

Carnegie Community Engagement First-Time Classification Framework Application Document

ITB Submission to enable TU4D application

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This document is intended to inform the TU4D application for its submission to the Carnegie Community Engagement First-Time Classification Framework (CCEFTCF) and is based on a template provided for this purpose. The document content will be used in addition to submissions by DIT and IT Tallaght.

The document is also intended to provide a means to assess the extent of alignment of Civic Engagement activity in ITB with the ITB Strategy 2016 -2019. (Ref. Sections 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2).

Given the purpose of the document, the word count has not been adhered to as required in the original template provided and on which this document is based.

It is intended to forward this document to the project co-leaders tasked with compiling the TU4D Carnegie Community Engagement First-Time Classification Framework application in its current form to enable additional progress on the TU4D application.

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I. Foundational Indicators

A. Institutional Identity and Culture

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

☐ No ☒ Yes

The mission of ITB is “to serve its students and the community by meeting the skills needs in the economy and increasing the level of participation in third-level education and training.” In particular, the Institute mission emphasises inclusion and encouraging participation in education from within its community.

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

☒ No ☐ Yes

While ITB has no formal awards ceremony, community engagement is celebrated and encouraged as a core activity on an institutional basis in both teaching & learning and research. The Department of Engineering does recognise student leadership in a formal manner (see [Section II, A, 4a](#)).

3.a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution’s engagement with community?

☐ No ☒ Yes

Given the stage of development in respect of a strategic approach to civic engagement, the current ITB approach to assessment of community perceptions is through strong qualitative engagement directly between the Head of Civic Engagement and leadership / management of respective partners organisations in the domains of Knowledge Exchange, Community Based Research and Service Learning. Focus group activity is also carried out at an Institute level by the Marketing Department covering all aspects of quality, including perspectives on access and civic engagement activity.

The efficacy of this system is validated by the ever increasing volume and diversity of community engagement activities which are seen as beneficial to ITB and community partners.

Since 2009 ITB has carried out regular brand audits and focus groups with stakeholders such as guidance counsellors, parents, school leavers and students. Stakeholders and learners have had no hesitation in confirming that the Institute has a distinctive and attractive brand based on strong local recognition and endorsement of its identity and value-base. As evidenced in ITB’s Institutional Review (2012), this was fully in line with the clear vision expressed by staff responsible for marketing ITB. ITB is seen as a young and innovative organisation which is accessible, multicultural, empowering and responsive. This recognition is achieved through active engagement with second level schools, further education colleges, community-based groups, companies and public authorities. There is strong recognition and endorsement of the Institute’s distinctive mission, values and brand by learners and stakeholders in the local community.

3.b. Does the institution aggregate and use all of its assessment data related to community engagement?

☐ No ☒ Yes

Data on civic engagement activity at ITB is used in fulfilling objectives set out in the Institute's Mission-Based Performance Compact with the Higher Education Authority. The Compact includes an Institute objective to develop capacity for community based research among civic engagement community partners and other community services; the specific Performance Indicator being the number of community based research initiatives classified by academic staff and student modules involved. Within the mission-focused and responsive culture of ITB, departments share information to assist realising the strategic intent of the Civic Engagement Office.

4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

☐ No ☒ Yes

The ITB website highlights Civic Engagement at the Institute. The key domains of Civic Engagement in ITB are expressed as: Knowledge Exchange; Service Learning; and, Community Based Research.

ITB has a vibrant presence on social media using Facebook, Twitter, LinkedIn, Instagram and YouTube and community engagement activities feature strongly on these channels.

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

☐ No ☒ Yes

In its educational policy the Institute's commitment to its community is emphasised as "developing close links with schools and other educational institutions, community and development organisations and industrial and commercial interests.". In committing to this policy, the Institute practices community engagement both in terms of formal connections with the community as a part of delivery of specific academic modules in academic programmes and other connections at a more general Institute level with specific community stakeholders.

B. Institutional Commitment

1. Does the institution have a campus-wide coordinating infrastructure (centre, office, etc.) to support and advance community engagement?

☐ No ☒ Yes

ITB has an Office of Civic Engagement, with a Head of Civic Engagement responsible for developing and promoting much of the civic engagement goals areas of the Institute. These include:

- **Knowledge Exchange by staff** through directorships of company boards, and pro-bono lecturing in Master Classes to support managers, leaders and directors of voluntary organisations and pro-bono consulting.
- **Service learning and community based research.** The Head of Civic Engagement also works/ has worked within structures such as the Research Hub and more recently through

the Programme Board structure to promote and coordinate community-based research and service learning activity.

Given the mission of ITB, the Civic Engagement Office works closely with:

- The Economic and Social Development Division of Fingal County Council (the local authority for the ITB environs);
- The Coordinator of the Local Community Development Committee (LCDC¹);
- The Chair of the LCDC SICAP² Sub-committee;
- The Fingal County Council RAPID Area Board;
- The Department of Social Protection;
- The Head of Civic Engagement is / has been a member of the following organisations:
 - Blanchardstown Employers' Forum (group comprised of senior leaders in locally based industry and commerce, Department of Social Protection, Fingal County Council, The Fingal Chamber of Commerce);
 - Director of Citizens Information Service, D15;
 - Member of Regional Board of Citizens Information Service;
 - Director of National Association of Citizens Information Service;
 - Founding member of [Fingal Community Enterprise Hub](#).

Such roles help develop relationships with key strategic partners central to the evolution of civic engagement. They develop greater awareness of what ITB has to offer the community and build trusting sustainable relationships between the community, organisations servicing the community, organisations needing community (employees).

Periodic meetings are held with Heads of Department and academic colleagues who are committed to civic engagement to monitor availability for civic engagement opportunities in the short, medium and long term.

2.a. Are internal budgetary allocations dedicated to supporting institutional engagement with community?

☐ No ☒ Yes

ITB resources the Civic Engagement Office and the position of the Head of Civic Engagement.

2.b Is external funding dedicated to supporting institutional engagement with community?

☐ No ☒ Yes

Given the nature of strategic partnerships described above, civic engagement initiatives are supported financially through events being financed by some of these partners. For example, a

¹ <http://fingal.ie/community-and-leisure/community-development-and-activities/fingal-local-community-development-committee/>

²

<https://www.pobal.ie/beneficiaries/sicap/Pages/Social%20Inclusion%20and%20Community%20Activation%20Programme.aspx>

recent knowledge exchange event targeted at the governance of community organisations in the context of recently changed corporate legislation was partly made possible by the local authority who funded their own lawyers to present the masterclass.

2.c. Is fundraising directed to community engagement?

☐ No ☒ Yes

As an example, ITB community projects can be chosen to avail of the AIB Innovation Fund³.

2.d. Does the institution invest its financial resources in the community for purposes of community engagement and community development?

☐ No ☒ Yes

ITB invests its financial resources directly such as the **Horticulture in the Community** module⁴ and indirectly through forgoing potential revenue loss by making its educational facilities (e.g. lecture theatres, training facilities and restaurant space) available to the community.

3.a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

☒ No ☐ Yes

While not formalised as an annual activity, the ITB Civic Engagement Office tracks civic engagement activity as a substantial amount of CE activity is initiated/ brokered through the CE Office.

An example of the importance with which the CE activity of ITB is seen by community partners is illustrated in the following Excerpt from Item 5 of Minutes of Mulhuddart Priority Task Group 25.02.2014

Civic Engagement Institute of Technology Blanchardstown – ‘Placemaking’ Presentation

Martyn Mills and Jonathan Doyle, Creative Digital Media Team, ITB gave a presentation on ‘Placemaking’ - Civic Engagement. This came about through the links that Breffni and Miriam have forged with ITB through the Learning Exchange. Work has been carried out with the Creative Digital Media Team and the Social and Community Development school (later presentation by Edel Birrane). The school of horticulture is working with Beryl and Emer from Ladyswell who have met with a 4th year student undertaking a proposed summer project on open spaces and parks in Mulhuddart. The ITB at a very strategic and corporate level recognizes the need to respond to issues within its community.

The ITB Journal (December 2014)⁵ was dedicated to CE and was also seen as a means of tracking and publishing a narrative of CE activity. Two articles in that edition were authored by community partners.

³ Ref. <http://www.dit.ie/media/collegeofscienceshealth2014/surc2015/Book.pdf> (p6)

⁴ Ref. <http://courses.itb.ie/index.cfm/page/module/moduleId/3515>

3.b. If yes, does the institution use the data from those mechanisms?

☐ No ☒ Yes

Data on civic engagement activity at ITB is used by the Registrar in fulfilling requirements of the [Institute's Mission-based Performance Compact with the Higher Education Authority](#). Data on civic engagement activity is also used on a cross-institute basis for managing, promoting and developing domains of civic engagement activity.

