

## Strategic Dialogue Cycle 4

### CIT Self Evaluation Report

#### Overview of institutional progress

From the outset, CIT embraced the Strategic Dialogue process and saw it as an opportunity to advance the Institute's mission and to gain recognition of the Institute's performance. The priorities as set out in the performance framework mapped well against the Institute's own strategic priorities as contained in the CIT Strategic Plan 2012 to 2016. We believe that we were ambitious in the performance targets we set ourselves at the outset and we are satisfied that we have broadly met our targets.

In assessing the Institute's performance over the period of the current compact, it is important to reflect on the context in which this performance was achieved. The compact was agreed at the end of a period of significant funding cuts and as a result the Institute was faced with a number of significant challenges, including recurrent funding, staffing levels and physical infrastructure. There has been no substantial reversal of the funding cuts in the years since, with the result that the Institute's situation has worsened in real terms. It is somewhat ironic that the 'recovery' or economic upturn, while not delivering any increased funding or resources for CIT, has had negative effects on some of our performance indicators. Most notable is the fact that certain cohorts of applicants have decreased as the opportunities for employment have increased.

At the outset, CIT had three broad aims in respect of its performance. Firstly, we wanted to retain and develop two key aspects of our mission, namely, inclusive access to higher education and responding to the needs of enterprise (and the broader economy). The third aim was to address the issue of student engagement and retention.

The Institute committed substantial resources to address our targets in relation to student engagement and retention and these are detailed below. The achievement here has been exceptional, with the combined non-progression rate being reduced from 22% to 17%. The ultimate beneficiaries of this achievement are the students and it is for this reason that we set such a challenging target in this area and devoted resources (at the expense of other initiatives) to the related initiatives. The Strategic Dialogue provided a framework (and as such, a catalyst) to focus the Institute's energy and resources and we believe this illustrates the value of the Strategic Dialogue process to the stakeholders.

CIT continues to perform very well in the areas of research, innovation and engagement. We believe that we are the top performing Institute of Technology in these areas and our performance is on par with some of the traditional universities. The root of this success is an organisational culture which is focused on determining the needs of enterprise and responding to those needs in a timely and effective manner. Our success is shared or mirrored by enterprises in the region and CIT has been recognised as an essential factor in attracting FDI and developing a successful indigenous SME sector.

Key to our mission is inclusive access to higher education opportunities and this is reflected in our compact targets. In broad terms, the Institute was successful in maintaining and widening participation and remains one of the biggest providers nationally in the area of flexible learners. We have had some challenges in respect of the other widening participation categories, partly due to external economic factors and partly due to the lack of funding or resources. The Institute will continue to prioritise these areas in its strategy and compact and looks forward to collaborating with the HEA and other agencies to secure adequate resources for these vital activities.

It is important not to underestimate the scale of the achievement by CIT over this period. In the context of no additional funding or resources (in real terms there has been continued reduction), it is extremely challenging to maintain performance. When you consider that there has been year on year growth in student numbers and other activities, the maintenance of performance is even more challenging and the success of CIT *vis-à-vis* its compact targets all the more noteworthy.

While CIT has generally been very successful with respect to its compact targets, two areas in particular have proved especially difficult. Firstly, the Southern Regional Cluster has struggled to develop into an effective higher education cluster as envisaged by the HEA. The reasons for this have been communicated at length in previous submissions (and summarised below). We welcome the opportunity to revisit the issue of regional clusters as part of the creation of the new compact with the HEA. The other area where progress has not been as envisaged is in relation to the establishment of the Munster Technological University in partnership with IT Tralee. The failure to enact enabling legislation and the related industrial action by the TUI have effectively delayed the process. We remain hopeful that once these issues have been resolved we can successfully complete this project in a relatively short timeframe.

We have committed to benchmarking our performance against HEIs at home and abroad. This benchmarking is both qualitative and quantitative in nature. Specifically, we have utilised the U-Multirank framework as a means to achieve a *like-for-like* comparison with other institutions. The U-Multirank reports show that CIT has consistently been ranked among the top higher education institutions in Ireland and in the top 20% of institutions in Europe. Our performance is also qualitatively benchmarked on an ongoing basis through a series of assessments and reviews conducted by QQI, professional bodies, SFI, etc.

CIT has found the Strategic Dialogue process valuable and we await the new performance framework and look forward to working with the HEA to agree a new compact for CIT. We would welcome the opportunity to discuss the various aspects performance funding framework and in particular the allocation of funding to the process.

## 1. Regional Clusters

Over the period covered by the self-evaluation many activities, collaborations and initiatives were undertaken (bilaterally, trilaterally, etc.) by the member institutions. These included joint provision of courses, collaborative research projects and co-ordinated responses to national calls & consultations. All of the member institutions are fully engaged with Government-led initiatives, namely the Regional Skills Forum and the Regional Action Plan for Jobs, which involve significant collaboration with regional partners including further education and enterprise. These initiatives have, to some degree, usurped the goals and priorities of the regional cluster.

We have noted in previous submissions that the Southern Cluster is particularly complex in terms of geographical span and institutional composition. The geographic spread of the cluster across 6 counties and 2 provinces, and the cluster comprising one University and four Institutes of Technology divided between two consortia working towards merger and TU designation, proved challenging within the changing national policy environment.

In addition, there were significant extenuation circumstances where each of the member institutions was engaged in a process to appoint (or re-appoint) the President of the institution during the period covered by the self-evaluation. This understandably drew focus away from cluster activities.

There is a strong track record of collaborative activity within the cluster and ongoing commitment to same. However, we welcome the opportunity to review both the configuration and goals of the Southern Cluster in the context of the new national performance framework and new institutional compacts.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
<b>Create a formal regional cluster between the named member institutions</b>	Agree and implement a framework for cluster operation and commence implementation of agreed collaborative projects	Many inter-institutional relationships exist but no formalised cluster structure is in place	<p><b>Target: Evaluate the effectiveness of the governance framework in place for the cluster and explore further collaborative opportunities.</b></p> <p>The Cluster did not progress or function as originally envisaged but many of the objectives are being achieved within and across regions.</p> <p>The programmes and initiatives described in the overarching statement took over the objectives and goals of the Cluster programme.</p>	Please see the overarching statement above.

