

1st September 2019 – 31st August 2020

<p>Institution Name</p>	<p><i>Galway-Mayo Institute of Technology (GMIT)</i></p>
<p>Overview of institutional progress</p>	<p>Since submitting the original Compact, the Institute’s Strategic Plan was approved by the Governing Body and officially launched in April 2019 by Ms Mary Mitchell O’Connor, T.D. and Minister for Higher Education. The Strategic Plan is underpinned by a projected capital spend of €60M, of which €40M is already in place.</p> <p>The key focus of the strategic plan remains the Institute’s ambition to achieve Technological University status along with its CUA partners IT Sligo and LYIT. To demonstrate progress in this area a 7th key objective is included in this Compact Report to capture CUA collaboration. This section of the report is common across the CUA partners. Significant progress has been made or is planned in the following areas:</p> <ul style="list-style-type: none"> • Achieving the research metrics; • Establishment of a Union Consultative Forum; • Drafting a submission • Governance / Management / Organisation structure for the proposed new TU; • Selection of a name for the new TU with an official launch planned; <p>This SER describes progress in relation to the 6 key system objectives, notwithstanding the impact of COVID19 during the reporting period. Key highlights from each of the objectives include:</p> <p>Objective 1:</p> <ul style="list-style-type: none"> • Consultative process put in place in drafting the Institute’s Employability Statement. This will serve as a template for programme boards in developing the discipline specific employability statements. • Our success with Springboard programmes highlights the alignment between the Institute’s strategic direction and national strategic objectives. <p>Objective 2:</p> <ul style="list-style-type: none"> • The Institute’s International Strategy is scheduled for approval with the intent that it will be aligned with the CUA strategic framework for internationalisation. <p>Objective 3:</p>

- Research continues to grow at GMIT. The establishment of the Graduate and Professional Development Dept. is engaging with industry/business stakeholders and the Regional Skills Forum to identify skills gaps/needs to which the Institute can respond.

Objective 4:

- GMIT's success in attracting and supporting underrepresented groups is further enhanced by the PATH programmes.
- Our strategic objective to pursue digitalisation was well founded in the context of the COVID-19 pandemic.

Objective 5:

- The key focus is on improving the quality of the student experience by improving the fabric and infrastructure of our buildings. A new student centre building is scheduled to proceed in tandem with the new STEM building.

Objective 6:

- GMIT continues to make progress in changing the culture towards gender equity, equality, diversity and inclusion. The Institute made an application for Athena SWAN Bronze designation in December 2020 following a preparation period of 12-15 months. Similarly, it prepared two SALI applications for submission as part of the 2020 call.

Please note: Each numbered heading below refers to the Key System Objectives, as provided in the *System Performance Framework 2018 – 2020*.

1. Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability;

GMIT's Strategic Plan (2019-2023) is committed to applied learning, creating graduates with technical, professional, and leadership skills including the skills necessary for the twenty first century, who can contribute to the social, cultural and economic growth of the region and beyond. To do this GMIT will continue to develop programmes of study with an applied focus, delivered online as appropriate, and with employability and professional practice embedded in them.

GMIT provides employment ready graduates through its undergraduate, postgraduate and continuing professional development programmes. Limited space availability in the Institute's Galway campuses has increased focus on the development of flexible learning offerings which are typically targeted at mature learners, both unemployed and in employment. Increasingly applications for Springboard are for programmes that are fully or partially online with GMIT consistently receiving over 6% of the total Springboard places available nationally.

GMIT successfully participated in all three Pillars of the Human Capital Initiative calls between 2019 and 2020. In Pillar 1, six new graduate conversion programmes were funded. Under Pillar 2 GMIT received funding for 98 additional places on 6 existing undergraduate degree programmes. In collaboration with our CUA partners, GMIT was successful in the Higher Ed4.0 HCI Pillar 3 proposal, and the DASBE proposal with AIT and LIT; these projects were awarded >10% of the Pillar 3 budget. Under the Postgraduate and Modular Skills Provision call (July Stimulus), GMIT was awarded additional places on >30 modular offerings and a postgraduate programme.

Employability is a key focus as evidenced by the Institute's employability statement, which outlines both the commitment to creating employment ready graduates and the range of techniques which are used to do so. GMIT is the lead provider on a level 6 and a level 7 consortium-led apprenticeship in Manufacturing Engineering aimed at the Biomedical sector and have been involved in the development of apprenticeships in the culinary arts discipline. The development of further work-based learning programmes is integral to GMIT's strategy.