4.a. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

☐ No ☒ Yes

A primary responsibility of the Head of Civic Engagement at ITB is the support management and assessment of strategic partnerships. This is carried out on a qualitative, deep and continuous basis. Strategic partners and stakeholders in the community are routinely contacted and engaged with in order to evaluate existing projects, address future needs and expand the overall portfolio. Such evaluation is carried out independent of participating schools of the institution.

A key element in the assessment emerges from the Knowledge Exchange activity within civic engagement. The effectiveness of community organisation boards of directors, resulting from the membership of these boards by ITB staff, is a means of assessing impact. The assessment of competence and performance in a post Knowledge Exchange event, such as events focused on Social Entrepreneurship or Corporate Governance, is another means of assessing impact.

(Clarification by DO'C, TU4D/ DIT)

David Irwin is working on establishing an evaluative framework for measuring the impact of TU4D. DO'C to bring proposals forward to Carnegie Pilot Cross-campus Committee when ready.

4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for [Impact on Students](#) (word limit: 500):

Department of Engineering

Assessment and monitoring includes evaluation of work placement programmes with community partners.

The Programme Outcomes for Engineering Programmes require that, (among others):

⁵ http://www.heai.ie/sites/default/files/edited_itb_1_revised_compact_v2_010414.pdf

1. The ability to contribute to the design of components, systems and processes to meet specified needs. Students must gain knowledge and understanding of design processes and techniques; the ability to apply design processes to broadly-defined engineering problems; the ability to use industry-standard design tools and processes, and; knowledge and understanding of codes of practice and industrial standards pertaining to Engineering practice.
2. The ability to communicate effectively on broadly-defined engineering activities with the engineering community and with society at large.

In the last two academic years, the Department of Engineering, via its civic engagement initiatives, has enabled students to work on two realistic engineering problem resolutions as proposed by our civic engagement partners, including:

- Automated and remote watering of hanging baskets (In association with Fingal County Council)
- Development of a system for off-road vehicle control for persons with disability (In association with Mr Martin Codyre, a staunch advocate of independent living with disability, who has been collaborating with the department over the last two years).

Department of Humanities

Students on full time programmes within the **Humanities Department** undertake two semester long work placements as part of level seven programmes with community and industry partners. As part of the overall placement process, students take part in an end of placement review that is led by an Academic from the department and complete a portfolio to document their engagement while on placement. The impact for students as a result of this process is increased employability, achievement of practice based learning goals and community and industry networking to enhance future opportunities.

Department of Informatics

The **Department of Informatics** has several community engagement strategies based on the following areas:

- teaching and training of industry and community focused programmes that address skills shortages that have direct benefit in the sphere of influence of the college, for example school visits, summer camps, evening college programmes in degree and postgraduate (upskilling) courses;
- research and development activities and partnerships with local industries and communities groups to increase competitiveness and provide access to skilled and knowledgeable staff / students for mutual benefits, for example Enterprise Ireland funded partnerships with local industry through innovation vouchers, commercialisation funding,; Skillnets Ireland support of Cyber Security training for unemployed and for upskilling in companies; Springboard courses for unemployed and local partnership with IBM in training and research;
- civic activities through direct engagement with community groups on short term projects, for example development of application for patients with local hospital, IT Security auditing for non-profit organisations, development of website for disability groups in Fingal County Council;
- work placement of 3rd year students in Creative Digital Media for 6 months' work experience.

The impact on students of community engagement has allowed the students to apply their skills and knowledge in real-world environments and strengthened their ability to engage with people and

work in teams. There is a strong correlation between the engagement of students with the community and their employment after they graduate.

Department of Business

Accounting and Finance and Digital Marketing Degree. Work placement takes place for these courses for 2 months and 6 months respectively. The impact of going on work placement allows the student to gain experience in a work environment. There is also independent assessment from the three-part system as the work organisation has a key role to play. Years 2 to 4 of sports management and coaching degree are completely immersed in community engagement. The learning for the student is completely immersed instead of being taught in the class room environment. Students on the international business programme can opt to study abroad in HEI's in France, Germany and Spain for one or two semesters in third year.

4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Faculty (word limit: 500):

Assessment and monitoring includes evaluation of benefits to staff and schools.

The **Department of Engineering** has continued to participate in professional and national learner engagement programmes, including (among other participatory activities):

- Engineers Ireland STEPS Programme (<http://www.steps.ie>); Science Foundation Ireland SciFest Programme (<http://scifest.ie/>);
- DIT coordinated resource to support higher education engagement activities SWITCHOnSTEM (<http://www.switchonstem.ie>);
- National Network for Civic Engagement Campus Engage (<http://www.campusengage.ie>).

These programmes have enabled staff and schools to compare different approaches to pedagogy, and subsequently to bench-mark activities against best practice. The staff are to meet peer from other institutions, enabling the networking for purposes of keeping practice current.

The **Humanities Department** represent ITB on a number of fora and committees as part our strategy to increase our engagement with local and national organisations. This is built into the Professional Development Plans of academic staff and reviewed on an annual basis.

In the **Department of Informatics**, the impact of community engagement has increased funding to the department through partnership research projects such as innovation vouchers and training programmes.

In the **Department of Business**, the impact of community engagement has increased funding to the department through partnership research projects such as innovation vouchers and training programmes.

4.d. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Community (word limit: 500):

Assessment and monitoring includes evaluation of benefits to community partners.

As part of ITB access and civic engagement initiatives with the local communities, the Young Women in Technology (YWIT) project currently holds annual events, as part of its primary mission. For example, in January 2015, 40 Transition Year (TY) students from four local schools attended at a

three consecutive day programme of parallel Engineering and Computing/CDM events at the ITB Campus. The events included:

- *Role Model Sessions*— involving talks and Question and Answer session with current female undergraduate and post-graduate engineering students about their experiences and life in ITB, and most recent female ITB engineering graduates on their experiences working in industry.
- *Engineering Lab Taster, Design Challenge & Engineering Job Description*— where the secondary school students get hands-on experience working in a typical engineering laboratory experiments, in individual and team based taster programme. They were also given a basic Engineering Design Problem that involved functional specification and costing. Based on these experiences, they were required to develop an engineering role description, specifically eliciting the soft skills that may apply.
- *Field Trips*— session includes field trips to relevant high profile companies where technology graduates are employed. In 2015, the participants toured INTEL Ireland and PayPal, both which arranged a suit of orientation tours and work-role taster events.

Typical Feedback:

“Really good workshop, I loved the trip to PayPal because I got to see what there working environment was like. I loved listening to the role models because it made me realise that the career is possible for anyone not just people who are really smart and do it from a young age. I am grateful for the opportunity it will have a big impact when I choose a course in college” ...Respondent Anonymous

Based on the perceived positive influence-feedback that has been consistently received since inauguration, it could be argued that the YWIT project has a significant role in career guidance for transition into third-level education in the technology education and training sector.

The impact on community is assessed and reviewed as part of the annual review that takes place within the **Humanities Department**. In addition to this process, community partners are consulted extensively when courses are being designed as well as taking part in reviews at department and institute level.

Department of Informatics benefits the community through a steady supply of highly skilled graduates in information technologies, cyber security and creative digital media from programmes that the members of the community have helped design. These students engage in joint projects and as employees of the companies and organisations that make up the community.

In the **Department of Business**, Years 2 to 4 of the Sports Management and Coaching Degree are completely immersed in community engagement by working with local schools. The pupils of the school benefit from the expertise of the students.

4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on the Institution (word limit: 500):

A key part of our mission is to increase the level of participation in third-level education and training, particularly in Dublin North-West and its environs. All activities that open our campus to prospective students have had reasonable record in attracting and retaining students in our programmes.

As part of ongoing course development, programmatic reviews and course validations, engagement with community partners is undertaken and assessed to ensure that the **Department of Humanities** is developing in conjunction with their needs.

Department of Informatics activities with the community help promote the profile of the institution within the community as a credible third level college for degrees and postgraduate studies. The Institute is considered to be of significant benefit to the IDA in attracting business into the region.

Both work placement and the sports engagement benefits the institute by indirectly promoting the profile of the institute and graduates of the courses and the courses

The **Department of Business** receives students from abroad to study in ITB and some of those students choose to study for an Add on Diploma. This raises the profile of the Institute abroad.

4.f. Does the institution use the data from the assessment mechanisms?

☐ No ☒ Yes

Data on civic engagement activity at ITB is used in fulfilling objectives set out in the Institute's Mission-Based Performance Compact with the Higher Education Authority. The Compact includes an Institute objective to "develop capacity for community based research among civic engagement community partners and other community services"; the specific Performance Indicator being "the number of community based research initiatives classified by academic staff and student modules involved."

