



Mission-based Performance Compact

between

Galway-Mayo Institute of Technology (GMIT)

and

The Higher Education Authority

Date: February 2014



Context

This Compact is an agreement between the Higher Education Authority and Galway-Mayo Institute of Technology (GMIT) and is the outcome of a process of strategic dialogue between the two bodies.

The purpose of strategic dialogue is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

This Compact demonstrates a shared sense of the balance that is required between institutional autonomy and public accountability and a recognition that a diverse range of strong, autonomous institutions is essential for the overall higher education system to respond effectively to evolving and unpredictable societal needs.

The Compact recognises that Galway-Mayo Institute of Technology is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

The Compact recognises that there is a tension between providing a transparent framework of public accountability for performance in relation to funding, and risks of unintended behaviours related to measurements. It addresses this tension by requiring higher education institutions themselves to propose the qualitative and quantitative indicators against which their performance should be assessed by the Higher Education Authority.

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and Galway-Mayo Institute of Technology. It sets out how Galway-Mayo Institute of Technology's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal Galway-Mayo Institute of Technology commitments, this Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and Galway-Mayo Institute of Technology agree that this Compact will be published.

The principles of State funding support

The principles under which State funding for higher education is provided are:

- Institutional autonomy balanced with public accountability for high quality outcomes; and
- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

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1. Establishment of the Compact

The Higher Education Authority and Galway-Mayo Institute of Technology agree that:

- This Compact consists of this document and the accompanying current and planned profiles
- The term of this Compact is from 1 January 2014 to 31 December 2016 unless terminated earlier by agreement.

Galway-Mayo Institute of Technology acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and Galway-Mayo Institute of Technology agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify Galway-Mayo Institute of Technology of this in writing and will consult with Galway-Mayo Institute of Technology accordingly.

Some or all of the funding arrangements may be updated from time to time. Either party may propose changes to this Compact at any time.

2. Performance Funding Framework

Higher education Performance Funding will provide incentives for higher education institutions to improve overall performance in accordance with their own strategies and with their place in the overall system.

Performance Funding will be allocated based on performance against agreed targets and indicators of success proposed by the institution across a range of outcome domains. The targets and indicators of success must be agreed in strategic dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategic dialogue.

The Higher Education Authority and Galway-Mayo Institute of Technology agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.

As a condition of Performance Funding, in accordance with this agreement, Galway-Mayo Institute of Technology must:

- Agree performance targets as outlined in section 5 below
- Supply performance data to the Higher Education Authority for the relevant indicators
- Achieve the relevant targets agreed.

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to Galway-Mayo Institute of Technology.

3 Mission and Strategy Statement

Galway-Mayo Institute of Technology's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and Galway-Mayo Institute of Technology acknowledge that Galway-Mayo Institute of Technology's mission and strategy may evolve.

Galway-Mayo Institute of Technology and the Higher Education Authority recognise that Galway-Mayo Institute of Technology is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

However, the Higher Education Authority must ensure that together the missions and profiles of the different institutions will lead to overall coherence of the higher education system as a whole and to completeness, ensuring that national needs are being met and without unnecessary duplication.

Enter your mission and strategy statement here.

GMIT clearly sees its mission as a publicly funded body to develop life-long learning opportunities through its teaching and research and supporting regional development, consistent with national policy. As a large multi-campus IoT, GMIT is a regional organisation with an international focus, whose graduates have the professional knowledge and skills relevant to the social, cultural and enterprise development needs of the region.

GMIT operates across five campuses in Galway and Mayo. The largest campus in Galway provides a full spectrum of programmes across the main discipline areas, and hosts the three research centres and an Innovation in Business Centre. The Centre for Creative Arts and Media is also based in Galway, providing programmes in Art & Design and Film & TV. The Mayo Campus in Castlebar has reviewed its mission and will focus on providing programmes in Health; Enterprise and Environment. The National Centre for Excellence in Furniture Design and Technology in Letterfrack is recognised internationally for the quality of its graduates and output. Programmes on the Mountbellew campus are focussed on Agriculture.

GMIT's Strategic Plan 2010-2015 identified five pillars to guide its development: Learning & Teaching; Student Environment; Research & Innovation; Community Engagement; and Internationalisation. Following a high-level mid-term review, the pillars (and the supporting objectives and strategies) have been re-aligned to more closely reflect the emerging higher education landscape and system objectives as follows:

- Learning & Teaching;
- Collaboration & Alliances;
- Research, Development & Innovation;
- Student-Community Engagement; and
- Internationalisation.

The revised plan also extends to 2016 to align with the new institutional compact.

As the third largest IoT, GMIT sees itself continuing to provide technology-focused programmes across all disciplines at Levels 6-8, with enhanced entry, exit and transfer opportunities to facilitate student choice. There will also be increased provision of minor and special purpose awards to support workforce upskilling and enhanced flexible/online learning opportunities. GMIT will provide Level 9 taught programmes in specific areas. The

Programmatic Review being undertaken in 2013/14 will be a discipline-based review across the Institute to ensure coherence in programme provision.