<b>Improve Student Pathways</b>	Produce a mapping profile which outlines learner opportunities and pathways for all disciplines and levels across the cluster region which will assist in future academic planning and delivery	Many inter-institutional pathways exist but no complete mapping profile is available	<p><b>Target: Review pathways profile based on new academic developments.</b></p> <p>The Regional Skills Forum provides a mechanism for maintaining and enhancing relationships between FET and HET providers. In this context, all cluster members are involved in various initiatives aimed at improving pathways and there is ongoing sharing of experience and learning across the cluster.</p>	Please see the overarching statement above.
<b>Shared Academic Planning</b>	Develop a cluster wide academic planning structure focused on the delivery of national priority objectives such as the Transitions Initiative, Horizon 2020 and other objectives focused on improving the economic, social and cultural profile of the cluster region	<p>No cluster wide academic planning structure exists.</p> <p>However there is an understanding that:</p> <ul style="list-style-type: none"> <li>• Individual institutes will continue to provide a broad base of undergraduate course opportunities up to level 8 to satisfy needs of individual hinterlands given the geographical scale of region</li> <li>• External stakeholders</li> </ul>	<p><b>Target: Review operation of academic planning process with a view to identifying new areas for collaboration in the next round of institutional compacts.</b></p> <p>Shared academic planning continues to take place between subsets of the cluster members in line with their NUTS3 regions and related to their participation in the Regional Skills Forum and the Regional Action Plan for Jobs.</p>	Please see the overarching statement above.

		<p>such as regulatory and professional bodies will also influence the planning and delivery process</p> <ul style="list-style-type: none"><li>• The number of CAO entry paths is expected to reduce with the collective implementation of the transitions initiative</li><li>• Agreement that there are benefits to shared academic planning in specialist areas, most notably at Level 9 and above</li><li>• Acceptance this will lead to the creation of strong thematic areas in individual and cooperating</li></ul>		
--	--	--	--	--

		<p>institutes in the cluster.</p> <p>This activity is particularly relevant to the delivery of Horizon 2020, Government objectives, targets for R&amp;D activity and enterprise and industry development. It is also relevant to the delivery of industry and employer needs, hence engagement with employers in the region is significant to academic planning agenda.</p>		
--	--	---	--	--

## 2. Participation, equal access and lifelong Learning

Cork Institute of Technology is fully committed to widening participation, increasing access and providing positive educational opportunities for under-represented groups in higher education. Through the work of the CIT Access Service, CIT proactively encourages applications from prospective mature students, students with disabilities and students who experience socio-economic disadvantage. There is a dedicated team of staff in place to work on pre-entry, entry and post-entry initiatives which support access. This team works with the wider staff group to ensure that the access mission is fully integrated across all faculties.

Recent years have presented challenges to reaching our targets. In particular, the upturn in the economy has resulted in a reduction of applications from mature students. While an increase in part time mature numbers is a target within the National Access Plan, without adequate funding supports, this target will be hard to reach.

CIT has invested significant time and energy into the Cork Learning City programme. For over 14 years Cork has organised a Cork Lifelong Learning Festival which CIT has been very involved in. The Cork Learning City programme involves CIT, UCC, Cork ETB and the HSE. In 2015 Cork received the UNESCO Learning City Award, one of only three cities in Europe to be honoured among a total of 12 worldwide. This achievement is in recognition of the work of the Lifelong Learning Festival & complements the range of initiatives across Cork projects in all sectors: Learning, Health, Environment, Economic Development & Social Inclusion, that contributed to its selection & which are making Cork a better place in which to live & to learn. In September 2017 Cork City will host the 3rd Global UNESCO Conference on Learning Cities.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Increase the number of mature (full-time) entrants	Mature (full-time undergraduate entrants) students as % of new entrants	12%	<p><b>Target: 15%</b></p> <p>CAO figures for Mature Student Applications for 2017, show that the number has decreased for the region by 8% overall (down 3% for females, 12% for males). This is a trend that is happening across the country.</p> <p>Student Intake Data for academic year 2016-17 indicates that 9% of new entrants were mature students. (Source: CIT Banner, CAO)</p>	Due largely to external factors we were not able to meet our targets in respect of mature student intake.

Increase numbers of flexible learners	Flexible learners as % of total enrolments	21%	<p><b>Target: 25%</b></p> <p>Student enrolment data for 2016/17 show that 26% of enrolments (almost 2800 students) were flexible learners.</p> <p>Achieving this target has proven difficult in light of the external environment which saw a drop off in interest/participation from individuals as a result of the upturn in the economy and employment figures. This has been seen nationally as a drop in the number of mature students applying for courses including labour market activation courses.</p> <p>This has been offset by an increase in the number of individuals seeking CPD opportunities (often paid for by employers). We expect that strong economic performance will result in ongoing demand for CPD via flexible modes of delivery.</p>	The Institute has achieved its targets in this area and will continue to develop this provision as it address vital aspects of our mission to widen participation and respond to the needs of enterprise.
Admit increased numbers of students with disabilities	Students with disabilities as % of new entrants	7%	<p><b>Target: 10%</b></p> <p>CIT data shows that 188 new entrants registered with the Disability Support Service. This represents 9% of new entrants.</p> <p>First year FSD 2016/17 applications only – 186 students = 8.9% of new full time entrants.</p> <p>Data source: HEA FSD returns/CIT Disability Support Service.</p> <p>This represents a drop from the previous year's cohort when 11% of new entrants were registered with the DSS. In the short term it is difficult to assess if this change in numbers is temporary or a more fundamental change. We have reviewed the intake data and have not</p>	While there has been a drop in 2016 we have in previous years surpassed the target figure of 10%. We believe that we will continue to grow our intake of students with disabilities but caution that this is only sustainable if appropriate funding is provided to support the Institute's initiatives and individual students.



			identified any issues with our intake and registration processes.	
Increase numbers of students from under-represented (non-manual, semi-skilled and non-skilled) socio-economic backgrounds	Entrants from under-represented socio-economic backgrounds as % of new entrants.	24%	<p><b>Target: 27%</b></p> <p>We have determined that 25% of our intake is from these underrepresented groups (Data source: HEA Returns 2016, Based on Father Occupation Only.)</p> <p>This represents a drop from last year (28.5%). We will continue to review the data to try to determine if this is a trend. One possible explanation is that increased availability of employment options may result in lower numbers from these groups seeking educational opportunities.</p> <p>Accurate data in relation to this cohort is difficult to acquire and this presents a difficulty for CIT and nationally. Only 56% of students actually identified their socio-economic group.</p> <p>We are confident that with more accurate data our cohort from the underrepresented groups is closer to the proportion of the total population in these groups (i.e. 31% - Census 2011).</p> <p>CIT invests heavily into pre-entry programmes to encourage and motivate school leavers who experience socio-economic disadvantage to progress to third level education. The CIT Access Linked Schools programme works with 22 second level schools to widen participation from students from lower socio-economic groups. A Schools team works within the Access Service to deliver bespoke pre-entry programmes for students. A science focused programme is also delivered to encourage students into the STEM fields of study.</p>	CIT continues to perform in line with the proposed targets. However, a challenge remains, at the institutional and national level, to get more complete and accurate data.