5. Is community engagement defined and planned for in the strategic plans of the institution?

☐ No ☒ Yes

The [ITB Strategic Plan \(2012 – 2015\)](#) and the ITB Strategic Plan (2016-2018) currently being developed contains explicit and high-level references to developing community engagement. The 2012 – 2015 ITB Strategic Plan refers to six "Roadmap" aims, one of which is to "Deepen our impact in the wider community within the broader alliance of TU Dublin" (ITB Strategic Plan 2012-2015, Section 6). This is supported by guiding and indicative actions, including:

- Expand and deepen our links with public sector bodies, community representative organisations, voluntary organisations and other education providers;
- Improve the level of interaction between staff and students and business and community organisations;
- Increase the use of the campus as a social and cultural amenity, and encourage environmental and social responsibility;
- Be proactive in seeking civic engagement opportunities in relation to: Service Learning; Volunteering.
- Making the Institute's expertise, academic resources, buildings and recreational facilities available for community use when possible.
- Incorporating staff/student interaction with community organisations and business into programme design and delivery;
- Developing and implementing a coordinated ITB-wide framework for community engagement;

- Continue to embed community involvement in many programmes as part of assessment.

See also the commitment to Civic Engagement in the ITB/ HEA Mission Based Performance Compact 2014⁶ (Section 5.5, p35).

6. Does the institution provide professional development support for faculty and/or staff who engage with community?

☐ No ☒ Yes

Through the ITB Civic Engagement Office, staff are encouraged to attend workshops by Campus Engage and other staff information events.

7. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

☐ No ☒ Yes

The Head of Civic Engagement is a senior role in ITB, similar in status to Head of School. The nature of this role is strategic and focuses on building and maintaining strategic alliances. These alliances are maintained through understanding and responding to community needs as articulated by key “gate-keepers” acting for a variety of community groups.

Feedback from community partners is fed into departmental operational planning by the 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 a symbiotic relationship. Where possible, community partners are involved in programme design and assessment. Fingal County Council, for example, have had direct input into programme design.

Department of Engineering

Civic Engagement can mean working to make a difference in the civic life of our communities (*vide*, business, the wider education system, and the community and voluntary/charity sector) and developing the combination of knowledge, skills, values and motivation to make that difference.

As part of the five year cycle Programmatic Reviews, the **Department of Engineering**:

- Identifies and maintains activities that fit within the remits of civic engagement;
- Encourages both inward and outward staff and student mobility between the DoE and other IoT/Universities, business, industry, professional groups and the wider communities.
- Responds to the continuing professional development needs of ITB stakeholders, to develop and deliver appropriate modules and programmes in a flexible and responsive way, and through appropriate module accreditation;
- Reviews structures and procedures that welcome and encourage the involvement of its stakeholders in a range of activities, including, consultation for programme design and

⁶ http://www.heai.ie/sites/default/files/edited_itb_1_revised_compact_v2_010414.pdf

revision, share of facilities (e.g., Engineering Workshops), offer intellectual leadership and authoritative opinion, etc.

- Maintains involvement in a service model that proactively identifies our stakeholder needs and deliver a coordinated institute response to such, e.g., innovation vouchers.

Department of Business

Community partners played a significant role in the recent programmatic review (2015) within ITB by consulting in the review of programmes that had been delivered over the previous five years as well as inviting partners to play an active role in the development of programmes.

Community partners are initially engaged in the setting up of the Business courses and on a regular basis thereafter. They are invited as guest speakers and also are involved in regular feedback with students on work placement evaluation within the community. Regular liaison with accountancy professional bodies play a huge role in the continual updating development of the accounting programme. They also attend as guest speakers and in a recruitment capacity. Business and Technology students from the business and IT degree liaise with local IT companies as part of their final year project. Within the general business degree, the professional HR accreditation for CIPD will be sought in the coming academic year.

Department of Informatics

The design of the degrees in Computing, Cyber Security and Creative Digital Media have all involved representatives from the community organisations and industry and reviews are conducted on a regular basis. Guest speakers from the community are a regular feature on many courses as are student group visits to local companies. Many past pupils of ITB will return annually in a recruitment capacity for their companies.

8. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

☒ No ☐ Yes

However, the foci and contribution to civic engagement are central to ITB programmes such as the BSc in Horticulture. Therefore, ITB as an institution has now sanctioned Continuing Professional Development practices that are designed specifically to encourage and/or enhance staff expertise in and commitment to community engagement.

Two **Department of Engineering & Trades (Horticulture)** staff members are currently in receipt of Institute support to undertake the following related postgraduate programmes:

- MA in Community Education and Equality;
- MSc in Social & Therapeutic Horticulture.

Both scholars are in midstream of their academic programmes. It is envisaged that, upon qualification, they will lead the growth and future commitments to community engagement.

Staff are required to have experience in teaching, industry and research and we also look for evidence of how they have engaged with the community as this is seen as an essential part of their role as a member of the **Department of Informatics**.

Staff are required to have experience in teaching, industry and research and we also look for evidence of how they have engaged with the community as this is seen as an essential part of their role as a member of the **Department of Business**.

Where appropriate the Institute does indicate desirable attributes that candidates would have who are applying for posts.

9. Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

☒ No ☐ Yes

Our policies underpinning the progression of academic staff through the lecturing grades include factors that are taken into consideration in assessing progression applications. The following is a guide note for those making that assessment.

*** Factors considered under this heading: Advising students, preparation of students for competitions, research leadership, dissemination of research and scholarship, involvement in activities such as: departmental activities, school activities, institute activities, professional bodies, subject bodies, industry activities, sports, community, external examining, conferences, research, supervision of post-graduate students.*

10.a. Is community engagement rewarded as one form of teaching and learning?

☒ No⁷ ☐ Yes

(Clarification by DO'C, TU4D/ DIT)

The Project Team clarified as follows: "that this question sought to identify specific policies and / or incentives that reward and integrate community engagement within teaching & learning / scholarship / service; also the question aims to clarify that there are criteria and a process for incentivisation and reward."

10.b. Is community engagement rewarded as one form of scholarship?

☒ No ☐ Yes

Not to our knowledge in HR.

10.c. Is community engagement rewarded as one form of service?

☒ No ☐ Yes

Not specifically – see reference point 9 answer above.

⁷ To be confirmed by the Human Resources Department.

11. Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

☒ No ☐ Yes

Not specifically – see reference point 9 answer above.

12. If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

☒ No ☐ Yes

There is limited scope for adding additional minimum requirements but the enhancement of desirable attributes is a continuous aim of our recruitment and progression strategies.

C. Supplemental Documentation

1. Is community engagement noted on student transcripts?

☒ No ☐ Yes

2. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

☐ No ☒ Yes

The ITB Strategic Plan promotes diversity and social inclusion as part of its vision for a civically engaged institute.

ITB is committed to the equity of access to higher education. As referenced in our mission statement, we plan to increase the levels of participation in third-level education by offering a welcoming and supportive environment to students from all educational and social backgrounds and to adults wishing to increase or update their level of technical skills. In keeping with national access policy, ITB will focus on:

- students from disadvantaged socio-economic backgrounds
- mature students
- students with disabilities
- members of ethnic minorities
- members of the travelling community
- Almost 45% of our CAO (school leaver and mature) intake is considered non-standard.

ITB is not part of the National HEAR scheme but does operate its own REACH access scheme. Operating its own scheme gives ITB the autonomy to improve the programme to reflect the demographics of the applicants. Maintaining our own programme is supported by local guidance counsellors. ITB increased its school visits in 2014/2015 and the Reach programme is a key message during these visits. Applications to our REACH access programme have doubled since 2011.

Success and achievement is evident in the statistics showing ITB exceeding the National Plan for Equity and Access to Higher Education in the criteria identified. At a micro level success and achievement is reflected in the individual and collective culture at ITB channelled at promoting access to higher education and supporting access and equity throughout the lifelong learning of our students.

National Target Groups	ITB entrants	All HEI entrants
Non Manual Worker Group	15.4%	11.4%
Semi and Unskilled Worker Group	14.0%	10.3%
Entrants with Disabilities	8.5%	6/7%
Students with Sensory, Physical or Multiple Disabilities	19%	16%
Mature Entrants (Full-Time_	27.1%	13.6%
Mature Entrants (Full & Part-Time)	38.6%	18.9%

Every attempt to meet students' needs is made, including the provision of special equipment where budgets permit. ITB liaises with and takes advice from appropriate external groups such as Health Boards or other national bodies as appropriate. Students with dyslexia or other learning difficulties, who may experience any difficulty with the presentation of lectures, are encouraged to advise their Tutor, Head of School or the Student Services Officer as soon as possible. Special arrangements will be made for such students at examination time, provided sufficient notice is given and student is registered with student services office.

The supports for students include the following: Sign Language Interpreters; Note taker; PA for student; Assistive Technology; Learning Support; Dyslexia Tuition; Additional Tuition; Study Skills; Time Management; Mind Mapping; Assistive Technology Assessment.