Strategic Priority 1a: Employability

<p>i. Institution Strategic Initiatives</p>	<p>1.1 Provide an opportunity for every student to engage in work-based learning (WBL) on at least one occasion over a four-year programme; 1.2 Develop further HE apprenticeship programmes in conjunction with industry partners; 1.3 Enhance the 'Transition Out' module through the development of an Employability Toolkit covering a range of activities to enhance students' competency for employment; 1.4 Engage with industry to develop and deliver relevant labour market activation programmes; 1.5 Introduce Employability Statements for all disciplines.</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Engagement with industry throughout the programme cycle</p>	<p>Industry input into all programme design and approval</p>	<p>1 Academic Unit review complete. Ongoing</p>	<p>Programme boards consult with industry to enhance programmes as integral part of programmatic review.</p>	<p>Ongoing. Consultation with Industry integral part of new programme development,</p>

				Review of Academic Units and Programmatic Review.
New HE Apprenticeship Programmes	Lead on one apprenticeship programme	Part of consortium, level 6 apprenticeship in culinary arts. New target areas identified.	Make a submission for new HE apprenticeship as part of consortium.	No call from SOLAS for new “post 2016” type apprenticeships.
Number of programmes offering professional practical experience	43 programmes	87 programmes. Reference to professional practical experience included in programmatic review guidelines for Programme Boards.	Develop a range of resources to support professional practice.	74 programmes Comprehensive range of templates, forms and guidance documents developed to support professional practice.
Discipline based Employability statements	0	Institute level statement developed.	Employability statements for all disciplines	CUA wide employability statements for all disciplines currently in development while GMIT discipline employability statements will be incorporated into the programmatic review which is now rescheduled to the 2021/2022 academic year as a result of the COVID 19 emergency.

iii. Interim targets, commentary and data source (maximum of 300 words)

Please colour code this box in line with progress achieved.

GMIT has made significant progress towards its interim targets notwithstanding COVID-19 interruption. The strategic review of Academic Units as part of Programmatic Review is progressing and involves feedback from industry, providing an employer perspective on our activities. Programmatic Review has been interrupted by COVID-19, with plans to resume in train. Programme Boards have been provided with a resource to aid consultation with industry to inform programme amendments and development. GMIT is engaged in a comprehensive new programme development phase which involves extensive consultation with industry.

While there has been no opportunity to engage with a consortium to develop a new apprenticeship, the Institute has been focused on developing a work-based mode of delivery through the eWil project at the Letterfrack Campus. In addition, the Letterfrack Campus is engaging with the HEA to offer new craft apprenticeship blocks in the discipline of carpentry and joinery to help address the national backlog while the School of Engineering is addressing HEA requirements for additional Electrical apprenticeships.

GMIT worked with a regional industry consortium on the development of a series of new programmes (L6, L7, L8) in Automation and Robotics with Manufacturing Applications. The programmes address the acute shortage of automation skills by upgrading employees, providing entry to the programme for post-1st year students and retraining senior technicians and engineers.

A cross Institute group has been established to share best practice in relation to Professional Development. The group have developed a range of resources for use by those involved in the management of placements and have worked on alternative modes for achievement of professional practice outcomes.

A series of online resources have been developed to support The Next Step: Transitioning to the Workplace, GMIT’s employment preparedness module. These resources have allowed the module to be delivered in a blended mode whilst extending its reach and impact.

Building on GMIT’s Institute level Employability Statement, the Connacht Ulster Alliance has developed an Employability Statement placing employability at the core of the future Technological University.

GMIT’s Graduate and Professional Development Directorate has been re-constituted as the new Department of Graduate Studies and Professional Development to lead the development and delivery of the Institute's lifelong learning offerings, including postgraduate and accredited Continuous Professional Development (CPD) programmes. Immediate responsibilities include supporting Programme Boards to expedite their development of structured Masters programmes to meet the TU research criteria. The SRS return for 2019/20 shows an increase in flexible learning students which is largely driven by the development and delivery of online and blended programmes.

GMIT’s approved Policy on Online and Blended Learning and the Institute’s participation in the iNote project with our CUA partners is driving both the development of online/blended programmes and building capacity for their delivery, as is the support provided by our recently recruited Instructional Designer. This is evidenced through the twelve blended and five online programmes being delivered.