GMIT will continue to enhance the quality of its teaching and learning activities and student support services. The newly created Centre for Educational Development will focus on pedagogical innovation and the promotion of good practice in teaching and learning, as well as supporting staff development. The Virtual Learning Environment will continue to be developed across all campuses. In addition, the Institute plans to provide additional resources to support the successful First year Experience programme.

GMIT will focus its Level 9/10 research provision in specific discipline areas where the Institute has the requisite expertise and will work collaboratively with partner HEIs to enhance the quality and relevance of research outputs. GMIT through its Innovation in Business Centres and designated research centres will continue to support the development of existing as well as new and innovative enterprises.

GMIT is committed to working collaboratively with partner institutions to enhance the regional provision of programmes, research and innovation, enterprise development and shared services. GMIT currently has formal MOUs with IT Sligo and Letterkenny IT (Connacht Ulster Alliance (CUA)), NUI Galway and the Marine Institute.

GMIT is committed, as one of the HEIs in the West/North West cluster, to achieve the desired cluster objectives and the HEIs in the cluster have prepared a proposal for the future development of the cluster. GMIT is also developing a MOU with LIT as a bridge between the West/North West cluster and the Mid-West cluster. In addition, GMIT will continue to participate in key thematic alliances relevant to our mission including Metric (medical devices) and SMART (marine). GMIT will work collaboratively with partner institutions in the cluster to ensure rational provision of taught programmes and research, and will enhance flexible and online delivery opportunities building on the expertise of our CUA partner IT Sligo.

It is GMIT's stated ambition to achieve the metrics for Technological University (TU) and to achieve TU designation in due course. GMIT has developed an implementation plan with its partners in the CUA to achieve the required metrics, as well as enhancing collaboration across a wide range of areas. The CUA partners are supportive of including other partners in the proposed TU should that arise.

GMIT has always had strong linkages with the local community, particularly through the activities of the Students' Union, and through staff/student involvement in local events, business/industry organisations, local community and enterprise support groups. The Institute is currently developing a shared service model with local sports organisation providing access by students to sports facilities while GMIT in turn will support development of the facilities.

GMIT plans to reduce its dependence on core funding through availing of other funding opportunities and, in particular, through expansion of its international activities. GMIT currently has 110 incoming Erasmus students along with 112 outgoing GMIT students on taught programmes and work placement. GMIT plans to focus its Erasmus activities on collaborating with institutions which can consistently deliver and accept cohorts of students annually in order to streamline the process, to build quality links and to ensure better integration into academic programmes. To this end, the number of such partnerships has been reduced from 60 to 45 in 2013. GMIT through Erasmus and otherwise also supports students undertaking work placements overseas as part of broadening their international education experience. In line with HEA policy, GMIT plans to support new staff undertaking mobility and reduce repeat mobility.

GMIT plans to expand its non-EU activities in selected key markets, working collaboratively with institutions in the region, IOTI, partner institutions overseas and Enterprise Ireland.

GMIT also recognises the need to internationalise its curriculum to benefit both local and international students and to develop tailored programmes for the international market. GMIT also plans to deliver its programmes overseas in selected markets (currently in Nanchang University) and potentially operate and manage facilities overseas (e.g. Saudi Arabia).

3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that Galway-Mayo Institute of Technology may adjust its mission and strategy from time to time. Galway-Mayo Institute of Technology agrees that the following will be the subject of strategic dialogue with the Higher Education Authority and may result in a change to the Compact:

- Any significant change that it proposes to make to its mission during the term of the Compact
- Any significant change that it intends to make to its activities that could affect either the content or the practical application of its mission.

4. Current and Planned Profile

The following pages contain:

- Galway-Mayo Institute of Technology's current profile 2010/11 (as supplied by the HEA); and
- Galway-Mayo Institute of Technology's planned profile 2016/17 (completed).

For hard copy submissions, please bind the current and planned profile after this page.

For electronic submissions, please submit the current and planned profiles as PDF and Excel attachments respectively.

5. Development Plans and Objectives

5.1 Regional clusters

Strategy summary

Please provide a brief summary of Galway-Mayo Institute of Technology's strategy and chosen objectives in relation to its **regional cluster**.

This should set out:

- Member institutions
- Governance arrangements
- Priority objectives for the cluster.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Regional clusters: strategy summary

The HEA in its report to the Minister (April 2013) recommended the creation of a Mid-West cluster comprising UL, LIT & MIC; and a West Cluster comprising GMIT, ITS, LYIT and NUIG. The Minister however announced the creation of one cluster combining both clusters.

