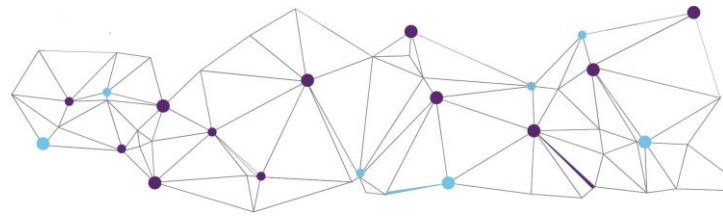




Practice 5. Pre-Texts

Prepared by: Jenny Haughton, GDA

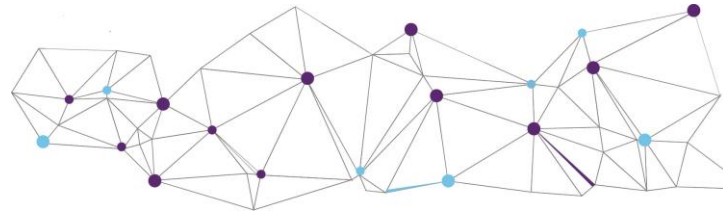
Title of community engagement practice	Pre-Texts
<p>Brief description of practice (maximum 500 words)</p> <p><i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>Pre-Texts has been developed by Prof. Doris Sommer, Director of the Cultural Agents, NGO, at Harvard University. Her academic and outreach work promotes development through arts and humanities in a variety of communities and schools in the USA, Latin America and beyond.</p> <p>Pre-Texts, combines high-order literacy, innovation and citizenship. It encourages educators to re-tool for 'close reading' and getting 'beyond' the text. When educators become facilitators of workshops where complex texts are prompts for creating a choreography, a painting, a story-board or a spoken word poem, participants stay intensely engaged in mining elements of the text for vocabulary, grammar, concepts, inferences, multiple interpretations and references to their most intimate concerns. Pre-Texts is for groups of all ages and abilities and works in a variety of formal and informal settings. It favours the slow, shy or disenfranchised reader and learner. Pre-Texts is inspired by Cartonera, - a social, political and artistic publishing movement that began in Argentina in 2003.</p> <p>Bringing Pre-Texts to Grangegorman in Dublin's inner city is a response to calls for better connections with people working and living locally, who are already invested in helping to advance educational experiences for a variety of ages and abilities. '...the lives we live' Grangegorman Public Art Working Group agreed to the introduction of Pre-Texts within Pathway 4 which supports creative agency building in the community. It was chosen because the socio-economic facts were quite stark. A significant number of young students in this part of the city are leaving school early or are not engaging with further education for a variety of reasons. There is also a significant number of lone parents along with a growing migrant population, but there is also a strong wish within the adult population to reengage with education and learning. Current socioeconomic profiles and community reports have already evidenced challenges to keeping students in learning environments and PreTexts sets about contributing to reversing this downturn. Above, all, Pre-Texts was seen as a way of building connections with people in the locality who are already creatively engaged with their respective communities. Many consider Grangegorman to be the last of Dublin's inner-city communities to</p>



	<p>undergo a process of regeneration. With the revisioning of St. Brendan's into a state-of-art Health Service provider, the establishment of Technological University Dublin and the recognition of both new and long-standing communities, schools and residents, Pre-Texts places people at the centre of regeneration. It's about sharing with, skilling up, re-connecting and building real community.</p>
<p>Web link for further information</p>	<p>http://www.pre-texts.org/</p>
<p>How is the community with which you engage involved in the implementation of this practice?</p> <p><i>Please describe whether the community you engage with is primarily a beneficiary of the practice and/or whether they are included as collaborators in its planning and implementation.</i></p>	<p>A number of community organisations including: The Complex, North West Inner City Network and Common Ground came together with the Grangegorman Development Agency and the Technological University Dublin (TU Dublin) to bring the Pre-Texts programme to Ireland. Having successfully secured funding for the initiative, the goal was to assist in building life skills such as literacy, leadership and citizenship in Dublin's inner city communities.</p> <p>A call was made far and wide to teachers, trainers, youth workers, artists, educators and others working in learning environments with children, young people or adults in Dublin's inner city to join the 'train the trainer' programme. After an enormously positive response, the programme began in Summer 2018 when Doris lead a two-and-a-half day artist/educator training workshop at the TU Dublin campus in Grangegorman.</p> <p>The programme is led by a steering committee from each of the community organisations, TU Dublin and GGDA. 23 educators and artists from the community trained in the programme and the programme has directly reached over 100 community members in a variety of settings including prison, adult education, youth clubs,</p>