<p>Increase RPL Activity</p>	<p>Number of RPL applications processed and activity in Support of RPL in enterprise and other HEIS</p>	<p>We offer 3 'Learning Clinics' – in-company RPL/WBL facilitation sessions to grow awareness and stimulate demand. We support and consult on RPL for 3-4 other HEI providers per annum</p>	<p><b>Target: Increase offering to 6 Learning Clinics per annum and through-put to 700 applications.</b></p> <p><b>Continuing to support national and international policy and practice development.</b></p> <p>The Learning Clinic model continues to be in demand and in the past year CIT has provided 8 RPL clinics for major enterprises in the greater Cork region.</p> <p>CIT processed/supported over 700 RPL cases in 2016.</p> <p>In terms of support for National policy we would point to report on RPL in HE and FE as well as network. In terms of international we would point to involvement in events (VPL Biennale, VISKA project etc.)</p>	<p>CIT continues to be a leader nationally and internationally in respect of good practice in the support of RPL.</p> <p>It represents a vital service which we provide for individuals and organisations and as such will continue to be a central part of our mission and activity going forward.</p> <p>RPL services must continue to evolve because the profile of the individuals and organisations accessing the service continues to change in line with the changing economic and social environment.</p>
<p>CIT will continue to increase the numbers of students admitted via non-standard access pathways.</p>	<p>(a) Number of students admitted to 1<sup>st</sup> year (b) Number of students admitted to 2<sup>nd</sup> year</p>	<p>(a) 34 (b) 33</p>	<p><b>Target:</b> <b>(a)67</b> <b>(b)58</b></p> <p>Through the Cork Colleges Progression Scheme, we admitted a total of 141 students (124 to 1<sup>st</sup> year and 17 to 2<sup>nd</sup> year).</p> <p>In addition, we admitted a total of 130 students via the DARE programme.</p>	<p>In broad terms CIT is performing very well in respect of its objectives in this area.</p> <p>Performance in terms of first year intake continue to run well ahead of the targets set.</p>

### 3. Excellent teaching and learning and quality of the student experience

CIT has made very significant progress towards the achievement of objective 3 as a whole. Over the past 12 months CIT has mainstreamed and further developed its Strategic Student Engagement and Retention Initiative. With the explicit mission of improving student experience, progression and success through collaborative, targeted actions in partnership with academic departments the Institute has worked proactively to reduce non-progression to 17% in the academic year 2015/16 (combined average).

To improve the 1st Year student experience several targeted measures were introduced based on research and best practice internationally.

Measures introduced since Sept 2013 include:

- Good Start FY Induction Programme
- Just Ask! Information campaigns and pop up desk
- Get Connected social induction events
- PALS (Peer Assisted Learning and Support)
- Academic Success Coaching – one to one and group
- Expansion of our Academic Learning Centre offering drop in academic support in a range of challenging subject areas including: Maths, Programming, Mechanics, Physics, Chemistry, Networking, Economics
- SPaRQ at CIT (Students as partners in Quality) as part of NStEP
- Supporting and funding Department led, targeted Transition to CIT projects (25 projects this year)
- A very proactive, positive messaging and support social media campaign using, Facebook, Twitter, Instagram, Snapchat etc
- New project: Student engagement across student lifecycle; developing a recognition system using digital badges for engaged student behaviours.

By working proactively with faculty and teaching teams together with students to keep bringing the focus back into what is happening for students at course level we are achieving significant progress towards our targets.

With a view to increasing the number of staff with a pedagogical qualification, Objective 3.2 below, the Teaching and Learning Unit offers staff an opportunity to complete a range of programmes which have been reviewed, enhanced and validated this year;

- Special Purpose Award - Certificate in Effective Teaching Practices in Higher Education – 20 Credits at Level 9 – targeting experienced lecturers who have learned their pedagogy informally and would like to have their work based learning accredited.
- Masters in Teaching and Learning in HE, with Certificate and Diploma embedded awards
- Short specialist seminars/ international experts
- New Staff Induction and Peer Mentoring programme
- 30 Discipline based Teaching and Learning Development Fund projects , led by academics within their departments
- CIT developing a digital badge Teaching Strategies for New Lecturers with the NFETL (National Forum for Enhancement of Teaching and Learning)
- CIT hosting pilot project on the emerging National PD Framework on behalf of NFETL

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
To improve the 1st year student experience	First year student progression rates (combined level 6, 7 and 8) into the second year of his/her programme.	22% non-progression rate 2011/2012 (combined average for levels 6, 7 and 8)	<p><b>Target: 15% (combined average for levels 6, 7 and 8)</b></p> <p>Academic Year 15/16 stats indicate a 17% non – progression rate (combined average for levels 6,7, 8).</p> <p>Since September 2012, CIT has been proactively working to improve CIT student engagement, progression and success through the establishment of a focused initiative.</p> <p>Our approach has attracted attention at a national level from QQI, HEA and several IoTs who wish to replicate the CIT model. In CIT we have developed the following with a particular focus on improving the First Year Experience:</p> <ul style="list-style-type: none"> <li>• Good Start Induction Programme</li> <li>• ‘Just Ask’ information campaigns and pop up desks</li> <li>• Get Connected – in class social induction and icebreakers delivered by trained Good Start student leaders</li> <li>• Academic Success Coaching</li> <li>• Peer Assisted Learning and Support</li> <li>• Academic Learning Support in a range of challenging subject areas</li> <li>• Academic department led targeted Transitions to CIT Projects</li> <li>• SParQ at CIT (Students as Partner’s in Quality)</li> <li>• Pilot institute in HEA’s National Student Engagement Programme NStEP</li> </ul>	We believe that we have performed extremely well by reducing the combined non-progression rate from the baseline of 22% to 17% in 2015/16. We expect that there will be a further improvement at the end of the 2016/17 academic year.