Examination Accommodations is another area that a lot of students receive support in and the supports available are as follows: Extra Time; Spelling and Grammar Wavier; Examination paper read out; Separate Room; Shared Separate Room; Amanuensis/Scribe; Use of computer; Use of recorder; Enlarged Examination Papers; Rest Breaks. The **National Learning Network Assessment Service (NLN)** works in close collaboration with ITB Student Services Office to ensure individuals with specific learning difficulties, and any other difficulties that affect learning will be provided with a high quality service, which will identify their needs and offer support and practical strategies. Students who require supports must register with the student services office to avail of supports and this service is available for all students. The NLN provides advice and support on the following: study skills, time management, organisational strategies, software and assistive technology support. Individuals may meet with an educational psychologist, occupational therapist, education support worker, or technology advisor, depending on which area they wish to explore. All information provided by an

individual is treated with the utmost respect and confidentiality. At the Assessment Service, individuals can explore their own unique learning profile and investigate how they learn best. The National Learning Network provides individuals with the most appropriate and suitable supports in order to empower them to achieve their true potential, and complete a course of study. The Centre realises that all individuals learn differently for example:

- Some individuals will prefer to receive information through the visual channel e.g. through graphs, maps, diagrams, and pictures
- While others may learn better through the auditory channel e.g. through discussion and listening
- Alternatively, some individuals prefer to learn through the kinaesthetic channel e.g. through movement and doing.

The ITB Library also offers a series of assistive technology services to ITB students including:

- **Kurzweil:** - Kurzweil software makes printed or electronic text readily available to people who are blind or visually impaired.
- **Dragon Naturally Speaking:** - this is speech recognition software which converts the spoken word to text.
- **JAWS:** - (Job Access with Speech) converts your computer into a talking computer, making it possible for the blind to independently use the computer
- **Mind mapping software:** - this is useful for taking notes, revising, retention and summarising and generally organising information.

3. Is community engagement connected to efforts aimed at student retention and success?

☐ No ☒ Yes

Community engagement and contributing to the well-being of the community in general are regarded as central to the life and development of the student while at ITB. Student activity within and in support of the community is valued and supported at all levels within the institute.

The Irish Survey of Student Engagement tracks student engagement and the survey data captures aspects of student community engagement. This data can be assessed in relation to the impact that community engagement activities has on overall student engagement and satisfaction.

II. Categories of Community Engagement

A. Curricular Engagement

1.a. Does the institution have a definition, standard components, and a process for identifying service learning courses?

☐ No ☒ Yes

Discuss how your institution defines service learning, the standard components for designation, and the process for identifying service learning courses (word limit: 500):

1.a. i) Definition and components for designation	<p>Service Learning occurs when students, as part of their coursework, participate in a project which assists a community partner to achieve a goal. The student is seen to benefit from this type of learning if the work done for the community is aligned with the learning outcomes of the module he/ she is undertaking. Such work for the community could be a service such as the development of a website, development of English language proficiency or assistance with strategy development. It can also include a placement in which the student is learning relevant skills and in which there is a reciprocal benefit for the community partner.</p>
1.a. ii) Identifying Service Learning Courses	<p>Such courses are identified in two ways.</p> <ol style="list-style-type: none"> 1. If placement is an integral part of a programme (e.g. see Advanced Fieldwork module⁸). 2. If, through the variety of civic engagement strategic partnerships, community needs congruent with the ITB civic engagement strategic intent are identified these are directed to academic colleagues. This can happen informally via the Office of Civic Engagement or formally through programme board representation. The Knowledge Exchange element of Civic Engagement is very helpful in this context.

1.b. If you do have a process for designating service learning courses⁹, how many designated, for-credit service learning courses were offered in the most recent academic year? ____

The institute does not currently formally record or track modules as “service learning” modules as defined here. However, several modules offered in programmes would meet this definition. These modules are offered in programmes such as:

- Sports module run in schools;
- Creative Digital Media module with placement;
- Horticulture module with placement;

⁸ <http://courses.itb.ie/index.cfm/page/module/moduleId/3391>

⁹ This is considered equivalent to a modules

- Social Care¹⁰,
- Early Childhood Care and Education¹⁰;
- Community and Youth Development¹⁰;
- Accounting and Finance;
- Digital Marketing;
- International Business Erasmus.

COMMENT (DO'C, TU4D, DIT): To what extent can modules, faculty- and student-activity be classified and registered as civic engagement activity when measured against the definition in Pt II 1a (above), also taking into account performance metrics as captured in Pt I 4a (above). It is noted that the definition in [Pt II 1a](#) (above) is consistent with the Carnegie Foundation's wider definition of community engagement, i.e. "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

Department	Number of modules	Total number of modules offered in the department
Humanities	38	138 (on full time programmes)
Business	25	300 (on full time programmes)
Engineering (including Horticulture)	3	150
Informatics	7	89 ¹¹
Total	73	677

What percentage of total courses offered at the institution? 10.7%

1.c. How many departments are represented by those courses? 4

What percentage of total departments at the institution? 100%

¹⁰ Programme modules connecting with external clients through placement.

¹¹ Only daytime fulltime undergraduate courses are included here and modules counted include the project modules and work placement modules.

1.d. How many faculty taught service learning course (or modules – see definition) in the most recent academic year?

Department	Number of Faculty
Humanities	15
Business	24
Engineering (including Horticulture)	3
Informatics	7
Total	49

What percentage of faculty at the institution? 30%¹²

1.e. How many students participated in service learning courses in the most recent academic year? 1350

Department	Number of Faculty
Humanities ¹³	800
Business	180
Engineering (including Horticulture)	60
Informatics	310
Total	1350

What percentage of students at the institution? 37%¹⁴

1.f. Describe how data provided in 1. b-e above are gathered, by whom, with what frequency, and to what end (word limit: 500):

The institute does not currently formally collect data in the format suggested above. However, the institute has a number of peer-review quality assurance processes where this issue would regularly become visible. These include:

¹² This figure is calculated on the total of full time academic staff (FTE = 1) and an estimated average FTE =0.5 of staff categorised as working reduced hours/ part time.

¹³ Approximately 800 as the 38 modules identified as having a service learning element run across the 3 full time programmes that we offer. Service learning within them can be anything from a section of the assessment being geared towards the community to full placement for twelve weeks. (Department of Humanities)

¹⁴ This figure uses all registered students (3616) as a basis.

- Institute review for QQI. This occurs every 5 years and would involve a self-reflection which would include the issue of community engagement
- Strategic plan for Institute. This is refreshed every 3 years and would include a significant section on engagements, with associated actions. The monitoring of the actions of the strategic plan would involve data interrogation regarding community engagement
- Programme review. All academic programmes are reviewed every 5 years. In this process, modules with built-in community engagement would be reviewed in a reflective context and interrogated by a panel of peers.
- HEA strategic dialogue process. This exercise is conducted annually with our funding body. This again will interrogate high-level strategic objectives, where the issue of community engagement would surface as part of the process.

2.a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?

☐ No ☒ Yes

Please provide specific examples of institutional (campus-wide) learning outcomes for students' curricular engagement with community (word limit: 500):

Teaching and Learning strategy within ITB has a principle focus on graduate attributes. This informs and directs content, teaching styles and teaching resource deployment. Curricular engagement with the community is subordinate to and congruent with graduate attributes across the campus and honed in relation to the major area of study. Programme learning outcomes integrate both of the above. Curricular civic engagement is considered as a mode of realising programme learning outcomes. The emphasis at ITB is to identify and implement community curricular engagement of a symbiotic nature so that the needs of the community are matched to the students' learning and development needs.

2.b. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

☐ No ☒ Yes

Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community (word limit: 500):

Due to the embedded nature of the curricular community engagement described in 2a, all modules in which students are engaged are fully compliant with the Quality Assurance¹⁵ policies and practices of ITB.

2.c. If yes, describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used (word limit: 500):

The assessment data are used by programme boards and examination boards and are available for review at programmatic and institutional review¹⁶.

¹⁵ <https://www.itb.ie/AboutITB/QualityAssurancePolicies/gap.asp> and <http://www.itb.ie/AboutITB/QualityAssurancePolicies/1QM01%20Quality%20Policy%20%203rd%20April%202014.pdf>

3.a. Are there departmental or disciplinary learning outcomes for students' curricular engagement with community?

☐ No ☒ Yes

Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community (word limit: 500):

See section [1 a ii](#) above.

3.b. Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

☐ No ☒ Yes

Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community (word limit: 500):

See Section 2b above.

3.c. If yes, describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used (word limit: 500):

See Section 2c above.

