

SUMMARY TEFCE REPORT ON COMMUNITY ENGAGEMENT AT TU DUBLIN

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PROJECT FUNDING



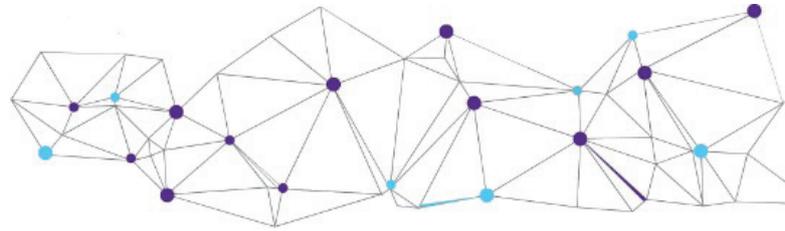
PROJECT CO-FINANCING





TEFCE

Towards a European Framework for
Community Engagement in Higher Education



EXECUTIVE SUMMARY¹

The EU-funded project *Towards a European Framework for Community Engagement in Higher Education* (TEFCE, www.tefce.eu) sought to develop innovative and feasible policy tools at the university and European level for supporting, monitoring and assessing the community engagement of universities. It defined 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.

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 a detailed review. This report acknowledges that it does not capture the significant number of excellent community engagement activities that are happening across TU Dublin and that the main focus of the report regarding the pilot project relates principally to activities based on the City Centre campus.

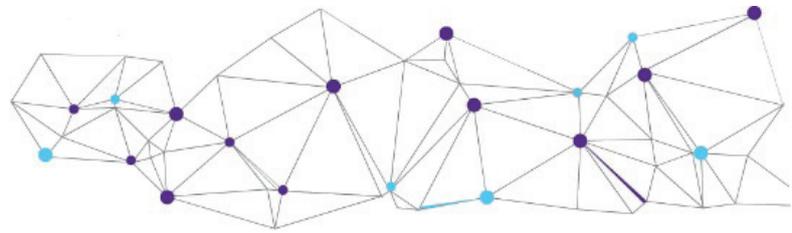
The TEFCE Toolbox guided TU Dublin to assess its level of community engagement according to seven thematic dimensions: teaching and learning, research, service & knowledge exchange, students, university-level engagement activities, institutional policies and supportive peers. The first step in applying the Toolbox was to collect evidence of community engagement activities from across TU Dublin and connecting these to the 21 sub-dimensions of the Toolbox.

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 overall conclusions regarding community engagement at TU Dublin based on the Toolbox application were as follows:

- 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.
- 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.
- The new campus development at Grangegorman, represents significant **potential for development** of community engaged practise at TU Dublin.
- A **threat** remains that TU Dublin's new status, merger and strategic priorities could negatively influence the current structures and activities for community engagement.
- The current elaboration of TU Dublin's '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.

¹ This Summary Report is based on the publication 'Community Engagement at Technological University Dublin: Report on Piloting the TEFCE Toolbox' which was written by Emma O'Brien, Thomas Cooney and Ninoslav Šćukanec Schmidt and published in 2020 by the Institute for the Development of Education, Zagreb, Croatia





INTRODUCTION²

Until now, much pressure has been placed on universities to demonstrate their contribution to economic development and business engagement. However, there is an escalating 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 role of universities in meeting the UN's 2030 Agenda for Sustainable Development and 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.

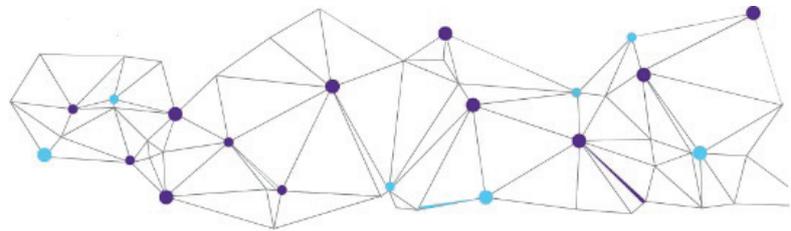
The purpose of the TEFCE Toolbox is to serve as a reference tool for universities, communities and policymakers to better understand the dimensions of community engagement in higher education. It is also a practical tool for universities to determine how well they perform according to each dimension, as well as identifying where they can improve. 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	Collect stories of community-engaged practitioners and initiatives throughout the university
3. Mapping	Use the TEFCE Toolbox matrix to map the level of community engagement by 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 potential improvement
5. Institutional report	Promoting good practices and impact, and critical self-reflection for planning improvements to university-community engagement

The TEFCE Toolbox can be implemented in different institutional and local contexts. It thus has the potential to become a robust tool that will support European universities in institutionalising their cooperation with the wider community. Due to its flexibility and openness it could be applied at a European scale and could be promoted by the different European-level organisations and initiatives.