			<p>CIT focused particularly on this area of student engagement and retention. It has been really challenging to build the related projects at a time when the Institute's resources were strained due to the national funding environment. However, in the context of the Strategic Dialogue process we prioritised this area at the expense of some other areas and have had very significant results. The comparison below shows the improvement for the 2015/16 academic year over 2014/15.</p> <p>2015/2016</p> <table> <tr> <td>Level 6</td> <td>Level 7</td> <td>Level 8</td> </tr> <tr> <td>24%</td> <td>15%</td> <td>12%</td> </tr> </table> <p>2014/2015</p> <table> <tr> <td>Level 6</td> <td>Level 7</td> <td>Level 8</td> </tr> <tr> <td>30%</td> <td>25%</td> <td>16%</td> </tr> </table>	Level 6	Level 7	Level 8	24%	15%	12%	Level 6	Level 7	Level 8	30%	25%	16%	
Level 6	Level 7	Level 8														
24%	15%	12%														
Level 6	Level 7	Level 8														
30%	25%	16%														
To increase the number of staff with a pedagogical qualification	Number of staff with a pedagogical qualification	n/a	<p><b>Based on our discussions with the HEA during the Cycle 2 and Cycle 3 we proposed a new target to replace this as follows:</b>  <b>80% of academic staff will have engaged in continuing professional development related to teaching and learning during the past five years.</b></p> <p>The CIT Teaching and Learning Unit (TLU) provides CPD for the Institute's academic staff. The TLU, in collaboration with the National Forum for Teaching and Learning and other HEIs, provides a range of CPD opportunities including:</p> <ul style="list-style-type: none"> <li>• Teaching and learning seminars</li> <li>• Certification/awards including: <ul style="list-style-type: none"> <li>• Master of Arts in Academic Practice in Higher Education</li> <li>• Postgraduate Diploma in Academic Practice in Higher Education</li> </ul> </li> </ul>	<p>This new target has not been evaluated previously but a conservative estimate is that 60% of academic staff have engaged in CPD in the past five years.</p> <p>It is our intention that this will remain as a target for CIT going forward.</p>												

			<ul style="list-style-type: none"> <li>• Higher Certificate in Academic Practice in Higher Education</li> <li>• Special Purpose Award in Effective Teaching Practices</li> <li>• Deliver/host seminars with National Forum</li> <li>• Academic staff induction and mentoring for new academics</li> </ul> <p>In addition to the activities of the TLU a Staff Development Fund is provided for staff members who wish to pursue CPD programmes/courses outside of CIT.</p> <p>Each year it is estimated that 30% of academic staff engage in some form of CPD via the TLU or the Staff Development fund.</p>	
To increase the number of programmes delivered to off-campus students	<p>Number of programmes delivered using online technology</p> <p>Number of students enrolled on fully online programmes</p>	4 Programmes / 155 students (2012/2013)	<p><b>Target: 16 programmes / 500 students</b></p> <p>By December 2016 we had 11 programmes and 213 students. This area of activity continues to grow and in September 2017 we will have 16 programmes and over 300 students.</p> <p>The development of online programmes was impeded for a considerable period due to industrial action. Following agreement with the relevant trade union growth in this area has been significant and the number of programmes is in line with the proposed targets.</p> <p>CIT is currently developing a new strategy for Technology Enhanced Learning which will seek to continue the development and growth in the area of online delivery.</p>	Overall the development has been in line with the proposed targets and we expect this to continue in the coming years.

#### 4. High quality, internationally competitive research and innovation

During the reporting period CIT has become the most successful IoT in terms of H2020 funding (allocated to CIT and aggregated amongst all partners) and also the second most successful Irish HEI in terms of success rate (at 14.9% second only to NUIG).

CIT has been a successful co-applicant in two SFI Spokes awards. CIT's number of level 8/9 researchers has risen in gross terms, and relative to level 8-10 awards, enrolments have also risen. The Institute has been awarded the HR Excellence in Research badge by the EU Commission with its first application.

This success is an endorsement of CIT's Researcher Career Framework (RCF) which already sets the approach by which CIT addresses the EU Charter for Researchers, a charter that underpins the HR Excellence badge. The CIT RCF intentionally aligns closely with the developing National RCF Framework.

CIT has rolled out mandatory Structured PhD's across the Institute and allocates the internal resources needed for the training elements (mandatory and elective modules). CIT joined the National Forum on T&L to develop a digital badge for Research Supervisor Training, to be available in autumn 2017.

CIT formally designated six research groups (4 within the Faculty of Engineering and Science, and 2 within the Faculty of Business and Humanities) following an independent peer-review process. Each designated entity was assessed on a number of criteria, including strategy and targets for the future – these are being incorporated into future developments of the overall institutional R&I strategy.

These developments indicate that the institute is strengthening the framework for its R&I activity, strategically important as the scale of activity increases, and we are on target to achieve the R&I metrics set down for TU designation.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Research and Innovation Strategy focusing on excellence with impact	Aligns with CIT strategy  Supports sustainable and focused research built on Institutional strengths and National Research Priorities.	Current research strategy which identifies the areas of strategic focus, the thematic research areas – TRAs) and the integration of research and	CIT has completed a major assessment of research performance feeding into development of follow-on R&I Strategy beyond 2016, which takes account of the wider educational landscape and the MTU developments.  Through the implementation of the Formal R&I Entity Designation Process, the Institute has worked with research entities within Thematic Research Areas (TRAs) to develop individual strategies for their entity. This will feed into the next evolution of the R&I strategy	CIT continues to develop its research activity and performance underpinned by a focused research and innovation strategy.