GMIT currently has a formal MOU with both ITS and LYIT, comprising the Connacht-Ulster Alliance (CUA), and also has a formal MoU with NUIG. The CUA has actively developed its collaboration activities since its inception in May 2012 and has developed a three year implementation plan and engaged the services of Martin Cronin to chair the steering group. NUIG/GMIT also have a steering group in place to oversee activities.

GMIT is committed to working with partner institutions in the cluster to achieve the cluster objectives of enhanced programme provision and planning; improved pathways for access, transfer and progression within and between institutions; shared expertise in research, innovation and enterprise development across the region; collaboration on international activities and shared services.

In light of the Minister's announcement, GMIT will continue to implement its existing collaborative arrangements within the West/North-West cluster and will, over the period of the compact, develop cross-cluster partnerships with the Mid-West cluster. In particular, GMIT is developing a MOU with LIT. GMIT envisages the creation of the combined cluster as a key feature of the next compact with the HEA.

In support of its plans for the development of regional clusters; thematic clusters and strategic alliances generally, GMIT has approved a new pillar on 'collaboration and alliances' for its strategic plan 2013-2016 (Appendix 8).

In consultation with our partner institutions in the CUA and NUIG, a framework for the development of the cluster is being developed and we will develop governance and management arrangements for the West/North-West cluster along with a three year implementation plan aligned to the cluster objectives by end 2013.

Regional clusters: Institution objectives and performance indicators

1.	Institution objective	To establish a Regional Cluster of the HEIs in the West/North-West region (NUIG, GMIT, ITS, LYIT), with appropriate governance structures A liaison will be established with the Mid-West cluster.
	Performance indicator	The establishment of a functioning cluster
	Baseline	Factual list of current formal collaborations in the region of the individual institutions
	Interim target, end 2014	<ul style="list-style-type: none"> Cluster defined as the West / North-West region in the first instance Governance agreed Engage with other HEIs in the cluster to agree cluster objectives Engagement with FE sector / ETBs
	Interim target, end 2015	<ul style="list-style-type: none"> Functioning cluster Achievement of short term cluster objectives
	Final target, end 2016	<ul style="list-style-type: none"> Review of cluster objectives and performance Achievement of medium term cluster objectives
2.	Institution objective	Coordinated academic planning
	Performance indicator	A coordinated academic plan
	Baseline	Individual portfolio of programmes for each HEI in the cluster
	Interim target, end 2014	<ul style="list-style-type: none"> Mapping of programmes in the cluster for full-time and life-long learning students Development of a matrix of programme provision at undergraduate and postgraduate level across partner institutes Mapping of research activity Mapping of civic engagement initiatives
	Interim target, end 2015	Mapping of Access, Transfer and Progression (ATP) opportunities
	Final target, end 2016	Ensuring a diverse range of programmes across the region, responding to the needs of the region
3.	Institution objective	Develop regional learning pathways with partner institutes and further education institutions to provide clearly articulated progression opportunities among HEIs within the region

	Performance indicator	Review access, transfer and progression policies and practices across cluster institutions Creation of a matrix of course provision at undergraduate and postgraduate level across partner institutes, map common areas, specialist areas, progression opportunities Develop new entry routes for non-traditional students to full-time and part-time programmes Harmonise RPL policies and develop agreements to enable students with prior formal and experiential learning to gain direct or advanced entry to particular programmes
	Baseline	Institutional transfer policies and FETAC entry routes
	Interim target, end 2014	<ul style="list-style-type: none"> • Review existing access, transfer and progression policies • Devise formal schema for progression among partner institutions and develop common access and transfer policies • Agree on regional targets for number of transfer places across institutions
	Interim target, end 2015	Transfer system in place
	Final target, end 2016	New entry routes in place
4.	Institution objective	Building bridges for the Regional Cluster
	Performance indicator	The establishment of a strategic alliance with LIT
	Baseline	One strategic alliance (Marine Institute)
	Interim target, end 2014	Establish MOU and governing structures
	Interim target, end 2015	Implementation plan for LIT strategic alliance
	Final target, end 2016	<ul style="list-style-type: none"> • Collaborative training and research plans • Review of Implementation Plan
5.	Institution objective	Develop sustainable thematic clusters that enhance selected strengths of the Institute in serving the regional and national needs
	Performance indicator	Mapping of thematic clusters across the region
	Baseline	<ul style="list-style-type: none"> • MeTricIreland (a one-stop-shop for medical technology transfer) • SMART (a marine/maritime training project) • Ignite West (a technology transfer and intellectual property project) • New Frontiers Entrepreneur Development Programme (NFED - an entrepreneur development programme)
	Interim target, end 2014	Mapping of thematic clusters across the region and beyond
	Interim target, end 2015	<ul style="list-style-type: none"> • Establish a sustainable model for thematic clusters • Secure seed-funding for new thematic clusters

5.2 Participation, equal access and lifelong learning

Strategy summary

Please provide a brief summary of Galway-Mayo Institute of Technology's strategy and chosen objectives in relation to **participation, equal access and lifelong learning**.