4.a. Is community engagement integrated into the following curricular (for-credit) activities? Please select all that apply:

For each category checked above, provide examples (word limit: 500):

¹⁶ <https://www.itb.ie/AboutITB/QualityAssuranceReports/gar.asp>

<p>Student Research</p>	<p>Yes.</p> <p>As part of the Level 8 degree in Community Development, the Quantitative Research Methods module has been taught using census data as the reference database. The questions for use in analysing the data were set by the community partner. On completion of the research and analysis, student teams present their results and recommendations to the community partner representatives.</p> <p>As part of the fourth year sports degree there is a research module and students engage with the community to collect data for their research.</p> <p>Supporting community organisations, social enterprises and industry through research and development projects is key to ITB's strategy to support the development of the local region through economic and social engagement.</p> <p>Access to funding for such research can be difficult for community organisations, social enterprises and small industry. Students and staff from ITB have worked with these organisations in developing ideas through final year projects, the Enterprise Ireland Innovation Voucher Scheme, the AIB Innovation Fund and the ITB Post-Graduate fund. The Innovation Voucher Scheme has allowed small companies to work with higher education institutes to assist them in achieving their objectives for innovation in the community or the local economy. The AIB Innovation Fund and the ITB PG Fund are seed funds to assist researchers to work with local community and industry while developing their own research capability.</p> <p>Examples of projects that have been developed include:</p> <ul style="list-style-type: none"> • Horticulture students and staff developed a therapeutic garden in the local James Connolly hospital for families during medical crisis times • The School of Business and Humanities developed a higher education programme for people with intellectual disabilities supported through the Daughters of Charity • The Department of Informatics worked with the tourist office locally to develop an application to advise tourists of the locality, it's history and where to visit. • The Department of Informatics also developed an application to run on computers for a local hospital to enable the provision of healthy diets and the tracking of food records for patients.
<p>Student Leadership</p>	<p>Student leadership is not assessed for credit in Engineering programmes (including Horticulture). However, registered learners are encouraged to proactively participate in the ITB Engineering Society (EngSociety) and ITB Horticulture Society (HortSociety). The student societies operate in a highly democratic space, and therefore accords learners an early opportunity to initiate and foster their leadership skill, except that it is in an extra curriculum setting.</p> <p>Engineering programmes in ITB are accredited with Engineers Ireland as the</p>

	<p>professional body. The EngSociety has used this linkage to participate in various local and international Young Engineers fora. For example, on April 28-May 1, five members of the EngSociety leadership team will be attending the <u>2016 European Young Engineers Conference in Hanover, Germany</u>. The trip is cosponsored by the ITB Students Union and the Department of Engineering. Such participation allows ITB Engineering Students to link with their professional communities, make connections and direct contact with future employers, and learn from professional engineers and academics during workshops and seminars to hone their leadership skills. To indicate the level of importance that the school views the development of leadership skills, by its graduates, the Department is honoured to receive the Intel Ireland (www.intel.ie) <i>Intel Excellence in Teamwork & Leadership in Engineering Award</i>. This is a perpetual trophy that will be awarded on an annual basis, to final year engineering student who will have consistently displayed both excellence in team leadership in both academic and extra curriculum activities that support learning and overall student activity in the college.</p> <p>Included in:</p> <ul style="list-style-type: none"> • Group Dynamics and Development SACD H1022 • Introduction to Youth Work SACD H2014 • Fieldwork SACD H2032 • Fieldwork Portfolio SACD H2033 • Advanced Community & Youth Development Practice SACD H3035 • Social Entrepreneurship / Funding SACD H3046 • Advanced Fieldwork SACD H3041 Advanced Fieldwork Portfolio SACD H3042 • Skills for Professional Practice SACD H3045 • Working with Families SACD H4032 • Combatting Racism SACD H4015 • Youth Justice SACD H4025 • Management Skills SACD H4012 • Power & Inequality SACD H4036 • Global Development SACD H4037 • Adult & Community Education SACD H4039 • Advocacy & Community Organisation SACD H4038 • Alcohol and Drugs Prevention Strategies for Youth SACD H4042 • Conflict Resolution & Mediation SACD H4040 <p>Students from the Department of Informatics are encouraged to take part in open day activities for visiting schools, visits to schools, external competitions such as coding, cyber security and robots to name a few. Other students have won awards for digital media work and in best presented research papers at conferences. Each of these activities promotes leadership qualities in the students.</p> <p>Students from the Department of Business are encouraged to take part in open day activities for visiting schools, visits to schools, external competitions such as Dublin's fittest schools, taster programmes, event management programmes, personal training programmes. The accounting students take part in EY and</p>
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	CIMA global challenge. Each of these activities promotes leadership qualities in the students.
Internships/Co-ops	<p>In academic year 2015-2016, Creative Digital Media students can choose to opt for a placement with a firm in the digital media industry or undertake a substantial project for a community partner. Either option carries the same amount of academic credits. Module reference: http://courses.itb.ie/index.cfm/page/module/moduleId/3457</p> <p>In the academic year 2015-2016, qualifying Engineering Students in Year 3 of study will take an industrial placement module accounting for 10 ECTS Credits. See: http://courses.itb.ie/index.cfm/page/module/moduleId/3502</p> <p>In the academic year 2015-2016, Students registered in the BSc in Horticulture programme in Year 2 of study are currently taking a placement module that accounts for 20 ECTS Credits. See: http://courses.itb.ie/index.cfm/page/module/moduleId/3521</p> <p>Springboard courses have work placement as part of the courses and the two great success stories has been the Cisco CCNA training and the degrees in Cyber Security. Both courses have been supplying the community with graduates with much needed skills.</p> <p>In academic year 2015-2016, Accounting students can choose to opt for a placement in a firm within the finance industry.</p>
Study Abroad	Students can opt to study in partner HEIs in France, Germany or Spain for one or two semesters in the third year of the international business degree programme.

4.b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

The Department of Engineering and Department of Business have had a long tradition of considering community related Senior Level capstone projects. These are designed to meet the specific Programme Outcome of the ability to contribute to the design of components, systems and processes to meet specified needs. To satisfy this requirement, graduates are required to demonstrate (among others): knowledge and understanding of design processes and techniques; the ability to apply design processes to broadly-defined engineering problems (including community/industry based projects); the ability to use industry-standard design tools and processes, and; knowledge and understanding of codes of practice and industrial standards pertaining to engineering/business practice as a whole.

For each category checked above, provide examples (word limit: 500):

Graduate Studies	
Core Courses	Of the thirty eight modules listed above (ref. Department of Humanities), assessment is directed in an applied nature where students engage with community at various levels.
Capstone (Senior level project)	<p>Example of relevant Engineering Projects are:</p> <ol style="list-style-type: none"> (1) Exploration of solutions for remote watering of hanging baskets by the elderly. (2) Develop a control system to allow a person with very limited mobility control an off-road vehicle. (3) Develop an automated measurement system for soil permeability testing <p>[Horticulture's community based school's projects]</p> <p>Off road vehicle control system based on an input bite-plate. This innovation is currently being tested for use by people with disabilities to control a PC; an off-shoot from the original vehicle control project but prototype is working quite nicely and is currently being refined.</p> <p>The majority of final year dissertations in the Business and Humanities Departments focus on issues where the student engages with external research samples.</p>
First Year Sequence	
General Education	Community engagement would underpin the design and general education of our Community and Youth Development programme and the Sports Management Coaching course.
In the Majors	
In Minors	

5. Are there examples of faculty scholarship associated with their curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.)?

☐ No ☐ Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible (word limit: 500):

- Goodbody C, E Walsh, KP McDonnell & P Owende. 2013. Regional integration of renewable energy systems in Ireland – The role of hybrid energy systems for small communities. Int. Journal of Electrical Power & Energy Systems 44(1): 713–720.

- Kealy E. 2014. Thinning the Sward. Horticulture Connected. April/May 2014. 42-44pp.
- Kealy E. 2014. Creative Cuts. Horticulture Connected. June/July. 2014. 44-45pp.
- Kealy E. 2014, Trees to the Fore. Horticulture Connected. August/September. 2014.
- See: <http://horticulture.ie>
- Foley L. 2016. Sustainability: Wildlife-friendly gardens. The Horticulturalist, Spring 2016, pp. 15-16.

B. Outreach and Partnerships

1. Indicate which outreach programs are developed for community. Please select all that apply:

For each category checked above, provide examples (word limit: 500):

Learning Centres	
Tutoring	Student participation in the Suas Programme
Extension Programs	
non-credit courses	<p>One Example: Jobnet</p> <p>Jobnet is an award winning programme developed by Jobcare to address the needs of a new kind of jobseeker in the Irish jobs market – the professionally skilled individual or graduate who, because of the current economic climate, is finding it difficult to find work, yet has much to offer a potential employer. Jobnet offers a professional environment tailored to the specific needs of this group. The programme empowers jobseekers to market their skills and learn to network effectively to find employment. (Source: http://www.jobcare.ie/learning/jobnet/)</p> <p>Through the Fingal Community Enterprise Hub¹⁷, a local Jobnet was offered in 2015 and another is planned for April – June 2016. The programme enables unemployed graduates and professionals benefit from the insights and skills of experienced managers/ professionals and people with HR/ Coaching expertise who facilitate and provide structured input on the programme.</p>

¹⁷ The Community Enterprise Hub is located in the BASE Enterprise Centre, Mulhuddart Dublin 15 and is intended to act as a support hub in the administration of a variety of potential community based programmes projects and initiatives focussed on employment, enterprise and ethnic integration. Current Advisory Group members are: Fingal County Council, ITB and BASE Enterprise Centre. Website: . www.FingalCEH.ie