	<p>Is outward facing and supports industry engagement</p> <p>Supports multidisciplinary opportunities for commercialisation of knowledge generated through research.</p>	<p>innovation with both the teaching and learning activities of CIT and our strong track record of research and innovation with industry</p> <p>Focus on multidisciplinary, translational research, collaboration, commercialisation, student experience, researcher careers, real-life testbeds</p> <p>The Wider R&amp;I ecosystem</p>	<p>which is being developed in line with the development of the new Institute strategy and MTU developments, both of which are interlinked and ongoing.</p> <p>During 2016, CIT formally designated six research groups (4 within the Faculty of Engineering and Science, and 2 within the Faculty of Business and Humanities) following an independent peer-review process. Each designated entity was assessed on a number of criteria, including strategy and targets for the future – these are being incorporated into future developments of the overall institutional R&amp;I strategy.</p> <p>These developments indicate that the institute is strengthening the framework for its R&amp;I activity, strategically important as the scale of activity increases, and we are on target to achieve the R&amp;I metrics set down for TU designation.</p> <p>One example of excellence and impact is CIT’s performance in the H2020 funding programme. CIT is the second most successful HEI in terms of awards against submissions at 14.9%, and the most successful of all the Institutes of Technology with just under €4million income generated for CIT by the mid-point cut-off (EI Data, Nov 2016]</p>	<p>CIT’s performance, as per the latest H2020 report, places the institution as the leading Institute of Technology in terms of research funding and on a par with a number of the traditional universities.</p>
<p>Align researcher and postgraduate student metrics to TU criteria</p>	<p>Researcher enrolment at level 9/10 not less than 4% of FTE enrolments at levels 8-10</p> <p>% staff with level 10 qualifications to be in excess of 80% in TRAs</p>	<p>Researcher enrolment at level 9/10 is 3.5% of FTE at levels 8-10</p> <p>Within TRAs the % of staff with doctorates averages approximately 60%</p>	<p><b>Target: Researcher enrolment at level 9/10 will be 5% of FTE enrolments at level 8-10.</b></p> <p>This target figure is being met and surpassed, notwithstanding the national decline in level 10 registrations in 2012-2014. Researcher enrolment at level 9/10 is almost 6% of FTE enrolments at level 8-10 (Data Source: Enrolment Report CIT School of Graduate Studies – December 2016);</p> <p><b>In TRAs the % staff with doctorates to reach 80%.</b></p> <p>This target figure has not been fully met however the number of staff with level 10 qualifications in the TRAs now averages over 70%. As</p>	<p>These targets have been either met or there is a clear trajectory that indicates that they will be met in the coming years.</p>



			the Institute's research strategy and research performance continues to develop/improve we envisage that this target will be met in the coming years. It is important to note that this progress towards the target figure is happening organically as a result of the ongoing development of our research activities and is not as a result of any specific initiative aimed solely at reaching the target.	
Enhance the researcher environment.	<p>Formal training for all staff, academic and contract, engaged in supervision of PG students and/or research</p> <p>Structured PhD fully integrated into PG regulations and operational across CIT</p>	<p>Initial availability of PG-supervisor and researcher training modules</p> <p>PG regulations incorporate all key elements of Structured PhD</p>	<p><b>Target:</b> <b>Continued implementation, feedback and improvement cycle of training for supervisors and researchers will be maintained.</b></p> <p><b>Structured PhD programmes mandatory across CIT is a target to be met in 2015, ahead of schedule</b></p> <p><b>Major review of operation of Structured PhD to be carried out.</b></p> <p>Institute awarded the HR Excellence in Research Badge from EU Commission;</p> <p>Version 2 of the Researcher Career Framework developed, taking into account learning from the pilot implementation to date.</p> <p>Multi-Institution research supervisor training being developed as part of Digital Badge from National Forum for T&amp;L</p>	We believe that activity and progress in this area is broadly in line with the agreed targets.
Grow number of research projects delivered with industry	<p>Number of research projects involving an industry partner (including collaborative research agreements and research contracts)</p> <p>% of research income attributable to industry projects</p>	<p>95 collaborative research agreements and research contracts</p> <p>20% of research income for industry projects</p>	<p><b>Target: 115 collaborative research agreements and research contracts</b></p> <p><b>25% of research income for industry projects</b></p> <p>173 collaborative research agreements and research contracts (marked increase is due to an increase in the number of small projects undertaken by Technology Gateways )</p> <p>20% of funding for these projects is funded by industry. This percentage is impacted by the increase in the number of projects because many of these are funded by exchequer programmes such as innovation vouchers.</p>	Broadly these targets have been met and the overall performance is in line with the Institute's goal that research centres and activity is strongly engaged with enterprise.

<p>CIT will maintain its significant technology transfer/exchange activity. This objective reflects the existing high level of performance, targets agreed with Enterprise Ireland, and current resourcing levels.</p>	<ul style="list-style-type: none"> <li>a) Licences, Options &amp; Assignments (LOA)</li> <li>b) Patents</li> <li>c) Spinouts</li> <li>d) invention disclosures</li> <li>e) collaborative research agreements with companies</li> </ul>	<ul style="list-style-type: none"> <li>a) 3</li> <li>b) 3</li> <li>c) 0</li> <li>d) 19</li> <li>e) 29</li> </ul>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li><b>a) 5</b></li> <li><b>b) 5</b></li> <li><b>c) 1</b></li> <li><b>d) 20</b></li> <li><b>e) 30</b></li> </ul> <p>Actual performance:</p> <ul style="list-style-type: none"> <li>a) Licences, Options &amp; Assignments (LOA) - 6</li> <li>b) Patents - 3</li> <li>c) Spinouts - 2</li> <li>d) Invention disclosures - 20</li> <li>e) Collaborative research agreements with companies - 89</li> </ul> <p>Both 2016 spinouts are designated as HPSU's and in receipt of EI Competitive Start Funding.</p> <p>In 2016 CIT spinout Aventamed was announced as the spin out of the year at the Knowledge Transfer Ireland Impact awards in June 2016.</p> <p>Marked increase in the number of smaller projects with industry, particularly through the two Technology Gateways at CIT, TEC and CAPPA.</p> <p>Based on research spend of approx. €14m in CIT these outputs are above average as per the MERIT, European Knowledge Transfer Indicator survey 2011/2012. i.e. Average cost per indicator (million euros) CIT/EU; IDF €0.7m/€3.2m; LOA €2.33m/ €6.9m; Spin Outs €7m/€27.2m; Patents filed €4.66/€6.3m; Collab research agreements €0.157m/ €0.6m</p>	<p>Across all technology transfer metrics CIT is performing above international norms and continues to lead nationally in respect to all HEIs.</p>
--	--	--	--	--

## 5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

CIT's Engagement Strategy, "CIT External Engagement Strategy 2017 to 2021" was finalized and circulated to all staff in 2016. The five overarching thematic areas include specific actions on:

- Institute-wide approach and policy
- Engagement Support
- Enterprise and Innovation Support
- Impact Measurement
- Leadership Role

CIT's aligned approach to engagement offering a coherent continuum to the external partner is still unique in the Irish context. This means that CIT is in a position to link up engagements and to offer a seamless, joined-up approach, and to 'upsell' from one to the next.