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Participation, equal access and lifelong learning: strategy summary

The mission statement of the GMIT Access Service is: 'To facilitate equality of access and participation for all students. To provide a range of supports and services for those applying to GMIT and for students attending full time and part-time programmes at the Institute.' It is the strategy of GMIT to widen access to higher education and to address the learning needs of an increasingly diverse student body. In so doing it will make provisions to improve access, within available resources, for groups traditionally and currently underrepresented at 3rd level. GMIT plans to build on its pioneering experience and achievements in Access for these underrepresented groups.

The overall purpose of the Access Strategy is to meet the needs of students in an inclusive, caring and cost effective way, consistent with the academic mission of the Institute. This requires clear objectives, adequate resources and a process of monitoring the service that ensures it is being applied effectively in a changing environment.

The intended outcome at the end of the next three years is for GMIT to be providing a range of access services that enhance the Institute's ability to attract and retain students, and that contribute to the students' personal development.

GMIT will work with the relevant ETBs to continue to develop pathways from FE to HE programmes in GMIT, including advanced entry mechanisms. In addition, GMIT will continue to develop its policy of providing a greater range of access and exit mechanisms at Levels 6, 7 and 8 of the NFQ to cater for the varying requirements of different cohorts of learners. In addition, GMIT will support the national IOTI commitment to introduce undenominated Level 8 entry routes to programmes as part of the Transitions initiative.

GMIT has adopted a strategy for LLL activities that will see a move from the delivery of non-accredited programmes to accredited awards and, in particular, the development and delivery of minor and special purpose awards for adult learners and workforce upskilling. Building on the expertise of our partners in the region, increased use will be made of shared delivery using online and blended learning formats.

Participation, equal access and lifelong learning: Institution objectives and performance indicators

1.	Institution objective	Provide a range of alternative entry routes from FE providers
	Performance indicator	Alliances with FE providers and/or ETBs
	Baseline	No alliances in 2010/11
	Interim target, end 2014	<ul style="list-style-type: none"> • One alliance established • Advanced entry routes established
	Interim target, end 2015	Two alliances established
	Final target, end 2016	Three alliances established
2.	Institution objective	Increase the number of students from the 'socio-economic' group, in particular those from socio-economic disadvantage background.
	Performance indicator	Number of students as a percentage of the student population.
	Baseline	458 students (2010/11)
	Interim target, end 2014	33%
	Interim target, end 2015	34%
	Final target, end 2016	35%
3.	Institution objective	Increase post-entry support for Mature students while attending GMIT
	Performance indicator	Academic support initiatives
	Baseline	Transitions module approved (2010/11)
	Interim target, end 2014	First Year Experience available to all mature students (Learning to Learn & Peer Assisted Study Sessions [PASS]).
	Interim target, end 2015	Academic Writing Centre established
	Final target, end 2016	Maths Support Centre established
4.	Institution objective	Increase Life-Long Learning participation with flexible learning provision
	Performance indicator	a) No. of LLL students b) No. of flexible awards
	Baseline	a) 1,006 students (2010/11) b) 6 accredited awards for flexible delivery
	Interim target, end 2014	a) 1000 students b) 8 accredited awards for flexible delivery

Interim target, end 2015	a) 1020 students b) 12 accredited awards for flexible delivery
Final target, end 2016	a) 1030 students b) 16 accredited awards for flexible delivery

5.3 Excellent teaching and learning and quality of the student experience

Strategy summary

Please provide a brief summary of Galway-Mayo Institute of Technology's strategy and chosen objectives in relation to **excellent teaching and learning and quality of the student experience**.

This should set out:

- 1 Vision underpinning the portfolio of undergraduate programmes
- 2 Approaches being taken to improve overall performance
- 3 How planned provision is aligned to institutional mission

Further supporting evidence, with regard to the means of verification, should be provided in appendices as necessary.

Please note any external factors or assumptions that might affect progress towards stated objectives.

Excellent teaching and learning and quality of the student experience: strategy summary

At GMIT learning and teaching is the core activity of the Institute. Through its academic programmes and approach to learning, teaching and assessment, the Institute will ensure that all graduates have a comprehensive understanding of relevant disciplines, professional knowledge and skills appropriate to their awards.

GMIT is committed to:

- providing a high quality learning experience for all students;
- the importance of developing high quality graduates with transferable and adaptable skills;
- the transformation of Irish society, its economy and its cultural and social diversity;
- the internationalisation of education and the impact of globalisation.

The Institute's vision for Learning and Teaching is to maintain and further develop quality and engaged environments for all students and staff. The strategy applies to undergraduate, postgraduate and other programmes which are officially recognised by the Institute.