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 stakeholders and so readers are encouraged to focus their attention primarily on the results of the self-reflection exercise and activities, and to use the assigned levels as a way of identifying areas of strength and areas for further improvement.

² This report wishes to recognise the participation of Dublin City Council as a partner in the project and particularly acknowledge the work of Bruce Phillips.



INSTITUTIONAL OVERVIEW³

TU Dublin was formally established on January 1, 2019, the culmination of more than seven years of collaboration between the three partner Institutes – Dublin Institute of Technology, Institute of Technology Blanchardstown, 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.

The following are the key statistics relating to student numbers at TU Dublin:

- 28,500+ Students
- 13% of all Higher Education students in Ireland
- 3,350+ International Students
- Flagship campus at Grangegorman, and campuses in Blanchardstown and Tallaght

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:

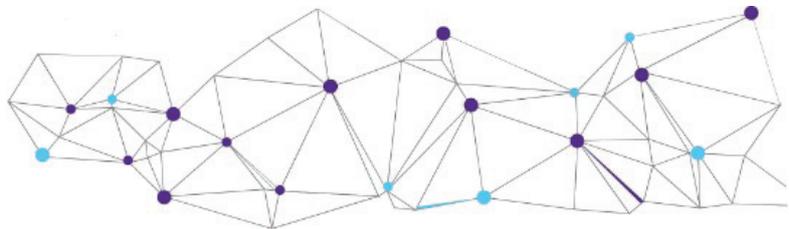
- Enhancing the quality of TU Dublin education experiences
- Building partnerships with civil society, communities, and other education organisations to co-deliver transformative learning opportunities and to co-create and exchange knowledge
- Having a positive impact on Irish society by addressing key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

In terms of scale, the following give some sense of the community-related activity undertaken by TU Dublin on an annual basis (figures are approximate):

- 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 and **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**

The full TEFCE report (on which this report is based) extensively covers the mapping of practises across TU Dublin, but this summary version captures a flavour of the depth and variety of community engaged practices at TU Dublin. It should also be noted that some activities may have relevance across a number of dimensions of the Toolbox.

³ 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.



MAPPING PRACTICES

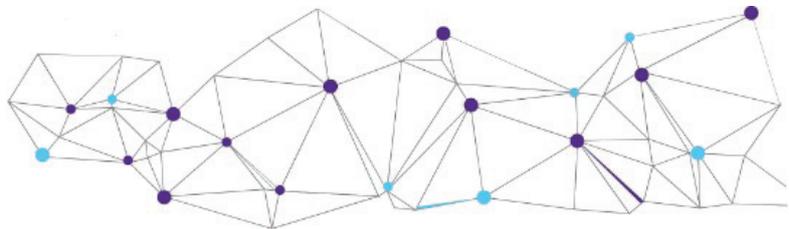
DIMENSION I: TEACHING AND LEARNING

Sub-dimension	Examples of Activities	Estimate of Achieved Level (1-5)
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.	Students Learning With Communities supports staff, students and community partners to engage in community-engaged learning and research.	5
Sub-dimension I.2. The university has study programmes or courses that include a community-based learning component for students.	1-in-3 full-time undergraduate programmes on City Campus alone have an element that includes a community-based learning component for students.	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).	Idea Camp was Ireland's first ever academy of creative play. The aim of the camp was to nurture lifelong creativity as an essential skill in a well-rounded education.	4
Sub-dimension I.4. The university has study programmes or courses that are created, reviewed or evaluated in consultation or cooperation with the university's external communities.	The principal aim of the Area Based Childhood (ABC) programme is to improve developmental outcomes for 0-6 year old children in the Grangegorman area.	4

Synthesis: Community Engagement Heatmap for Dimension I

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

TU Dublin is deeply committed to community engagement 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 (SLWC) programme is a leading example of how engagement with under-served communities may be embedded into teaching and learning to enhance the learning experience for students, academics and external communities.