Scholarship and thought leadership in this space is exemplified by publications including conference presentations, book chapters etc. A research group was established – the Enterprise, Engagement and Experiential Learning Research Group (E3L) – which was designated as a research group via a formal process which took place in November 2016. This group has many participants from across CIT and now meets and shares practice on a regular basis.

CIT is also playing a strong leadership role in engagement with the South West Regional Skills Forum (SWRSF), through participation in the Education and Training Providers group and also membership of the Steering Committee. CIT's Extended Campus acts as a conduit for the SWRSF to access relevant Heads of School and Department for participation in the relevant sector-focused subgroups, i.e. manufacturing and biopharma. CIT played a strong role in acquiring funding to support the appointment of a full-time Regional Skills Forum Manager, and is now the employer of the manager on behalf of the Forum.

Feedback from organisations such as the IDA, Enterprise Ireland and others indicate that CIT has an excellent interface from an external engagement perspective, and especially in the context of the SME sector.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
<p>Continue as practice leader in engagement with external organisations at a local, national and international level</p>	<p>Consolidation of CIT's role as leader of an aligned regional approach to engagement for economic development informed by national and international best practice</p>	<ul style="list-style-type: none"> <li>• Leading the REAP project- contributing to the development of National forum for engagement;</li> <li>• Collaborator in the university-business collaboration ecosystem model of the UIIN and on the Ireland Country report developed from the study undertaken for DG Education and Culture at the European Commission;</li> <li>• CIT Extended Campus established and model for CRM for engagement piloted</li> </ul>	<p><b>Target: CIT's engagement strategy informed by practice contributing to regional and national economic development and international scholarship</b></p> <p>CIT's Engagement Strategy, "CIT External Engagement Strategy 2017 to 2021" was finalized and circulated to all staff in 2016. The five overarching thematic areas include specific actions on:</p> <ul style="list-style-type: none"> <li>• Institute-wide approach and policy</li> <li>• Engagement Support</li> <li>• Enterprise and Innovation Support</li> <li>• Impact Measurement</li> <li>• Leadership Role</li> </ul> <p>And some key actions arising from the strategy have been commenced, including the development of a strategy for entrepreneurship, the development of enhanced relationship with Alumni, the development of an institute wide policy on recording and usage of engagement data.</p> <p>CIT's aligned approach to engagement offering a coherent continuum to the external partner is still unique in the Irish context. This means that CIT is in a position to link up engagements and to offer a seamless, joined-up approach, and to 'upsell' from one to the next.</p> <p>CIT is also playing a strong leadership role in engagement with the South West Regional Skills Forum (SWRSF), through participation in the Education and Training Providers group and also membership of the Steering Committee. CIT's Extended Campus acts as a conduit for the SWRSF to access relevant Heads of School and Department for participation in the relevant sector-focused subgroups, i.e. manufacturing and biopharma. CIT played a strong role in acquiring funding to support the appointment of a full-time Regional Skills</p>	<p>We believe that activity and progress in this area is broadly in line with the agreed targets.</p>

			<p>Forum Manager, and is now the employer of the manager on behalf of the Forum</p> <p>CIT, through the Extended Campus, has also played a strong role as the Irish partner in the most recent University Business Cooperation report with the number of participating academics and businesses exceeding the goals for Ireland.</p>	
<p>Enhance the opportunities for enterprise and community groups to engage with CIT in graduate formation</p>	<p>Improvement in practice and extent of external organizational involvement in guest lectures, seminars, placements, student projects, entrepreneurship and employability skills development and recruitment opportunities</p>	<ul style="list-style-type: none"> <li>• Significant levels of interaction in all stages of course proposal, development and delivery</li> <li>• No clearly aligned view of interactions and little sharing of information to contribute to organisational learning</li> </ul>	<p><b>Target: Institute-wide view of engagement in graduate formation contributing to practice and strategy locally and regionally.</b></p> <p>There has been consistent movement towards arriving at an integrated position which has been greatly facilitated by the faculty representative approach, with visible outcomes such as the increased prominence of engagement in programmatic reviews and the regular dissemination of engagement case studies across all disciplines.</p> <p>Enhanced social media through various channels including LinkedIn and Twitter are disseminating news and information on the existing wide range of activities such as guest lectures and seminars, many of which are open to the public. In 2016 the Faculty of Business and Humanities introduced formal placement modules across all of its programmes and this has seen a major increase in engagement for this purpose, with approximately 1300 placements required. The use of live cases and real-world problems in learning is evident through the many case studies as available at the Extended Campus website above.</p> <p>The student entrepreneurship activities are reported in full elsewhere in the Compact, but are significant, and continue to be supported by both frontline academic staff within the two faculties, as well as central units and staff in the Rubicon Incubation Centre.</p> <p>The instilling of Innovative and entrepreneurial attributes in CIT graduates, underpinned by high levels of external engagement, continues to be a main aim of the organization.</p>	<p>We believe the initiatives outlined show that we have achieved our goals in this area.</p>

			<p>Faculty staff within CIT engaged with the Extended Campus throughout 2016 primarily for assistance with:</p> <ul style="list-style-type: none"> <li>• Live cases for class groups</li> <li>• Data Sets for research and analysis</li> <li>• Practice-experts as guest lecturers</li> <li>• Work-placement opportunities for students</li> <li>• Support with the development of customised courses</li> <li>• Opportunities for short research engagements</li> <li>• Celebrating and publicising engagement</li> </ul> <p><b>Target: Improved structures and experience for the external partner in engagement.</b></p> <p>Structures for external partner include:</p> <ul style="list-style-type: none"> <li>• point of contact</li> <li>• case management</li> <li>• standard recording of queries and leads</li> <li>• collation of data</li> <li>• exemplars of practice</li> <li>• dissemination channels.</li> </ul>	
Enhance the opportunities for enterprise and community groups to engage with CIT in employee development and lifelong learning	Enhanced channels to cooperate with higher education and enterprise partners in the region to forecast and anticipate skills and development needs and the development of customised and flexible learning opportunities including recognition of experiential and work-based learning	<ul style="list-style-type: none"> <li>• Significant levels of engagement and pathways to learning developed in responsive and flexible modes</li> <li>• No clearly aligned view of interactions and little sharing of information to contribute to organisational</li> </ul>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>• <b>CIT seen as strategic partner for emerging learning needs for key sectors within the region</b></li> <li>• <b>Institute-wide view of engagement in employee development contributing to practice and strategy locally and regionally</b></li> <li>• <b>Improved structures and experience for the external partner in engagement</b></li> </ul> <p>Informal feedback from organisations such as the IDA, Enterprise Ireland and others indicate that CIT has an excellent interface from an external engagement perspective, and especially in the context of the SME sector. CIT supported Enterprise Ireland for its SME Innovation Day in May 2016, and followed up on a number of leads generated in this context.</p>	We believe that the ongoing activities' as outlined, in this area demonstrate significant achievement of targets.