GMIT will be defined by the quality and employability of its graduates and will focus specifically on the areas of:

- (i) Academic Life (applied orientation, balance between theory and practice, technology literate, research skills);
 - (ii) Professional Life (adaptable and transferrable skills, CPD, exposed to entrepreneurialism, exercise reflective and critical judgement);
 - (iii) Social Life (value different cultures and diversity, self-directed, innovative, leadership opportunities);
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- (iv) Personal Life (freedom of expression, recognise human rights, respect international cultures, be independent).

**Excellent teaching and learning and quality of the student experience:
Institution objectives and performance indicators**

1.	Institution objective	Provide leadership and support for innovative approaches to Learning and Teaching
	Performance indicator	Strategies and support mechanisms underpinning Learning and Teaching
	Baseline	Teaching, Learning and Assessment strategy approved
	Interim target, end 2014	Establishment of Centre for Educational Development
	Interim target, end 2015	e-Learning policy approved
	Final target, end 2016	Professional Practice Policy and Implementation Plan approved
2.	Institution objective	Facilitate student engagement in their learning
	Performance indicator	Student Retention rates
	Baseline	66% first year retention as per 2010/11 Attrition Report
	Interim target, end 2014	Retention Policy approved

	Interim target, end 2015	Embed First Year Experience programme across the Institute
	Final target, end 2016	70% first year retention
3.	Institution objective	Guide and support assessment for learning as well as assessment of learning
	Performance indicator	Award Classifications profile
	Baseline	Award classifications as per 2010/11 Graduation Report
	Interim target, end 2014	25% of staff attend assessment workshops
	Interim target, end 2015	Assessment policy approved
	Final target, end 2016	Communication campaign of assessment policy and protocols to students and staff Report on trend analysis of award classifications for 2014/15 compared to 2010/11
4.	Institution objective	Create a learning environment to underpin student-centred learning
	Performance indicator	Student satisfaction as per INSS
	Baseline	Analysis of GMIT data in INSS 2013 pilot
	Interim target, end 2014	Technology infrastructure in place to support further development and implementation of VLE
	Interim target, end 2015	Sport and leisure facilities expanded on all campuses
	Final target, end 2016	(i) Maths Support Centre established (ii) Report on trend analysis of student satisfaction as per INSS (2013 - 2015)
5.	Institution objective	Ensure that staff are effectively supported in their professional development
	Performance indicator	% of staff with L9 and L10 qualifications
	Baseline	81% FTE academic staff with L9 or above or 80% of all academic staff with L9 or above.
	Interim target, end 2014	Structured programme for pedagogical development in place

Interim target, end 2015	25% of staff engaging with the new Centre for Educational Development social media support website [http://ced.gmit.ie]
Final target, end 2016	<ul style="list-style-type: none">• 86% of staff with L9 qualification or on track for L9 qualification• 30% of staff with L10 qualification or on track for L10 qualification

5.4 High quality, internationally competitive research and innovation

Strategy summary

Please provide a brief summary of Galway-Mayo Institute of Technology's strategy and chosen objectives in relation to **high quality, internationally competitive research and innovation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in an appendix as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

High quality, internationally competitive research and innovation: strategy summary

In its short history, GMIT has built a strong tradition in developing research, development and innovation. The links with enterprise across a number of sectors, and with indigenous or multinational organisations, has been a key part of programme development, regional interaction and identifying research activities. The Institute is fully aware of its strengths in RDI and it knows that it must play to these strengths in developing its RDI strategy. Accordingly, there are specific areas of research, which we will target, which fit with regional industry and have impacts which go beyond the academic realm (e.g. economic, environmental, product development/innovation, informing policy and so on). In other words, we see research development and innovation as being inherently linked and will develop them accordingly. Since 2006, a new horizon has opened up to the Institute with the formation of the Innovation in Business centres (IIBCs) with the help of Enterprise Ireland. In a short time, GMIT has become a leader in supporting and developing 14 HPSUs, as well as incubating start-up companies who have raised over €50M in funding and created over 150 jobs. This successful experience puts us in a pivotal position to be a key partner in further developing regional enterprise and target specific sectors (e.g. SMEs) as sources of growth in the future. It can also provide a client base to continue to develop research which is meaningful to local enterprise and has clear impact. GMIT has recently approved a revised Research, Development and Innovation (RDI) Strategy and the main themes of the Strategy are:

- Specialisation and Strength
- Research Scholarship and Teaching
- Promoting Research and Maximising Talent
- Building RDI Alliances
- RDI Links with Enterprise

The Institute has set out a strategy of identifying and focussing resources on a small number of research centres (3 to 4) which are aligned to industry needs of the region and where the Institute has expertise which can be brought together and harnessed. In this respect two centres focussing on marine science and medical device technology have been resourced by the Institute to develop their work over a three year period. A third area (Integration of Sustainable Energies) has significant infrastructure and the Institute is currently reviewing a sustainability plan for it to operate as a research centre. Other centres may emerge but we will take account of the research areas and expertise of our

cluster partners and not seek to replicate their work. Nevertheless, it is a key objective in the lifetime of this compact to build research capacity, both staff and students, and to improve the funding profile through the establishment and development of research centres, working with our partners in other HEIs to build critical mass, and building a stronger cohesive presence for enterprise in the region. The Institute will recast its models for staff engagement with RDI, continue to develop innovative schemes for post-graduate recruitment, use our alliances with regional and thematic cluster partners and build on the success of the Innovation Centres (iIBCs).