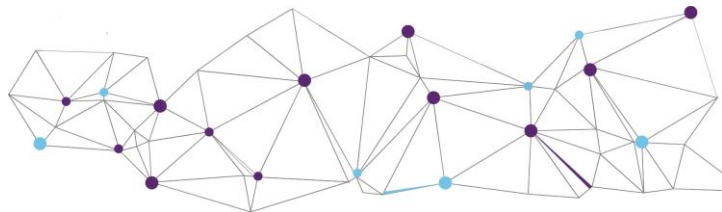
Support for community engagement

<p>How does the university support this community-engaged practice?</p> <p><i>Please describe whether the university provides e.g. facilities, funding, administrative support, promotion, recognition, etc.</i></p>	<p>The university provides all the facilities for training and is a member of the steering group and has provided financial support to the initiative. The initiative stemmed as a University Community Engagement activity from Harvard University and TU Dublin facilitated the programmes initiation in Europe.</p>
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<p>How do partners/collaborators from the community support and value this practice?</p>	<p>All educators that have participated in the programme are part of local community and the second phase of Pre-Texts the implementation phase involved the individual responses of each creative educator to Pre-Texts in their local community education setting. The implementation stage happened in various settings including:</p> <ul style="list-style-type: none"> - Youth programmes - Community Settings - Adult Education - Prison Education
<p>How do your peers (university staff and management) and students support and value this practice?</p>	<p>23 Educators from across the inner city have participated in the Pre-Text programme and formed a community of creative educators. One member of the community is a TU Dublin academic staff member. TU Dublin provided financial support for the initiative; is a member of the steering committee and hosted all workshops. It is envisioned that in the future, creative community engagements will be led by the TU Dublin School of Creative Arts.</p>

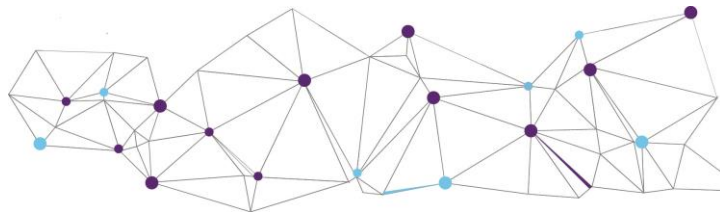




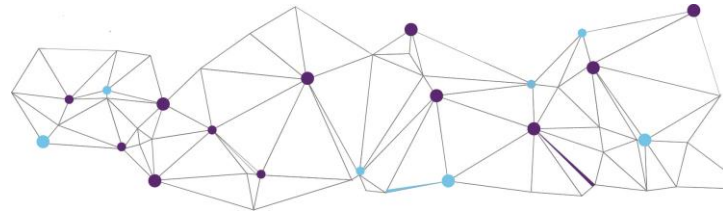
Practice 6. Developing a Junior Scientist Badge with a Local Youth Service - Community Based Learning with Chemistry Undergraduates