<p>evaluation support</p>	<p>FAI: Social Return on Investment and the late night leagues</p> <p>The Late Night League (LNL) is a diversionary programme incorporating soccer leagues at various locations across Dublin and across the country since 2008. It is aimed at encouraging 'at risk' young people to participate in meaningful activities, thus reducing anti-social behaviour in disadvantaged areas. The Late Night Leagues are open to young people aged 13-21, and take place during prime anti-social hours such as Friday nights. The initiative is based around the concept of using football as a tool for social inclusion and learning. Through partnership and interagency co-operation, the 'Late Night Leagues' aim to:</p> <ul style="list-style-type: none"> • Divert youths from Crime and anti-social behaviour • Encourage 'at risk' young people to participate in meaningful activities, thus reducing anti-social behaviour • Promote and further engage with youths and communities <p>While those involved in organising and running the LNL are aware of the huge social benefit being derived from the LNL, there is concern that this is largely anecdotal. Therefore, there was initial work involving the FAI and ITB to put a financial evaluation on the social return being obtained from the leagues. A SROI evaluation of the KICKZ programme (similar to the LNL) showed that the KICKZ programme was delivering a return of £7 for every £1 invested. However, the necessary statistical data on crime levels or anti-social behaviour is not available in Ireland. A revised research project will involve interviews with key personnel involved in running the leagues in a particular area along with case studies of league participants who benefitted from the league. These interviews will also explore the availability of informal records of crimes and anti-social behaviour. The exploratory study is likely to identify key areas for further research that could be conducted by survey among the participants and those involved in organising the LNL.</p> <p>The research findings can be used to develop the leagues further. The FAI would like to have leagues run over a longer time frame than is currently feasible</p>
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training programs	<p>Certificate in Management Skills for Managers of Advocacy Services [NFQ Level 7 20 ECTS credits]. Ref. http://courses.itb.ie/index.cfm/page/course/courseId/135</p>
	<p>The purpose of the programme is to help participants:</p> <ul style="list-style-type: none"> • Understand advocacy in a management capacity; the principles, types, and application of advocacy in a community and voluntary sector context. • Develop specialised skills in the management of citizens' information and advocacy services. • Develop competencies in the management and organisation of small voluntary organisations and advocacy. • Recognise the relationships and interdependency of functions and processes in organisations. <p>LINC Projects</p> <p>One of the main functions of the Industry Training Coordinator at The LINC has been the identification of training opportunities which utilise some of the surplus resources of the Trades department at ITB, arising from the severe downturn in apprenticeship registrations in the construction trades. This has led to the development of training programmes in the area of low energy building, some of which have been funded under Springboard. This strategy was extended in 2011 with a successful funding application for the Build UP Skills Ireland (BUSI) project, on which ITB were partners with LIT, DIT CIF and ICTU. ITB were tasked with conducting a skills gap analysis of the Irish construction sector in terms of its capacity to deliver on 2020 targets for energy savings from buildings. In 2012, ITB made a successful application for funding under the Leonardo da Vinci Mobility programme for the Passive Housing and Sustainable Energy technology using timber frame construction (PHASE IV) project. ITB were project coordinators for this action, sending 80 persons from the Irish construction industry to KOMZET in southern Germany for two weeks training between May 2014 and March 2015. In April 2014, ITB were again successful with an application as partner for the BUSI follow-on project, Build UP Skills QualiBuild. ITB have been at the forefront of the training actions under this project, developing and delivering a Train the Trainers programme for over 80 construction skills trainers and coordinating the national piloting of a new Foundation Energy Skills (FES) training programme for 200 construction workers. QualiBuild will come to a close in July 2016.</p>

<p>professional development centres</p>	<h2 data-bbox="411 210 651 246">Master Classes</h2> <p data-bbox="411 268 1407 474">For several years, the Civic Engagement Office has worked with Fingal County Council in the design and delivery of professional development master classes. These have focused on themes such as Social Enterprise and Social Entrepreneurship and two programmes on Corporate Governance. Video footage on the Social Enterprise event was produced by two Creative Digital Media students and can be seen here.</p> <p data-bbox="448 497 1316 1064">The Learning Exchange report represents a record of the issues which emerged during a co-hosted event which took place in the LINC building in the Institute of Technology Blanchardstown (ITB) in November 2012. The themes outlined were identified as a result of the conversation between service providers and residents who either live or deliver services in the Fingal County Council RAPID area. Members of a sub group of RAPID were tasked to examine issues relating to Education, Employment, Enterprise & Activation (REEEACT) they identified a need to strengthen links with the ITB. I am convinced that meaningful engagement and collaboration with ITB will lead to improvements in the level of support, access and opportunities available to citizens locally. The implementation of the steps identified in this report will help us meet the outlined objectives. I hope that this will be the first step in an exciting joint venture. I would like to thank everyone involved in the project and look forward to their continued cooperation.</p> <p data-bbox="411 1084 1281 1167"><i>Patricia Swords,</i> <i>Department of Social Protection, Chairperson, Fingal RAPID, March 2013</i></p> <h2 data-bbox="411 1238 668 1274">Other examples</h2> <p data-bbox="411 1296 943 1326">Other examples can be found at these links:</p> <p data-bbox="411 1348 1399 1415">http://www.fingalcoco.ie/media/Learning%20Exchange Social%20Enterprise Social IMPACT.pdf</p>
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other (please specify)	<p>New Frontiers Programme</p> <p>The New Frontiers Programme is Enterprise Ireland's national entrepreneur development programme, located at the LINC at ITB. Through this programme we support entrepreneurs with innovative business ideas. The companies that we work with grow knowledge intensive, export oriented companies enabled through a package of supports to help accelerate the business. The programme equips participants with the skills and contacts needed to successfully start and grow their company. Infrastructural supports provided include hot desk spaces, office spaces, meetings and event spaces at the LINC. Business supports include workshops, events, mentoring and access to academic expertise. These businesses work towards high potential start up metrics and are aimed at growing wealth and employment within this region.</p> <p>Links with Enterprise</p> <p>The LINC is a firmly established player in the Enterprise Supports structure in Fingal. We work closely with Local Enterprise Office in Fingal, Enterprise Ireland, Fingal Dublin Chamber, Blanchardstown Area Partnership, BASE Centre and many other enterprise based structures in Fingal to collaboratively meet the needs of our joint clients. This is achieved through joint initiatives, workshops and networking opportunities for our stakeholders. These excellent relations have allowed for us to enable our clients at the LINC access the supports of our peers in the Fingal region.</p>
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2. Which institutional resources are provided as outreach to the community? Please select all that apply:

For each category checked above, provide examples (word limit: 500):

co-curricular student service	
work/study student placements	<p>Learn and Work Training</p> <p>Learn and Work is a pioneering third level programme developed by the Institute of Technology Blanchardstown that fills the knowledge gap between the classroom and the workplace by producing trainees with advanced workplace skills that mean business.</p> <p>Learn and Work is a method by which a person works for an employer in a chosen occupation and learns the necessary skills, knowledge and attitudes to become a qualified technician. On successful completion of the Learn and Work, a person will receive a Level 6 Higher Certificate. This programme will educate students over a two-year period in four blocks which is made up of two blocks of fulltime academic delivery, each four months and two blocks of industry placement, each eight months. This</p>

	<p>two year programme offers students opportunities for work placement, training, mentoring and an academic qualification within a company environment. Further degree opportunities are possible following on from completion of this programme or the chance to gain a full time contract with one of our employers.</p> <p>The current course we are recruiting for is a: Higher Certificate in Science in Computing in Networking Technologies.</p> <p>Click here for more info http://www.itb.ie/StudyatITB/bn031.html</p> <p>Every Humanities student on full time programmes undertakes 2 twelve week placements.</p>
cultural offerings	<p>Erasmus students studying at ITB help local schools with preparation for Leaving Certificate oral examinations.</p> <p>Drop in to Practical Classes throughout the year in Horticulture & Sports Management & Coaching.</p> <p>Little Big Imagination – Creative Writing project with St. Patricks’ NS. Primary children composed a short story and ITB Creative Digital Media students created visuals to match. The outcome of the project is a published book and a web site http://creativedigitalmedia.ie/littlebigimagination/</p> <p>Time to Read Project with Business in the Community - 12 staff volunteered to read with 12 primary school children once a week for 26 weeks. The aim of the project was to foster a love of reading.</p> <p>The Story Sacks Project – ITB Early Childhood Care and Education students are given a well-known children’s story e.g. ‘We are going on a Bear Hunt’ by Michael Rosen and then create a sack filled with props and games to bring the story to life for their young audiences. The aim of the project is to foster a love of reading.</p> <p>Community Garden: ITB (Institute of Technology Blanchardstown) are delighted to launch a new orchard garden at St Patrick’s Senior National School, Corduff which has been created by students of Horticulture at ITB and children from St Patrick’s Senior National School, Corduff. ITB Horticulture is involved in a number of local community projects and this year a group of their second year degree students wanted to run a series of practical workshops in growing food from seed for local children. Five students researched current horticulture in the community practice and working with school staff, they planned and reviewed each workshop for the children. The apple trees were donated by ITB; each tree is a successful graft carried out by propagation students at ITB. This collaborative effort of the school, ITB and the Dublin 15 Good Food Network (Blanchardstown Area Partnership). The aim of the Dublin 15 Good Food Network is to address the issue of food poverty by making healthy food available,</p>