High quality, internationally competitive research and innovation: Institution objectives and performance indicators

1.	Institution objective	Re-affirm and state GMIT's areas of research strength, differentiation and specialisation and consolidation of existing research and innovation activities
	Performance indicator	Number of Designated Research Centres
	Baseline	0 (2010/11)
	Interim target, end 2014	2 centres consolidated and functioning with possible synergies with cluster partners identified
	Interim target, end 2015	3 centres functioning
	Final target, end 2016	3 centres collaborating with partner HEIs as part of regional research provision
2.	Institution objective	Closely align research activities with learning strategy in order to (a) develop pedagogical research and (b) encourage staff to pursue disciplinary aspects of RDI.
	Performance indicator	Number of academic staff active in research and innovation (evidenced by publication/exhibition/conference presentation, post-graduate supervision, engagement with industry, attainment of funding or pursuing PhD studies supporting innovation).
	Baseline	40
	Interim target, end 2014	60
	Interim target, end 2015	75
	Final target, end 2016	100
3.	Institution objective	Continuously develop structures and policies which encourage staff and students to be active in research and which are compatible with the financing of research
	Performance indicator	Number of research post-graduate students (Level 9 &10)
	Baseline	38
	Interim target, end 2014	40
	Interim target, end 2015	45
	Final target, end 2016	55

4.	Institution objective	Consolidate and promote research which is driven by needs of enterprise and congruent with their needs.
	Performance indicator	Number of enterprise links facilitated by the Innovation in Business Centres (e.g. clients, EI programme participants, transitioned companies etc.)
	Baseline	20
	Interim target, end 2014	30
	Interim target, end 2015	40
	Final target, end 2016	50

5.	Institution objective	Focus on external sources of funding for research and innovation activities
	Performance indicator	Funding from external sources
	Baseline	€1m (2010/11)
	Interim target, end 2014	€1m
	Interim target, end 2015	€1.5m
	Final target, end 2016	€2.5m

5.5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

Strategy summary

Please provide a brief summary of Galway-Mayo Institute of Technology's strategy and chosen objectives in relation to **enhanced engagement with enterprise and the community and embedded knowledge exchange**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced engagement with enterprise and the community and embedded knowledge exchange: strategy summary

GMIT has a strong record of engagement with the local community, local/regional business and industry, both through student and staff involvement. Such engagement can occur through student participation in civic engagement activities, volunteering, community based projects and internships/work placements.

"Learning through wider engagement" is the first Institute objective in this section. This demonstrates the Institute's commitment to accredit student learning outside the classroom. The development of an Institute policy for professional practice/work placement will provide direction for programme boards in embedding work placement/service learning on a wider range of programmes.

GMIT continues to have significant representation on professional boards and relevant business and community organisations, both regionally and nationally.

Working with business and community projects has been a key feature in many programmes in GMIT. The Institute will continue to foster relationships with such groups to continually enhance programme design and promote GMIT facilities to all local communities. As part of this strategy GMIT will establish one Institute contact point for engaging with community and business type organisations. This was a key finding from stakeholder engagement conducted during the last Institutional Review.

Enhanced engagement with enterprise and the community and embedded knowledge exchange:

Institution objectives and performance indicators

1.	Institution objective	Learning through wider engagement
	Performance indicator	Percentage of programmes offering accredited professional practice/work placement
	Baseline	Currently 10% of all programmes offer work placement/professional practice
	Interim target, end 2014	Approved Institute-wide policy on work placement/professional practice
	Interim target, end 2015	Accredited Professional Practice module offered on 15% of programmes
	Final target, end 2016	Accredited Professional Practice module offered on 20% of programmes
2.	Institution objective	Engaging GMIT in regional networks
	Performance indicator	Representation of GMIT staff in local, regional and national industry associations, professional bodies and other organisations
	Baseline	Institutional Review 2010/11
	Interim target, end 2014	Audit of current engagement
	Interim target, end 2015	Increase by 10% the number of boards with GMIT representation
	Final target, end 2016	Measure the impact of the involvement with particular reference to TU criteria
3.	Institution objective	Working with Communities
	Performance indicator	Percentage of students working on community engagement projects
	Baseline	Community engagement profile across the Institute as per Institute Review 2010/11
	Interim target, end 2014	Implementation of agreements with sporting organisations in Galway that facilitate GMIT students and sustain use of facilities
	Interim target, end 2015	<ul style="list-style-type: none"> • Development of models (incl. curriculum-based models) for engaging communities around learning & teaching and research actions • Civic engagement module offered in each school/college
	Final target, end 2016	Volunteering programme established