Prepared by: Dr. Claire McDonnell, TU Dublin

<p>Title of community engagement practice</p>	<p>Developing a Junior Scientist Badge with a Local Youth Service - Community Based Learning with Chemistry Undergraduates</p>
<p>Brief description of practice (maximum 500 words)</p> <p><i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>Goal and target group</p> <p>The goal is to develop and implement a syllabus for a Junior Scientist badge suitable for the 9 to 12 age bracket. This outreach activity was designed to involve sustained interaction over a 3 week period with year 2 TU Dublin chemistry students for young people living in an underserved community, who have an interest in science and would like to work towards achieving the Junior Scientist badge. In order to gain their badge, the young people complete the Royal Society of Chemistry Global Experiment or a similar activity as well as a Science Circuit with "stations" devised by TU Dublin students on a range of chemistry topics.</p> <p>Main Activities</p> <p>Once our undergraduates had planned the sessions, they travelled to the Core Youth Service facilities for two sessions there and, in the final week, the Junior Scientists came into TU Dublin. Each session involved interactive hands-on activities and related recording of findings/observations.¹</p> <p>Weeks 1 and 2 – Planning</p> <p>TU Dublin students were assigned to groups of 4. They trialed activities and prepared lesson plans and risk assessments. To comply with legislation, all TU Dublin students and staff had obtained Garda clearance to work with young people in advance.</p> <p>Week 3 – First session in Core Youth Service Inchicore.</p> <p>Part 1 of Royal Society of Chemistry (RSC) Global Experiment on Vitamin C; calibration and initial testing of cooked and uncooked fruit</p> <p>Week 4 – Second session in Core Youth Service Inchicore.</p> <p>Part 2 of the Global Experiment on Vitamin C; comparison of different fruits and vegetables selected by the young people in</p>



	<p>week 1, effect of aging and country of origin. Results added to RSC website.</p> <p>Week 5 – ‘Science Circuit’ hosted in TU Dublin</p> <p>Stations (10 minutes each) set up on key aspects of primary science curriculum with a worksheet to be completed. Then, Junior Scientist certificates, mugs and badges presented.</p> <p>Benefits to the University and the Community</p> <p>The anticipated aim was that the 9 to 12-year-olds would have an opportunity to learn more about science and build on an initial curiosity. It was also hoped they will come to view higher education as an achievable goal because of their interaction with TU Dublin students (some of whom have similar backgrounds) and by visiting a university campus. To ensure that the badge project is more than a one-off interaction, participants are encouraged to submit a project to the annual TU Dublin Scifest Science fair.</p> <p>Participation in this type of community-based Learning project by TU Dublin Chemistry students has been previously shown to assist development of problem-solving, teamwork, organisation, digital literacy and scientific communication skills. It also develops their sense of identity and confidence as a professional scientist and their awareness of civic engagement and of how they can contribute to society as a professional scientist.²</p> <p>1. ‘Community Based Learning with Second Year Chemistry Undergraduates conference poster; http://bit.ly/35TTthz</p> <p>2. C. McDonnell, P. Ennis, L. Shoemaker (2011) "Now for the science bit: implementing community-based learning in chemistry", Education + Training, 53(2/3), 218-36; http://arrow.dit.ie/scschcpsart/28/</p>
<p>Web link for further information</p>	<p>https://www.dit.ie/chemistry/partnerships/communitylinks/</p>
<p>How is the community with which you engage involved in the implementation of this practice?</p> <p><i>Please describe whether the community you engage with is primarily a beneficiary of the</i></p>	<p>The syllabus for a Junior Scientist badge for 9 to 12-year-olds was developed in collaboration with Breda Murphy from Core Youth Service in Inchicore in 2016. Each year that the activity is implemented, a short review is performed on completion to check whether our community partner would like to make changes. Also, before implementing again the following year, the community partner is asked for their input and any local circumstances are considered. The young people volunteer to take part and are asked</p>



practice and/or whether they are included as collaborators in its planning and implementation.

in week 1 for their input on how they would like to progress the global experiment and this informs the week 2 activities.

Support for community engagement

How does the university support this community-engaged practice?