		<p>learning and strategy</p> <ul style="list-style-type: none"> <li>• Varying experiences for the external partner in engagement</li> </ul>	<p>The role played by CIT in the SWRSF has been significant. As part of this work the CIT Extended Campus represented CIT at a number of events during the period including the 'Linking your business to 3rd level talent' event held in Mallow in May 2016 and also provided a comprehensive response to Limerick for Engineering on programmes to address skills shortages, in addition to developing a skills survey for the North Cork Engineering Cluster.</p> <p>A number of industry partners have engaged with CIT during 2016 to work towards customised course development. For example a Special Purpose Award developed in 2016 around Supervisory Leadership for Boston Scientific.</p> <p>Customised course delivery is also not restricted to industry: A CPD course based on the 10 credit level 9 module, "RPL: Policy, Practice, Pedagogy" was requested by Kilkenny/Carlow ETB for roll out in January 2017, delivered through blended learning. It is anticipated that there will be a significant market for the module among the Further and Higher Education sectors generally.</p> <p>Learning clinics were held throughout 2016 in organisations such as DePuy, Boston Scientific and Laya Healthcare.</p>	
<p>Promote technology transfer activities and work to consolidate support mechanisms for enterprise start and development</p>	<p>Enhanced opportunities to collaborate with organisations to support entrepreneurship training, knowledge exchange, research and development needs, contract research and licensing</p>	<ul style="list-style-type: none"> <li>• Significant interaction with enterprise in entrepreneur development, applied research activities, technology transfer, innovation vouchers</li> <li>• Rubicon is nationally</li> </ul>	<p><b>Target</b></p> <ul style="list-style-type: none"> <li>• <b>Growth in applied research income and increase in participant numbers in enterprise development activities</b></li> <li>• <b>Enhanced collaboration within the region on support mechanisms</b></li> </ul> <p>Seven Enterprise Ireland Commercialisation Fund projects valued at €770,000 were approved for CIT researchers in 2016. In addition to those approved in 2015, this represents a marked increase in the level of funding for applied research and a significant element of the TT pipeline for 2017 and 2018.</p> <p>CIT undertook 84 consultancy assignments with industry in 2016 and 70 innovation voucher projects, a marked increase over the 2012 baseline.</p>	<p>This activity should be considered in conjunction with the quantitative indicators for technology transfer set out in the previous section on research and innovation. Together they point to extremely strong performance in this area by CIT.</p>

		<p>recognised successful business Incubation Centre.</p>	<p>In 2016 Innovation Week ran from March 7<sup>th</sup> to 11<sup>th</sup>. 24 events were held throughout the week with approximately 1,800 attendees at the different events.</p> <p>As a significant aspect of CIT's engagement with industry, the Rubicon Centre continues to perform as one of the most successful on campus incubators in the country.</p> <p>There are 50 onsite companies with a combined workforce of 222. In addition there are 27 virtual client companies with a total workforce of 94.</p> <p>The marked difference over the baseline in 2012 can be seen in the level of entrepreneurship at undergraduate level and the range of programmes on offer through CIT and Rubicon to a range of entrepreneur cohorts, (Female, unemployed, students, green start-ups, senior entrepreneurs, high potential start-ups and female STEM start-ups).</p> <p>In 2016, Enterprise Ireland approved TTSI 3 funding for the extended Bridge Technology Transfer Consortium led by UCC and including CIT, Teagasc and IT Tralee. The consortium interacts on a number of levels from sharing good practice to joint commercialisation of research. The consortium partners held two joint events in 2016 acknowledging the best inventions across all the partners.</p> <p>CIT continues to Partner with the Local Enterprise Offices on enterprise start mechanisms. The LEOs provide sponsorship of €16,000 towards CIT's annual Prize for Innovation. In 2016 this entrepreneurship competition in CIT received 52 business plans and 220 students participated. The prize winners and other participants went on to win all of the top prizes in the Enterprise Ireland All Ireland Student Enterprise Competition in June 2016.</p> <p>CIT also partners with Enterprise Ireland and in 2016 CIT was approved €1.9m by EI to support over 260 entrepreneurs in the</p>	
--	--	--	---	--



			region from 2017 to 2021 on the flagship programme New Frontiers. CIT is partnering with IT Tralee on this new round of New Frontiers.	
--	--	--	--	--

## 6. Enhanced internationalisation

Although overall international student numbers decreased in 2016, significant progress has been made in terms of building strategic international partnerships, and increasing student and staff mobility. The loss/cutbacks to significant scholarship programmes, such as the Brazilian Science Without Borders programme, and the Saudi Arabian King Abdullah Scholarship Programme, has impacted heavily on revenue and budget. However, through the development of strong institutional partnerships, and the expansion of our agent networks, there is significant opportunity to organically grow student numbers across all areas in CIT, from priority markets including Malaysia, India, Canada, USA, China and the Middle East. In particular, there is scope to increase international student numbers within the Faculty of Business & Humanities.

The past year has seen growth in outgoing staff and student mobility, and the expansion of the Erasmus+ International Credit Mobility programme, presenting opportunities to develop new strategic international partnerships. Further investment is required within the International Office in terms of human resources and IT systems to achieve the aggressive growth targets being set out in the new CIT Internationalisation Strategy.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
CIT will continue to establish significant strategic partnerships with selected overseas higher education institutions	Number of high quality partnerships with overseas higher education institutions	A detailed survey across all areas of CIT (academic departments, research centres, innovation/incubation centres, commercial services, constituent colleges) is to be performed to determine the baseline for this	<p><b>Target: Increase above baseline by 30%</b></p> <p>At the start of 2016 there were 25 formal MOUs signed by CIT with overseas higher education institutions. This baseline was increased by 32% in 2016 through the addition of the following 8 additional reciprocal partnerships:</p> <p>China:</p> <ul style="list-style-type: none"> <li>• Chongqing Industry Polytechnic</li> <li>• Shanghai Jian Qiao University</li> <li>• Hainan University</li> <li>• Nanchang University (in progress)</li> </ul>	There has been significant progress made in developing non-EU partnerships, with further opportunities to grow relationships in key target markets, including Malaysia, India, Canada, China and Vietnam.