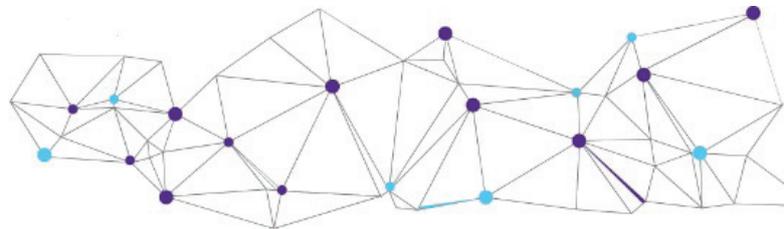
DIMENSION II. RESEARCH

Sub-dimension	Examples of Activities	Estimate of Achieved Level (1-5)
Sub-dimension II.1. The university carries out research focusing on the societal needs of the university's external communities.	Co-Design Partnership to develop Universally Designed ICT applications for People with Intellectual Disability. Undergraduate Computer Science students and Community Partners who support individuals with Intellectual Disabilities partner on projects to develop assistive technology applications.	3
Sub-dimension II.2. The university carries out collaborative or participatory research in cooperation with the university's external communities.	The TU Dublin Institute for Minority Entrepreneurship seeks to undertake research and co-author publications with members of underrepresented communities.	4

Synthesis: Community Engagement Heatmap for Dimension II

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

The authenticity of engagement is genuine as TU Dublin has made a strategic commitment and provides appropriate resourcing to supporting research activity in this space. The research activity 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.



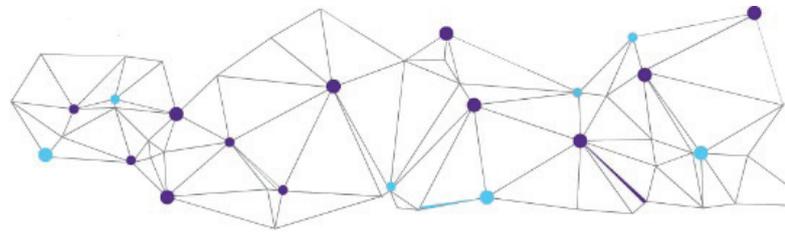
DIMENSION III. SERVICE AND KNOWLEDGE EXCHANGE

Sub-dimension	Examples of Activities	Estimate of Achieved Level (1-5)
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.	TU Dublin regularly contributes to RTE Brainstorm . RTÉ Brainstorm is where the academic and research community contribute to public debate, reflect on what's happening in the world and communicate fresh thinking on a broad range of issues.	4
Sub-dimension III.2. University staff provide their knowledge to support organisations representing the interests of the university's external communities.	Young Women in Technology Programme was created to introduce female secondary school students to technology based careers and tech courses on offer at TU Dublin Blanchardstown.	4
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.	Bringing Pre-Texts to Grangegorman in Dublin's inner city was a response to calls for better connections with people working and living locally	4
Sub-dimension III.4. University staff community engagement activities have had a demonstrable positive impact on the university's external communities.	The Grangegorman ABC programme has brought approximately €1m additional funding annually into the area since its inception in 2015.	4.5

Synthesis: Community Engagement Heatmap 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

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. TU Dublin staff are frequently members of national / international policy and practitioner expert groups addressing a variety of economic and societal needs.



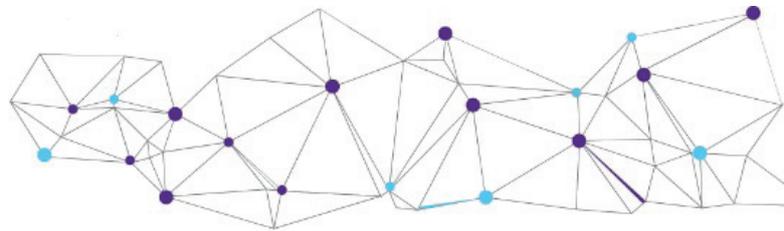
DIMENSION IV. STUDENTS

Sub-dimension	Examples of Activities	Estimate of Achieved Level (1-5)
Sub-dimension IV.1. Students deliver their own community engagement activities independently through student organisations or initiatives.	The Enactus society at the TU Dublin City campus is a student society that aims to use entrepreneurial skills to empower people economically, socially and environmentally.	4.5
Sub-dimension IV.2. The university facilitates matchmaking between students and external communities.	TU Dublin is a member of the national Studentvolunteer.ie initiative. In 2017-18, over 17,500 student volunteers donated 3 million hours to causes and events across Ireland valued at €28.4m (Source IUA).	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

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.