Please describe whether the university provides e.g. facilities, funding, administrative support, promotion, recognition, etc.

The Students Learning With Communities (SLWC) office provides valuable support to those undertaking CBL and CBR and acts as a 'broker' to connect community groups with relevant academic disciplines and staff. This unit has been in place for 10 years and is supported by TU Dublin, although the staff resources allocated could be increased. Our School and College co-fund any taxi journeys required for travel between TU Dublin and the youth service. The annual SLWC award ceremony is a means to recognise TU Dublin students, staff and community partners who have contributed greatly to community university engagement.

How do partners/collaborators from the community support and value this practice?

The community youth worker who collaborated with us on this project completes an evaluation form each year for our student group and gives feedback, e.g. *'The students interacted very well on the young people's level, engaging them in the activities and keeping them interested.'*

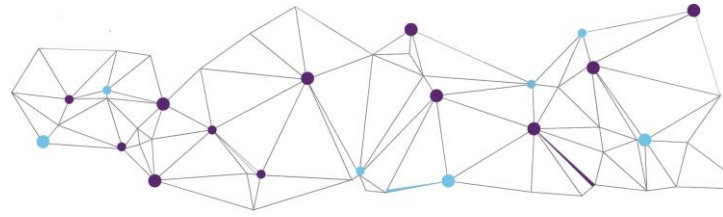
She also provides some guidance to our students to reassure them on how to interact with the young people and what to expect just before the first session begins. She has contributed to a video used at a conference (Living Knowledge 2016) to explain the impact of our CBL project. She also sets aside time to provide a short review after each implementation and to help to plan out each new implementation.

How do your peers (university staff and management) and students support and value this practice?

This activity is incorporated into the timetable and staff are allocated as appropriate. These activities are recognized on our school website and were highlighted in our recent school review. Some other staff have recently become involved in other community engagement projects – see our related [poster](#).

Students in later years are always very happy to come in to speak to a new group to give them some guidance and encouragement. As the activity has a real world application, we generally find that all students involved are committed and motivated.

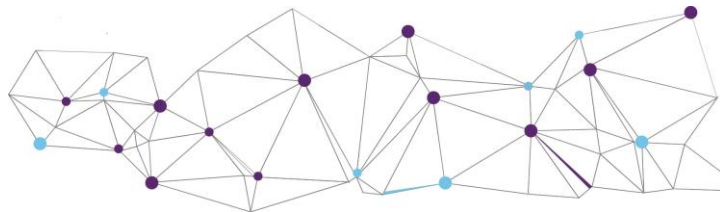




Practice 7. TU Dublin Enactus

Prepared by: Dr. Keith Colton, TU Dublin

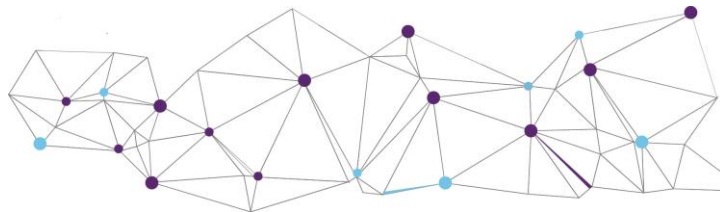
Title of community engagement practice	TU Dublin Enactus
<p>Brief description of practice (maximum 500 words)</p> <p><i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>Enactus is an international non-profit organization whose goal is to foster sustainable social entrepreneurship development led by student groups in Universities around the world.</p> <p>At TU Dublin the team takes the form of a student led society within the University. The team compete in a yearly competition, firstly in a national final, with the winners going forward to an international final.</p> <p>In recent years the team has successfully engaged with a diverse range of communities, from supporting retired community members to establish tours of Dublin based on their life experiences, to Eirtote which is a project that aims to spread awareness about sustainable fashion as well as teach asylum seekers to embroider onto sustainable tote bags.</p> <p>The teams are supported by professional/industry mentors, academic staff and Enactus Ireland in the development of their projects.</p> <p>The competition is judged on:</p> <ul style="list-style-type: none"> • Seeing Opportunity <ul style="list-style-type: none"> ○ Conducting a thorough needs assessment with the target audience • Taking Action <ul style="list-style-type: none"> ○ Using entrepreneurial action • Enabling Progress <ul style="list-style-type: none"> ○ Measuring and reporting direct and indirect outcomes ○ Empowering people ○ Improving livelihoods in an economically, socially and environmentally sustainable way <p>This results in communities benefiting from collaboration and fresh innovation, plus students gain the valuable experience to advance their personal and professional lives.</p>