	<p>affordable and accessible in the community. To achieve this, ITB have developed the school garden and community garden in Corduff to teach people how to grow their own food, even in a small space.</p> <p>In the Department of Humanities, a number of cultural events take place throughout the year that are designed and delivered by students as part of their continual assessment.</p> <p>The Sports Management students engage with local primary schools in Health and Fitness as part of the academic programme. As part of the Sports Degree the students in the Department of Business run the Dublin's Fittest primary school's competition.</p>
athletic offerings	<ul style="list-style-type: none"> • Personal Fitness Training for staff at ITB • Age Friendly Project with Fingal County Council • Health and Fitness for local primary schools • Dublin's Fittest primary school competition • Health and Fitness engagement with intellectually disabled adults.
library services	<ul style="list-style-type: none"> • Fingal County Council Library services are now represented on the Advisory Board of the Fingal Community Enterprise Hub.
technology	<p>An IT Security audit is planned for community partner organisation(s) this year.</p> <p>Having had 8 projects for disadvantaged schools financed from the dormant accounts fund and since the funding ceased in 2012, we have mainstreamed the following projects into our "schools access programme":</p> <ul style="list-style-type: none"> • Formula 1 Competition • Gardening and horticulture projects • Maths workshops • Young Women in Technology • Work Analysis Programme for Adult Learners • Creativity, Literacy and numeracy • Skills @ Work • Broadcasting Skills with 92.5 Phoenix FM <p>Secondary Schools</p> <p>In 2014/15 we increased the level of involvement from current ITB students in our school events and their involvement made the events more dynamic and engaging.</p> <ul style="list-style-type: none"> • We redesigned our TASTER programme to make it more targeted and have increased participant numbers from 120 per year to 400+. Specific tasters in Sports Management and Coaching, Engineering and Horticulture were particularly popular. • Young Women in Technology. A project designed to get female students to consider a career in technology. The project links

	<p>EBay/PayPal & our department of Informatics and Engineering and involves 4 days of clinics, workshops and a site day in PayPal or EBay. This year the programme was expanded to include more schools and a company visit to Google</p> <ul style="list-style-type: none"> • Maths and Sport: Countdown to the Games Roadshow as part of the Millennium Maths Project with Cambridge University. • F1 sponsorship and competition • Business in the Community (BITC) Skills at Work project • Working with local community radio station 92.5 Phoenix FM, ITB has sponsored FETAC level 4 training in 6 local schools for over 100 TY students • Host one of the largest SciFest competitions in the country each year <p>Activities are hosted as part of National Events such as Science and Engineering week</p> <p>Primary Schools</p> <ul style="list-style-type: none"> • Robotics Summer School- children build robots from Lego, and then programme the robots, as well as playing fun games and sports each day. • D15's fittest school challenge was launched in 2014 and continued in 2015 • CoderDojo for the past two years, ITB has, every Saturday, welcomed enthusiastic mentors and up to 60 young coders aged 10 to 16 to take part in a fantastic initiative created by teen programmer James Whelton, called CoderDojo. Students come each Saturday to learn how to code, develop websites, apps, programs, games and much more all with a bit of fun and imagination thrown in. <p>Supporting community organisations, social enterprises and industry through research and development projects is key to ITB's strategy to support the development of the local region through economic and social engagement.</p> <p>Access to funding for such research can be difficult for community organisations, social enterprises and small industry. Students and staff from ITB have worked with these organisations in developing ideas through final year projects, the Enterprise Ireland Innovation Voucher Scheme, the AIB Innovation Fund and the ITB Post-Graduate fund. The Innovation Voucher Scheme has allowed small companies to work with higher education institutes to assist them in achieving their objectives for innovation in the community or the local economy. The AIB Innovation Fund and the ITB PG Fund are seed funds to assist researchers to work with local community and industry while developing their own research capability.</p>
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	<p>Examples of projects that have been developed include:</p> <ul style="list-style-type: none"> • Horticulture students and staff developed a therapeutic garden in the local James Connolly hospital for families during medical crisis times • The department of business and humanities developed a higher education programme for people with intellectual disabilities supported through the Daughters of Charity • The department of informatics worked with the tourist office locally to develop an application to advise tourists of the locality, it's history and where to visit • The department of informatics also developed an application to run on tablets for a local hospital to enable the provision of healthy diets and the tracking of food records for patients.
faculty consultation	<p>Boards of Directors;</p> <p>Academic staff have acted/ are acting as directors/ executive level roles in the following organisations:</p> <ul style="list-style-type: none"> a) Citizens Information Service; <ul style="list-style-type: none"> i) Blanchardstown CIS ii) Regional CIS organisation; iii) National Association of Citizen Information Services¹⁸. b) MABS; <p>Blanchardstown Employers' Forum;</p> <p>Member (2014 – to date).</p> <p>Masterclasses;</p> <ul style="list-style-type: none"> c) ITB Academic staff have presented a masterclass for community organisations on Corporate Governance; d) ITB has hosted several masterclasses to support communities in association with Fingal County Council. For example: Social Entrepreneurship.

¹⁸ <http://www.nacis.ie/>

3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=15 partnerships). First download the Partnership Grid template (Excel file), provide descriptions of each partnership in the template, and then upload the completed file here.

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Knowledge Exchange - Governance Support	This partnership classification has included community partners such as: <ul style="list-style-type: none"> • Money Advice and Budgeting Service; • Citizens Information Service (Local – D15) • Citizens Information Service (National Executive) 	<ul style="list-style-type: none"> • Head of Civic Engagement; • Members of academic staff 	To provide expert support to vital community services in the Blanchardstown area.	This activity commenced in 2013	3	N/A	N/A	<ul style="list-style-type: none"> • Creates opportunities for expanding the ITB Civic Engagement Community partner network and possible strategic partnerships; • Realisation of Institution mission to provide expertise to the community. 	<ul style="list-style-type: none"> • Access to the expert knowledge in corporate governance and strategic level management by an academic staff member.

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Knowledge Exchange/ Volunteering: Employment skills support for graduates and professionals	<ul style="list-style-type: none"> • Jobcare; • BASE Enterprise Centre; • Fingal County Council (Community Development Division); • Fingal County Council (Libraries Division). 	Head of Civic Engagement	To develop the skills of graduates and professionals to compete effectively in the jobs market	Since December 2014	Faculty: 1; Volunteers: 3	27 (total)	0	<ul style="list-style-type: none"> • Creates opportunities for expanding the ITB Civic Engagement Community partner network and possible strategic partnerships; • Greater community and industry awareness of ITB values; • Enables industry partnerships; • Accessing willingness to volunteer from former ITB staff and retired individuals with appropriate professional skill sets. 	<ul style="list-style-type: none"> • Helps Jobnet clients achieve personal meaning, self-confidence and career success; • Provides Jobnet client career thorough high quality training, networking opportunities and mock interviews with industry professionals • Provides opportunities for retired individual who have skill sets in HRM, coaching and management to engage with various roles required to run the programme.

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Knowledge Exchange: Management Development of Voluntary and Not-for-profit organisations	Fingal County Council (Economic Services Division)	Head of Civic Engagement	<p>To support voluntary and not-for-profit organisations in developing knowledge and skills relating to:</p> <ul style="list-style-type: none"> • Corporate Governance; • Social Enterprise Management; • Social Enterprise Financing. 	2012	6	27	0	<ul style="list-style-type: none"> • Creates relationships which enable further understanding of community needs and corresponding possibilities to provide support from ITB. • Creates opportunities for expanding the ITB Civic Engagement Community partner network and possible strategic partnerships. 	<p>Enables participants from community and not-for-profit organisations to be informed concerning:</p> <ul style="list-style-type: none"> • Governance legislation and compliance requirements; • Roles and responsibilities of company directors; • Accessing funding for Social Enterprise.

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Knowledge Exchange: Provision of Expertise (pro-bono) to Community Organisations	The Humanities Department represent ITB on a number of fora and committees as part the strategy to increase our engagement with local and national organisations.	Department of Humanities	<ul style="list-style-type: none"> • To provide expert analysis and advice at a strategic level; • To help realise the mission of the Institute in relation to Civic Engagement 	2012 - to date	10	0	0	<ul style="list-style-type: none"> • Provides ongoing development opportunities for academic staff; • Provides opportunities for research; • Creates opportunities to realise the civic engagement aspect of ITB's mission. 	<ul style="list-style-type: none"> • Provides a supportive and enabling channel to access expertise for community and not-for profit organisations; • Enables the community to benefit from the expertise of a range of academic disciplines in the Humanities domain.