		performance indicator	<p>Vietnam:</p> <ul style="list-style-type: none"> <li>University of Economics, University of Danang</li> <li>Ho Chi Minh University of Technology</li> </ul> <p>India:</p> <ul style="list-style-type: none"> <li>Savitribai Phule Pune University</li> <li>IIT Madras</li> </ul> <p>There are also 144 bilateral Erasmus agreements in place.</p> <p>A joint research collaboration was signed with Hochschule Karlsruhe University of Applied Sciences in December 2016.</p> <p>Additionally, there are two Erasmus+ mobility projects in place through the School of Business in CIT:</p> <ul style="list-style-type: none"> <li>Erasmus+ ICM (International Credit Mobility) 15/16: 2015-1-IE02-KA107-000413: Funding received for one outgoing staff mobility and one incoming 6 month postgrad placement from Illinois. Partnership with University of Illinois Urbana.</li> <li>Erasmus+ ICM (International Credit Mobility) 16/18: 2016-1-IE02-KA107-000478: Project will provide for 12 incoming and outgoing student and staff exchanges.</li> </ul>	Efforts are ongoing to review Erasmus partnerships to ensure that they are of strategic value to CIT in terms of reciprocity.
Equip staff, students and graduates of CIT to participate in the international professional environment and global society	Percentage of CIT programmes (taught and research) which feature a significant international dimension (e.g. international language taught,	A detailed survey across all areas of CIT (academic departments, research centres, innovation/incubation	<p><b>Target: Increase above baseline by 30%</b></p> <p>There has been significant Erasmus mobility in 2016, including:</p> <ul style="list-style-type: none"> <li>Number of incoming Erasmus students: 200 (190 exchange &amp; 10 interns)</li> </ul>	This target has been met, with an increase in both student and staff mobility across all areas, and the introduction of

	international work placement, international student exchange option, collaborative international programme development)	centres, commercial services, constituent colleges) is to be performed to determine the baseline for this performance indicator	<ul style="list-style-type: none"> <li>• Number of outgoing Erasmus students: 84</li> <li>• Study Exchanges: 38</li> <li>• Internships: 46</li> <li>• Number of Outgoing Staff: 29</li> <li>• Lecturing visits: 11</li> <li>• Training visits: 10</li> <li>• Other: Preparatory visits, placement visits: 8</li> </ul> <p>This represents an increase on 2015 across all areas. For example, outgoing student placements/exchanges have risen from 70 in 2015/16 to 84 in 2016/17).</p> <p>During 16-17, 7 students from the Bachelor degree in Marketing and International Business went to France and Germany, either for the full academic year or for an internship in semester 2. 3 students from Business and tourism courses also studied in Spanish institutions. 19 students from this course have applied to go abroad (France &amp; Germany) in 2017-2018.</p> <p>An increasing number of departments encourage their students to gain international work experience abroad, through the Erasmus student traineeship programme. During 2016-2017, 46 students will carry out their internships abroad. The departments of Biological Sciences and Sport, Leisure and Childhood studies normally send the largest groups of students abroad on Erasmus traineeships.</p> <p>CIT is also broadening the internationalisation opportunities for non-teaching staff, through the Erasmus training and job shadowing visits abroad. For example, technicians, alumni officer, student engagement officer, International Office administrative staff have been funded for Erasmus staff training visits.</p>	<p>another Masters programme with a significant international dimension.</p> <p>An opportunity exists to develop outgoing non-EU student mobility, through the promotion of university partners in Canada, Malaysia and the USA.</p>
--	---	---	---	--

			<p>The validation in 2016 of the MA in Global Business Practice represents a significant increase on the baseline. This programme emphasises the development of skills relating to International Business with a capstone international placement. In addition to the recently introduced MSc in International Business, this provides a comprehensive international education offering at Masters level. Currently, 50% of students enrolled on in the 2016/17 MSc in International Business are International students, thus providing a significant international environment and experience for all involved.</p> <p>In additional to outgoing Erasmus mobility increases, there has also been significant progress made on non-EU outward mobility. In 2016, 6 CIT students attended US partner Washington State University on Architecture study placements, representing a 100% increase on non-EU outward study mobility.</p>	
Increase international student intake by 60%	Number of non-EU students enrolled Number of EU International Students enrolled	246	<p><b>Target: 400</b></p> <p>There were 346 international students in CIT at the end of 2016. This is below the target of 400, representing a decrease of 13.5%.</p> <p>Student numbers can be broken down as follows: Exchange (mainly Erasmus): 184 (up from 169) Non-EU: 93 (down from 148) EU: 69 (down from 86)</p> <p>The decrease in international student numbers is largely due to the cessation of the Brazilian Science Without Borders Scholarship programme. The drop in global oil prices has also impacted on the number of students being recruited from markets such as Malaysia and Saudi Arabia.</p>	Significant growth in non-EU fee paying students is dependent on the International Office securing resources to support International Admissions, and over time, dedicate staff to individual target markets. Growth is expected in 2017/18 in terms of student numbers from India, Malaysia, Canada and the USA, bringing CIT close to the total target of 400

				international students for next year.
--	--	--	--	--

## 7. Institutional consolidation

The MTU partners (i.e. IT Tralee and CIT) remain fully committed to the establishment of the Munster Technological University (MTU) via the merger of the two institutions.

The respective Governing Bodies have signed a detailed integration agreement and work on programme governance, project management, project initiation and planning is ongoing.

Progress in respect of the goal of establishing the MTU has been delayed by the failure to enact enabling legislation. A secondary (and related) factor is industrial action on behalf of the Teachers Union of Ireland (TUI).

We are confident that progress can be achieved once these issues have been addressed and we believe that the merger and designation programme can be completed within 18 months of the barriers to progress being removed.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Achieve designation as a technological university through merger with IT Tralee	The establishment of the Munster Technological University	n/a	<p>This project has been significantly delayed due to the failure to enact the required legislation. In addition, there are national industrial relations and policy issues which must be resolved, by the relevant Government Department(S).</p> <p>The two partner institutions remain committed to the programme.</p> <p>In the past year a formal project governance structure has been established and the Project Office (PMO) has been put in place with dedicated resources and a detailed project management framework.</p> <p>2 programme directors, 3 project leaders have been appointed. Detailed planning is ongoing and a number of projects have entered the initiation phase.</p>	The agreed targets have not been met due to external factors outside the control of CIT and IT Tralee