	The university gains access to a wider academic community engaging in research linked to projects related to the UN sustainable development goals.
Web link for further information	Enactus.ie
<p>How is the community with which you engage involved in the implementation of this practice?</p> <p><i>Please describe whether the community you engage with is primarily a beneficiary of the practice and/or whether they are included as collaborators in its planning and implementation.</i></p>	The student teams seek communities to engage with on a project by project basis, the engagement is mainly directly with the beneficiaries with the intention of empowering them to gain long term, sustainable benefit from the project/business.

Support for community engagement

<p>How does the university support this community-engaged practice?</p> <p><i>Please describe whether the university provides e.g. facilities, funding, administrative support, promotion, recognition, etc.</i></p>	<p>The engagement is a student led initiative, the University does engage in essential administration either through the student's union or staff.</p> <p>The student's union provides funding for the society.</p> <p>There is currently limited recognition at an institution level.</p>
<p>How do partners/collaborators from the community support and value this practice?</p>	<p>Enactus Ireland provides significant amount of support the team members during the development of projects, preparation for competition and engagement with the business community.</p> <p>This engagement is through networking events, additional funding opportunities from industry and the creation of industry panels to provide support and feedback to the team.</p> <p>Industry provide a number of events over the year where teams can secure additional funding to help support the development of their ideas.</p>
<p>How do your peers (university staff and management) and students support and value this practice?</p>	<p>Individual staff members volunteer their time to act as a support for the members of the team.</p> <p>A head of school signs forms stating that the team is eligible</p>



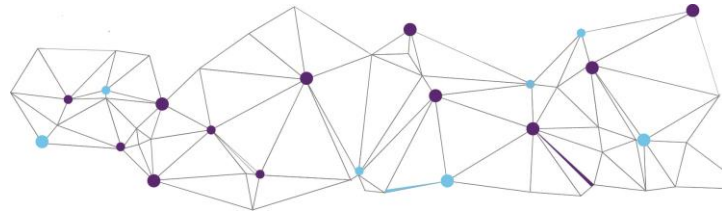
Practice 8. Experiential Learning in Entrepreneurship – Students Organising Charity Events

Prepared by: Prof Thomas Cooney, TU Dublin

<p>Title of community engagement practice</p>	<p>Experiential Learning in Entrepreneurship – Students Organising Charity Events</p>
<p>Brief description of practice (maximum 500 words)</p> <p><i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>This assignment is embedded within a third-year entrepreneurship module at the College of Business, TU Dublin.</p> <p>The objectives for this assignment are to enable students to: (a) experience entrepreneurship in action by organising a charity event, and (b) consider what they have learned by writing a reflection paper. The assignment also develops the entrepreneurial capabilities of students and demonstrates how entrepreneurial behaviour can be used to benefit people in need.</p>
<p>Web link for further information</p>	
<p>How is the community with which you engage involved in the implementation of this practice?</p> <p><i>Please describe whether the community you engage with is primarily a beneficiary of the practice and/or whether they are included as collaborators in its planning and implementation.</i></p>	<p>The community partners are highly varied, as each student group selects its own charity organisation with whom it wishes to collaborate and donate the monies raised.</p>