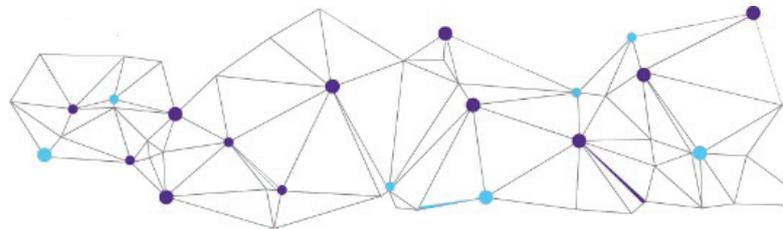
DIMENSION V. UNIVERSITY MANAGEMENT (PARTNERSHIPS AND OPENNESS)

Sub-dimension	Examples of Activities	Estimate of Achieved Level (1-5)
Sub-dimension V.1. The university has long-standing, mutually-beneficial partnerships with its external communities.	The Grangegorman Labour and Learning Forum aims to ensure that opportunities arising from the new campus development benefits surrounding communities.	4
Sub-dimension V.2. The university makes learning and research resources accessible to its external communities.	The first SciFest was held in TU Dublin (Tallaght campus). In 2017, TU Dublin campuses hosted 44 schools in three SciFest fairs.	4.5
Sub-dimension V.3. The university has facilities and services that are jointly-managed and/ or accessible to its external communities.	The new Grangegorman campus will include: <ul style="list-style-type: none"> • A primary school and play spaces • Sports pitches and playing fields • Health care facilities • New arts, cultural, recreational and public spaces to serve the community 	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

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 in mutually beneficial partnerships with external communities through its strategies and resourcing.



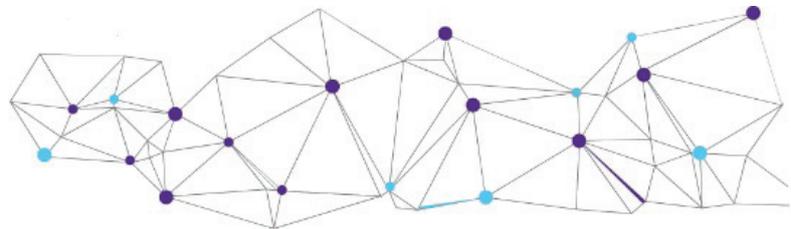
DIMENSION VI. UNIVERSITY MANAGEMENT (POLICIES AND SUPPORT STRUCTURES)

Sub-dimension	Examples of Activities	Estimate of Achieved Level (1-5)
Sub-dimension VI.1. The university provides recognition for community engagement achievements by its staff, students and external communities.	Several TU Dublin Annual Awards including well recognised Student Awards for community engagement.	5
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.	TU Dublin Access and Civic Engagement Office (25 staff) coordinate engagement outreach and access entry routes	4.5
Sub-dimension VI.3. The university has staff development policies (e.g recruitment, tenure, promotion) that include community engagement as a criterion 1.	Engagement activity is currently included across all campuses as criteria for academic progression from assistant lecturer to lecturer and senior lecturer to Professor .	4
Sub-dimension VI.4. The university has a mission, strategy, leadership and (funding) instruments that specifically promote community engagement.	Community engagement is prioritised in the Technological Universities Act (2018) , the TU Dublin strategy to 2030 and TU Dublin's mission statement .	4

Synthesis: Community Engagement Heatmap for Dimension VI

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

Across its different incarnations as an educational institution, TU Dublin's commitment to interacting with local communities has always been very strong. Recently, an even deeper commitment has been made by senior management to this activity by recognising its value to education through its proactive initiatives and through its reward mechanisms for staff and students who effectively engage in such activities.



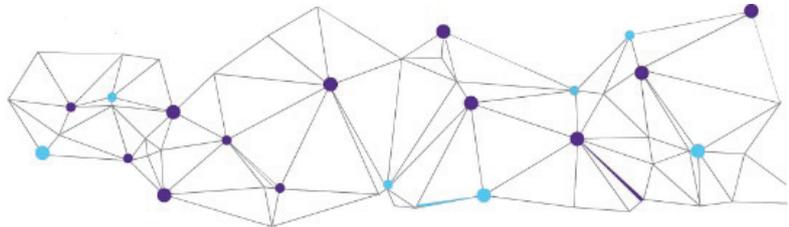
DIMENSION VII. SUPPORTIVE PEERS

Sub-dimension	Examples of Activities	Estimate of Achieved Level (1-5)
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.	Junior Scientist Badge - outreach activity between TU Dublin Chemistry students and young people living in underserved communities who have an interest in science.	4.5
Sub-dimension VII.2. The university's academic staff are accepting of the idea of university-community engagement and of the value and rigour of community-engaged teaching and research.	As part of their coursework, entrepreneurship students have raised over €750,000 for a wide variety of charities.	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

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.