4.	Institution objective	Working with regional business and enterprise
	Performance indicator	Percentage of first destination graduates working in the region
	Baseline	Graduate survey as at 2010/11
	Interim target, end 2014	60% of graduates working in region
	Interim target, end 2015	Graduate enterprise programme established involving industry and community group
	Final target, end 2016	Employer survey analysis

5.6 Enhanced internationalisation

Strategy summary

Please provide a brief summary of Galway-Mayo Institute of Technology's strategy and chosen objectives in relation to **enhanced internationalisation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced internationalisation: strategy summary

The enhanced internationalisation pillar outlines the means through which GMIT can enhance the relevance of its programme offerings to an international student cohort, establish alternative revenue streams and satisfy future regulatory requirements. The Institute will therefore prioritise the internationalisation of its programmes seeking international accreditation where possible. The reciprocal exchange of staff and students with strategically relevant partners, both in the EU and globally, will ensure our students can enrich their awards through periods of study or work placements abroad. The identification of student recruitment opportunities outside of the EU will also provide the resources through which planned International activities may be funded; whilst simultaneously reducing our dependency on central government funding.

An important dimension to the Institute's mid-term review of its Strategic Plan however was a recognition that the attainment of greater student mobility and increased international revenues should be seen in the context of a changing international student recruitment market and increasing regulation of this market, particularly the proposed introduction of a quality mark: the International Education Quality Mark (IEQM).

The objectives outlined in this compact will ensure that:

- International activities within GMIT are organisationally positioned and properly resourced to deliver on this enhanced internationalisation strategy.
 - The Institute over the next three years prioritises a greater concentration of both student and staff mobility by focussing on a smaller number of strategically supportive partner institutes.
 - The Institute will increase and diversify its international revenue base further through student recruitment and/or the management of institutes overseas.
-

Enhanced internationalisation: Institution objectives and performance indicators

1.	Institution objective	Consolidation of EU Partnerships			
	Performance indicator	Number of Erasmus students, both incoming and outgoing, on funded programmes, including work placements abroad			
	Baseline	Outgoing	112,	Incoming	110
	Interim target, end 2014	Outgoing	120,	Incoming	110
	Interim target, end 2015	Outgoing	125,	Incoming	110
	Final target, end 2016	Outgoing	130,	Incoming	110
2.	Institution objective	Increase and Diversify Activities in Non-EU Countries			
	Performance indicator	Number of full time registered international students as a percentage of full time registered students			
	Baseline	2% of Full Time Registered Students 2010/11			
	Interim target, end 2014	3.0% of Full Time Registered Students			
	Interim target, end 2015	3.5% of Full Time Registered Students			
	Final target, end 2016	4.0% of Full Time Registered Students			
3.	Institution objective	Develop an International programme portfolio and provide quality services to International students			
	Performance indicator	Accreditation as an International Education Quality Mark provider			
	Baseline	No International Education Quality Mark in existence (2010/2011)			
	Interim target, end 2014	Identify international programmes to be developed			
	Interim target, end 2015	Institutional Application For IEQM/QQI Evaluation/Site Visit			
	Final target, end 2016	Implementation of IEQM Accreditation			

5.7 Institutional consolidation

Strategy summary

Please provide a brief summary of Galway-Mayo Institute of Technology's strategy and chosen objectives in relation to **institutional consolidation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Institutional consolidation: strategy summary

In the review of its Strategic Plan 2013-2016, the Institute has focused on the needs of the region and the enhancement of the student experience. It has vigorously responded to HEA policy in agreeing MoUs between autonomous HEIs in the region, NUI Galway and the CUA (GMIT, LYIT, IT Sligo), that establish effective and sustainable collaborations that will aim to strengthen GMIT's provision for the region and consolidate the cluster's provision.

The CUA collaboration is instrumental in establishing a TU for the region, a TU that meets the criteria for such designation, yet seeks to provide diversity in the region with unique institutional and regional engagement profiles. The CUA partners have developed an implementation plan for the CUA which is designed as a trajectory towards the attainment of the TU metrics.

The Institute's strategic plan recognises that new ways of working are required to establish and monitor the performance of these collaborations, and that a culture that promotes and values such collaborations must be developed. It is also recognised that new collaborations demand investments of time, energy and goodwill in building relationships.

The Institute objectives in this domain seek to provide new ways of working collaboratively, realign the organisational structure, and train staff to work with collaborative partners. At the same time, the objectives places emphasis on the attainment of the TU metrics and internal consolidation across the Institute's multi-campus. It is planned that the programmatic reviews across all disciplines in the Institute in 2013/14 will facilitate the consolidation of programmes and modules.