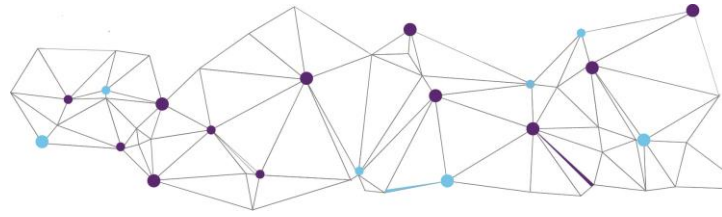
Support for community engagement

<p>How does the university support this community-engaged practice?</p> <p><i>Please describe whether the university provides e.g. facilities, funding, administrative support, promotion, recognition, etc.</i></p>	<ul style="list-style-type: none"> • The assignment requires students to generate their own ideas for fundraising, then organise and run the event, and conclude by writing a paper reflecting upon their experiences. The following are the guidelines that they are requested to follow: • The event must be organized through self-selected groups, but the reflection paper must be submitted on an individual basis.
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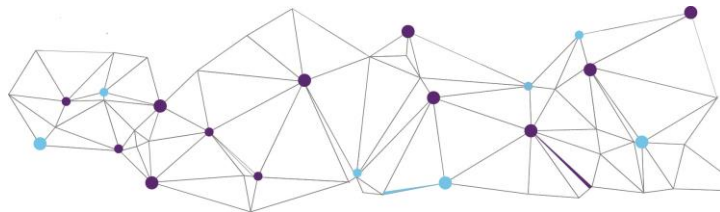
	<ul style="list-style-type: none"> • The target amount of money to be raised is €2,000 per group. • The maximum number of students per group is three. • Each group can self-select their own event to run and charity whom they wish to support. • All events must be passed by the Review Committee (lecturer, entrepreneur, representative from insurance company) following a presentation in class and submission of completed documentation. • Additionally, every student must complete two DIT Health and Safety online modules, in addition to submitting the documentation required by the insurance company. These requirements refer both to the preparation activity and to the event itself. • The group must meet with their chosen charity to ensure that they fully understand the work of the charity and to receive their support for the event that the students are organising on behalf of the charity. • The event can only be held during Weeks 6-10 of the semester to ensure proper preparation has been undertaken and that all requirements have been met. • The reflection paper must contain a letter from the Group's chosen charity confirming the date of the event and the amount of money that they received. • One class is dedicated to Business Ethics to ensure that students are familiar with good practice in terms of ethical behaviour. • Any losses incurred are the sole responsibility of the group, which ensures that some element of risk is attached to the assignment.
<p>How do partners/collaborators from the community support and value this practice?</p>	<p>As highlighted each year, if each group can make a difference to one person's life, then their work will certainly have been</p>





	<p>worthwhile. More specifically, the expected outcomes are as follows:</p> <ul style="list-style-type: none"> • Students will appreciate how entrepreneurship can be utilised in not-for-profit organisations. • Charities will gain greater awareness of their brand/organisation due to the promotion work undertaken by the students. • Charities will receive much needed income through the event organised by the students. • Clients of the charity will benefit due to the ability of the organisation to provide essential services given the money provided by the students. <p>The assignment has been running for 12 years and it is estimated that the students have raised over €675,000 during that period. This has been a fantastic achievement by the students and they have supported a wide variety of charities and their clients. The assignment has also been recognised as an example of good practice within Ireland and in Europe. On some occasions, students have continued to work with their selected charity on a voluntary or paid basis after the assignment has been completed (two students became long-term employees).</p>
<p>How do your peers (university staff and management) and students support and value this practice?</p>	<p>The feedback from students has been consistently positive with many saying that it was their best learning experience in college because they:</p> <ul style="list-style-type: none"> • work with real organisations; • develop essential transferrable skills; • learn from and with communities; • increase their reflective skills and critical thinking; • increase their levels of social awareness; • practice entrepreneurial behaviour; • raise money for people in need.