INSTITUTIONAL COMMUNITY-ENGAGEMENT HEATMAP

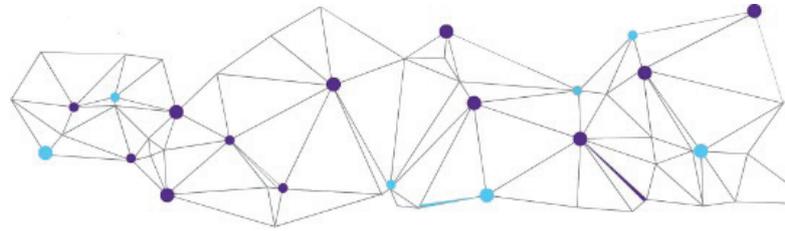
Dimensions of community engagement	Characteristics of community engagement				
	Authenticity	Social Needs	Communities	Spread	Sustainability
I. Teaching and learning	Dark Blue	Medium Blue	Dark Blue	Medium Blue	Dark Blue
II. Research	Light Blue	Medium Blue	Medium Blue	Light Blue	Light Blue
III. Service/knowledge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

Heatmap colour legend



Following the mapping process, 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' with 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 are outside the control of community-engaged practitioners (meaning that they mostly refer to university management).



STRENGTHS

- Development of the new campus could help to strengthen CE activities at TU Dublin.
- TU Dublin management demonstrate a clear commitment to CE (i.e., institutional recognition).
- Organisational structures for CE help academics in the implementation of CE activities.
- TU Dublin encourages students' engagement in problem solving to aid their communities.
- TU Dublin engages in extensive dialogue with different internal and external stakeholders, creating a socially responsible learning and teaching environment.
- Dublin City Council and TU Dublin have worked in partnership on the development of the Grangegorman campus alongside several other partners.

LOWER INTENSITY

- CE at TU Dublin is not institution wide (i.e., not all study programmes have a CE component).
- Need for proper workload allocation for lecturers that will enable effective CE implementation.
- More help is needed for CE from centralized services.
- There is a limited support structure at TU Dublin for engaged research.
- TU Dublin has a 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

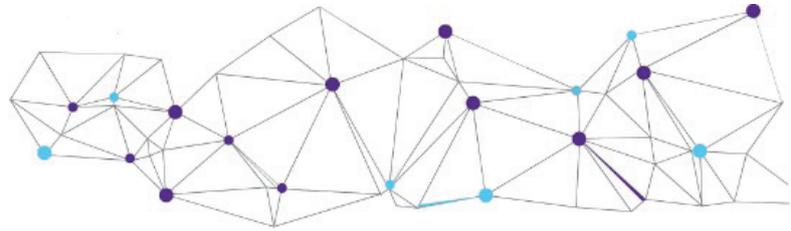
- Bolster CE through greater interdisciplinarity across departments in TU Dublin.
- Improve organisational structures that are necessary for effective implementation of CE.
- Focus more on community stakeholders with fewer resources and less so on industry sector.
- Collaborate with other universities on CE. The Higher Education Authority (public agency) could provide funding that fosters collaboration on CE between universities.
- Maintain structures for building relations with community (e.g. foster work of the GDA).

OPPORTUNITIES

- The newly merged university strategy represents an opportunity for building CE strategic goals.
- Focus more towards SDGs, which could serve as a driver for positive change.
- Include students more actively in the campus development plans.
- National depopulation trends could help with creating collaborative CE goals, which, in turn, could support the development of disadvantaged areas around the new campus.
- European support for CE could lead to new funding for CE in Ireland and at the EU level.
- Potential opportunity for universities that are successful in implementing CE activities to be incentivized financially (e.g., KPIs for CE in performance agreements).
- Collaboration between TU Dublin, local and national government on developing the Grangegorman area represents a potential for the enhancement of CE activities.

THREATS

- A change in current priorities of TU Dublin, due to the new merger, could negatively impact 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 regarding 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; student integration into the local community may present a challenge.
- New Public Management (NPM) tools introduce competition in the HE sector and the HEIs will try to sell CE using NPM-wording and NPM-approach: this is inconsistent with the spirit of CE.
- Insufficient funding for CE at TU Dublin.



Project Coordinators



Project Partners



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