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Community Based Research: Blanchards-town, Dublin 15.	<ul style="list-style-type: none"> Fingal County Council (Economic Services Division) Representatives from other Dublin 15 community and professional services groups. 	Department of Humanities	To improve the future social and economic development of the Mulhuddart priority area	2012 - 2014	1	c. 100	0	<ul style="list-style-type: none"> Provided research opportunities for undergraduate students to gain competence in qualitative research methods with by analysing real data sets using research questions developed community group/ task force. 	<p>Created greater community understanding and possible solutions regarding:</p> <ul style="list-style-type: none"> Economic Issues: unemployment, at work, and education. Social issues: deprivation, housing, disability and health; Community issues: diversity, age, family structure, nationality and ethnicity
Community Support: Student Experience Programme	Various community organisations.	Department of Humanities	<ul style="list-style-type: none"> To create, develop and sustain strategic relationships with organisations in the Social Care, Community Development and Early Childhood Education professional service domains; 	2005 - to date	10	300 per annum (approx.) since 2012?	0	<ul style="list-style-type: none"> Provides ongoing development opportunities for academic staff; Provides opportunities for research with community and not-for-profit organisations; Creates opportunities for consultancy projects community and not-for-profit 	<ul style="list-style-type: none"> Strengthens the supply pipeline of highly educated and trained graduates for Social Care, Community Development and Early Childhood Education sectors; Provides operational support to community organisations thus expanding

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
			<ul style="list-style-type: none"> To enable students gain relevant practical experience. 					organisations; <ul style="list-style-type: none"> Provides opportunities for bespoke accredited programme development and delivery. 	serve availability
Young Women in Technology (YWIT) Programme	<ul style="list-style-type: none"> Hartstown National School; Blakestown Community School; Castleknock Community College; Luttrellstown Community College; Intel Ireland; Microsoft Ireland; Google; Facebook Ireland. 	Department of Engineering	To introduce female students in the secondary schools in ITB's catchment area to: <ul style="list-style-type: none"> The importance of technology based careers; Technology courses on offer at ITB, including engineering courses. 	4 Years	2	20	€5,000	Increased enrolment and retention of female students to Engineering Programmes at ITB.	Based on the positive influence-feedback that has been consistently received since inauguration, it could be argued that the YWIT project has a significant role in career guidance for transition into higher education in the technology education and training sector.
Bloom in The Park	<ul style="list-style-type: none"> Regional and National Communities; Fingal County Council 	Department of Engineering	Collaborative development of model community garden designs and plant collections.	5 years	5	20	€15,000 per annum	<ul style="list-style-type: none"> Enhancement of learner engagement horticulture, including: landscape design & construction; plant 	<ul style="list-style-type: none"> Development of replicable local community gardens and amenity areas based on best horticulture practice.

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
								<ul style="list-style-type: none"> identification and plant collection; plant propagation. The long term aim is to position ITB's Horticulture programme and graduates to professional practice and future employment opportunities. 	<ul style="list-style-type: none"> Promoting community participation to develop showcase for garden plants, garden design, construction, and the promotion of horticulture, and gardening as a hobby.
Local Community Engagement	<ul style="list-style-type: none"> James Connolly Hospital; Blanchardstown God Food Network; Daughters of Charity Integrated Learning Project; Blanchardstown Area Partnership; Safe Food; James Connolly Hospital; Irish Hospice Foundation 	Department of Engineering	<ul style="list-style-type: none"> Therapeutic Horticulture; Healthy Food for All; Programme for learners with cognitive difficulties 	6 Years	4	30	Not applicable	<ul style="list-style-type: none"> Student participation in practical garden redesign and/or renovation. ITB students design, deliver and evaluate the workshops as part of the Horticulture Therapy module, and gain hands-on experience in training people with special educational needs. 	<ul style="list-style-type: none"> Therapeutic gardens developed for hospice; support; School students educated through programmes on healthy foods

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
								<ul style="list-style-type: none"> Designed and delivered workshops for local adults and schools in the of growing food as part of the Healthy Food for All Initiative. 	
Schools Fitness Awareness	All of Dublin's primary schools	Department of Business	A competition over 3 days at ITB to see who is Dublin's fittest primary school.	3 years	1	3-10	0	<ul style="list-style-type: none"> Raises profile of ITB; Assists in the development of ITB education programme/ course of study related skills for students 	Highlights awareness regarding the of importance of exercise and physical fitness for children with the resultant possibility of enhancing quality of life for them as adults.

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Schools Coaching	<ul style="list-style-type: none"> St Patrick's Senior National School Corduff Scoil Bhríde Boys National School Blanchardstown 	Department of Business	<ul style="list-style-type: none"> The 2nd year Sports Management and Coaching students carry out their practical coaching during semester 1 Semester 2, in St Patrick's Senior National School Corduff and Scoil Bhríde Boys National School Blanchardstown 	3 years	1	60-70	0	<ul style="list-style-type: none"> Raises profile of ITB. Allows sports students to carry out their practical coaching in the Coaching module of the degree 	Highlights awareness of importance of exercise to children

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Community Coaching (sport/ recreation)	<ul style="list-style-type: none"> Daughters of Charity group Fingal County Council and the active retirement groups primarily (Castleknock , Huntstown, Hartstown, Blanchardstown) 	Department of Business	For the Adapted coaching modules in year 3 and 4 of the Sports Degree our partnership is with the community partners allows students carry out their practical element of the modules	3 years	1	60-70	0	Raises profile of ITB. Allows sports students to carry out the practical element of the modules	Highlights difference in need to adapt adapting exercise for older adults and also adults with intellectual and physical disabilities

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Service Learning: Creative Digital Media	<p>Fingal Community Enterprise Hub which is comprised of:</p> <ul style="list-style-type: none"> • Office Civic Engagement, ITB • BASE Enterprise Centre; • Fingal County Council (Community Development Division); • Fingal County Council (Libraries Division). 	<ul style="list-style-type: none"> • Head of Civic Engagement; • Department of Informatics 	To provide website designs according to community partner specifications and assess the most suitable design	3	3	30	0	<ul style="list-style-type: none"> • Creates excellent real life learning opportunities for students in the design and implementation process of websites; • Develops communication skills; • Enhances employability of students. 	<ul style="list-style-type: none"> • Enables access to skills sets for website design thereby resulting in high quality on line capability at no financial cost to the community partner; • The possibility of updating website designs free of charge after an appropriate interval following an earlier design;

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Service Learning: Creative Digital Media	Jobcare	<ul style="list-style-type: none"> Head of Civic Engagement, ITB Department of Informatics 	To produce videos showcasing the service provided by Jobcare.	1	1	1	0	<ul style="list-style-type: none"> Created excellent real life learning opportunities for students in the design and implementation process of websites; Developed communication skills; Enhanced employability of students and introduced the student to a form of civic engagement. 	<p>Enabled finically free access to expertise by the community partner (Jobcare) which will enable showcasing of a very valuable job seeking skills service</p> <p><i>The video mentioned above are in the final stage of editing.</i></p>

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
Service Learning: Information Technology	Connolly Hospital Blanchardstown	<ul style="list-style-type: none"> Head of Civic Engagement; Department of Informatics 	To develop an Electronic Menu Card system so that their patients can choose their meals in a more informed and efficient manner. This entails presenting menus to the patients electronically and with an interface that will allow them to choose their meal. The electronic nature of such a system means more options can be incorporated in terms of language and presentation.	2 years approx..	1	1	0	<ul style="list-style-type: none"> Enabled the development of student attributes in a "real world" application. Enable the design and prototyping process to be brought to "proof of concept level". Enabled realisation of the Institute's mission through a technology development application 	<ul style="list-style-type: none"> Better menu planning taking into account food tastes and requirements of minority ethnic patients Patients know what is available to them from a menu in a language they understand More accurate information forwarded to the kitchen in a short timeframe Reduction of the paper mountain used at present A reduction in the amount of food wasted. Chefs can cook food stuff which the patient will eat as they will have the necessary information on time. All patients will be able to make a choice for all meals

4.a. Do the institution or departments promote attention to the mutuality and reciprocity of the partnerships?

☐ No ☒ Yes

Partners are invited to be on course boards, interview panels, panels for course review and new course introduction, guest speakers to students/staff and students give back through projects e.g. development of a garden for James Connolly hospital/school visits/school workshops/student mentoring programmes/reading workshops.

Describe the strategies for promoting attention to the mutuality and reciprocity of the partnerships (word limit: 500):

4.b. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community?

☐ No ☒ Yes

If yes, describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit (word limit: 500):

End of service questionnaires(vouchers), surveys on projects(Assumpta)

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

☐ No ☐ Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible (word limit: 500):

AIB Innovation Fund

ITB Post Graduate Fund (Masters/PHD)

III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s). (Word limit: 500)

2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space. (Word limit: 500)

3. (Optional) Please provide any suggestions or comments you may have on the application process for the 2015 Elective Community Engagement Classification. (Word limit: 500)