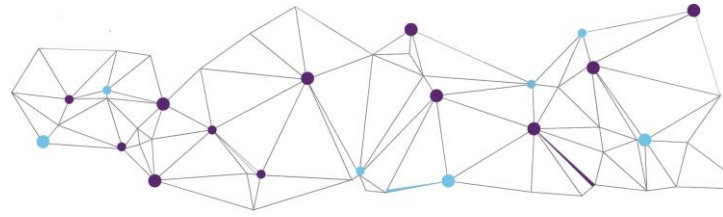




Practice 9. Students in Action Initiative

Prepared by: Dr. Ziene Mottiar, TU Dublin

Title of community engagement practice	Students in Action Initiative
<p>Brief description of practice (maximum 500 words)</p> <p><i>Please describe the practice's goal, main activities and target groups, as well as how both the university and community benefit from this practice.</i></p>	<p>The Students in Action Initiative is a student focused tourist destination project which seeks to establish deep and meaningful engagement between destinations, industry, community and TU Dublin staff and students. The project began in 2012 and is guided by a team of seven academics in the School of Hospitality Management and Tourism and each year approximately 200 students are involved in the initiative. The key objectives of this project are to offer support to a tourism destination and its related organizations over the course of an academic year in the form of focused assessment work and to provide students with a real life learning experience.</p> <p>In the project, TU Dublin students and staff play a role in the creative and sustainable tourism development of the destination and also support business and community organizations in a reciprocal manner. This 'co-creation' initiative has been run in Slane (2012-13), Drogheda (2013-14), Wexford (2014-15), Tullamore (2-15-16) and Fingal (2016-17 and 2017-18). The core concept is utilizing assessments from a variety of undergraduate and postgraduate modules to tackle real and applied questions raised by destination based stakeholders. Key components involve the building of relationships with organizations in the destination, the organizing of a field trip and guest speakers for students, the development of assessment work and finally the presentation of key findings and ideas back to stakeholders in the destination. This circular co-creative approach to learning is innovative, connects industries and communities to the school and encourages transformational learning.</p>
<p>Web link for further information</p>	



<p>How is the community with which you engage involved in the implementation of this practice?</p> <p><i>Please describe whether the community you engage with is primarily a beneficiary of the practice and/or whether they are included as collaborators in its planning and implementation.</i></p>	<p>In the perfect model the community will come up with the key issues that they would like the students to explore. In some cases this happens but in many the role played in the early stages by the community is more limited. However partners do value the ideas and analysis that students present to them at the end of the process and they participate fully in the planning for the day the students spend in the destination.</p>
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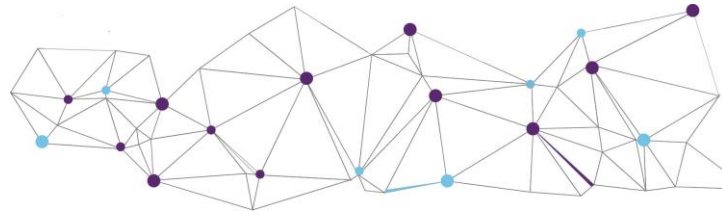
Support for community engagement

<p>How does the university support this community-engaged practice?</p> <p><i>Please describe whether the university provides e.g. facilities, funding, administrative support, promotion, recognition, etc.</i></p>	<p>There is a small time allowance for one academic to lead this initiative each year.</p>
<p>How do partners/collaborators from the community support and value this practice?</p>	<p>Partners value the ideas the students come up with and engage fully with students during their visit to the destination.</p>
<p>How do your peers (university staff and management) and students support and value this practice?</p>	<p>Students for the most part engage and enjoy this practice and common comments relate to the fact that they like this 'real life' experience. Peer recognition for the project was forthcoming with the winning of the DELTA Teaching Excellent Award achieved in 2018.</p>



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