Institutional consolidation: Institution objectives and performance indicators

1.	Institution objective	To pursue a trajectory that achieves re-designation as a Technological University
	Performance indicator	A Plan to Meet TU Criteria
	Baseline	Signing of CUA MOU in July 2012. Agreed implementation plan in December 2012. Submission of three collaborative SIDF proposals to the HEA.
	Interim target, end 2014	<ul style="list-style-type: none"> • Review achievement of the objectives of the CUA Implementation Plan • Programme mapping across the CUA • Identify opportunities for shared services and common processes with CUA partners, (e.g. HR policies, procurement) • Pilot online QA student survey across the CUA • Common library research repository • Joint CUA Student Union Mental Health initiative
	Interim target, end 2015	<ul style="list-style-type: none"> • Mainstream online QA student survey across the CUA • Report on the feasibility of online exams management system with CUA partners • A common Learning, Teaching & Assessment (LTA) strategy • A common RPL policy and procedures
	Final target, end 2016	<ul style="list-style-type: none"> • CUA Strategic Planning Framework • Ensuring a diverse range of programmes across the CUA, while avoiding unnecessary duplication
2.	Institution objective	Working to achieve the objective of TU status
	Performance indicator	Align Institute structures, policies and procedures to enhance Institute services for the region Sub-indicators: <ul style="list-style-type: none"> • New organisational structures that facilitate flexible response to emerging needs • Mission oriented policies and procedures that accommodate risk, initiative, accountability, and facilitate performance review • Staff development for collaboration • No. of collaborative projects

	Baseline	Original organisational structure
	Interim target, end 2014	<ul style="list-style-type: none"> • Staff development programmes for collaborative project skilling • Toolkit for Project Collaboration and Management
	Interim target, end 2015	Alignment of Risk Management and Quality Assurance policies with Strategic Planning policies - complete
	Final target, end 2016	Restructuring of multi-campus Institute upon outcomes of Institute Review - complete
3.	Institution objective	Consolidate programmes across Academic Units and campuses
	Performance indicator	Internal consolidation of programmes Sub-indicators: Mapping of programmes and modules across Institute
	Baseline	Thematic Framework for Programmatic Reviews
	Interim target, end 2014	Mapping of programmes and modules across Institute - outcomes of programmatic reviews
	Interim target, end 2015	Consolidation of modules and programmes
	Final target, end 2016	Alignment of internal consolidation with regional cluster academic plan

6. Annual Compliance Statement

As the strategic dialogue process develops, the HEA will take into account ongoing compliance with important foundational requirements such as:

- Statutory quality assurance processes
- Providing an annual statement required under their Code of Governance and with all other requirements of that Code
- Providing details of satisfactory financial outturn, budget and financial plan
- Employment control framework
- Data returns to the HEA.

Where significant or urgent compliance issues arise (such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, they will be discussed as part of the strategic dialogue).

7. Performance Funding

Having regard to the performance of Galway-Mayo Institute of Technology in the strategic dialogue process leading to this compact, performance funding of

€ 166,000

has been allocated to the Institute.

8. Agreement

To be completed following the conclusion of the strategic dialogue process.

Having regard to the agreed minute of the strategic dialogue meeting attached, the HEA and Galway-Mayo Institute of Technology agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to Institute.

Signed:

Chief Executive, Higher Education Authority

Date:

Signed:

Chief Officer, Galway-Mayo Institute of Technology

Date:

Appendices

We (Galway-Mayo Institute of Technology) include the following appendices with our performance compact.

List the appendices here:

<input checked="" type="checkbox"/>	<p>Appendix 1: Regional clusters</p> <p>(a) Memorandum of Agreement between NUI Galway and GMIT</p> <p>(b) Memorandum of Understanding between the Marine Institute and GMIT</p> <p>(c) Connacht-Ulster Strategic Alliance Agreement between the Institutes of Technology at Galway-Mayo, Letterkenny and Sligo</p> <p>(d) Connacht-Ulster Alliance Implementation Plan</p>
<input type="checkbox"/>	Appendix 2: Participation, equal access and lifelong learning
<input type="checkbox"/>	Appendix 3: Excellent teaching and learning and quality of the student experience
<input type="checkbox"/>	Appendix 4: High quality, internationally competitive research and innovation
<input type="checkbox"/>	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange
<input type="checkbox"/>	Appendix 6: Enhanced internationalisation
<input type="checkbox"/>	Appendix 7: Institutional consolidation

Other Appendices

Appendix 8: GMIT Strategic Plan Revision 2013-2016

Appendix 9: GMIT Organisation Structure

Appendix 1: Regional clusters

Appendix 2: Participation, equal access and lifelong learning

Appendix 3: Excellent teaching and learning and quality of the student experience

Appendix 4: High quality, internationally competitive research and innovation

Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange

Appendix 6: Enhanced internationalisation

Appendix 7: Institutional consolidation

Appendix 8: GMIT Strategic Plan Revision 2013-2016

Appendix 9: GMIT Organisational Structure