Strategic Priority 1b: Flexible/Blended Delivery				
i.	Institution Strategic Initiatives	1.6 Develop a strategy for enhancing CPD and Lifelong Learning Programme Provision;		
		1.7 Enhance staff capacity to develop and deliver online/blended programmes including a suite of online resources to support staff.		
ii.	Key Performance Indicators	1.8 Enhance support available to staff developing and delivering online/blended programmes.		
		1.9 Development of policies and guidelines related to the quality assurance of online/blended programmes.		
		Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target
				2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)

Centre for Graduate and Professional development	No Directorate	Directorate established with Director appointed.	Reconfiguration of lifelong learning with Centre strategy approved.	<ul style="list-style-type: none"> • Strategy for Graduate Studies & Professional Development (GS&PD) developed and approved. • Dept of GS&PD established. • Head of Dept of GS&PD recently appointed. • Implementation of GS&PD strategy ongoing.
Number of flexible learning students	1085 (499 FTE)	1429 (650 FTE) (31% increase) against target of 1140	Increase by 5%	1704 (741 FTE) – 19% increase on 2018/2019 figure as against target of 5%.
QA policies for online and blended learning	0	<p>Policy on online/blended learning developed and published.</p> <p>Workgroups established to undertake measures to implement the online/blended learning policy.</p>	<p>Identify gaps in policies.</p> <p>Resource allocation model for online/blended provision approved.</p>	<p>Common blended and online policy developed and approved for the CUA.</p> <p>Resource allocation model approved at Institute level. A common CUA position currently under discussion.</p>
CPD for online provision	Features as part of annual staff development	<p>Training needs analysis and workshops ongoing.</p> <p>Recruitment of instructional designer complete</p>	<p>Development of online resources to support development and delivery of online/blended programmes.</p> <p>Provision of relevant workshops.</p>	<ul style="list-style-type: none"> • Blended and Online Learning Transformation (BOLT) initiative established to support online teaching and learning. • Devices provided to all staff to support remote teaching. • Digital Learning Charter in place. • A suite of T&L supports developed and implemented.

				<ul style="list-style-type: none"> • A substantial programme of workshops and training delivered. • Thirteen student mentors appointed to support online learners. • Four Instructional Designers appointed. • A suite of online forms, and associated approval flows, developed and implemented.
Number of online and blended programmes	4 programmes	10 programmes against target of 6 programmes.	Development/conversion of 2 additional programmes to online/blended delivery mode.	17 programmes (12 blended delivery and 5 online delivery) in place
Supporting online student experience	Minimal	Ongoing work to identify resources/supports available and gaps in support of online students. Work package in iNOTE project.	Development of standard interface for online students.	<ul style="list-style-type: none"> • Standard Moodle programme landing page developed and rolled out. • A new 'Student Hub' which provides a one stop shop for students seeking information, is in place.
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p> <p>Please colour code this box in line with progress achieved.</p>	<p><i>Please consider appropriate targets for the KPIs above for 2020-2021.</i></p> <p>GMIT has achieved Institution Strategic Initiative 1.6 through its new strategy for Graduate Studies and Professional Development (GS&PD). This saw the establishment of a new Department of GS&PD purposed to reorient GMIT's GS&PD functions towards academic development and delivery, bringing coherence to GMIT's previously disparate Lifelong Learning functions. The Department of GS&PD will deliver appropriate, coherent and efficient supports that enable all Schools to develop postgraduate and CPD programmes. These objectives are being progressed through a focus on six immediate goals:</p> <ol style="list-style-type: none"> 1. Coherence in identity and branding of the Dept of GS&PD; 2. Improving the GS&PD student experience; 3. Proactive support for the development of GS&PD programmes; 4. Enhancing quality assurance for GS&PD programmes in association with the Registrar's Office; 5. Improved engagement with stakeholders in GS&PD; and, 6. Promoting equality, diversity and inclusion for, and of, GS&PD staff and students. 			

The HEA iNOTE project is building digital capabilities for flexible learning delivery in the West/North West region (2019-2022). This project is delivered by the Connacht Ulster Alliance (CUA) and is having an impact across the higher education system by implementing new methods of delivering digitally enhanced learning through shared approaches. In the 12 months to the end of June 2020, the iNOTE project management teams have made significant progress on the tasks relating to first four work packages (1-4). The development of digital supports including the CUA Digital Education Platform (see <https://DigitalEd.ie>) is a key example of integrating the outcomes from the iNOTE project into the mainstream operations of each Institute for the benefit of all. The iNOTE project aligns with national priority objectives for higher education. Each of the CUA members strategic plans contain specific objectives which support this project. In turn, these strategic objectives are reflected in detail in the individual Institute compacts, which address national higher education objectives. The main goal of this project is to provide a stimulus for meaningful collaborative activity responding to the needs of the regions the CUA serves as progress is made towards the establishment of a Technological University with a priority focus on flexible delivery. Given that digitalisation was a strategic priority for the Institute and substantial progress had been made in this regard, the Institute was well placed to pivot to online learning in response to COVID.

A range of reports prepared by the QQI, the National Forum for Teaching and Learning, USI, GMIT's iNOTE/DigitalEd HEA project report, and a special GMIT Student Opinion Campaign allow reflection on overall HEI responses to COVID-19 challenges. In June 2020, an online student discussion forum was launched in partnership with GMIT Student's Union to gather feedback and crowdsource ideas from students on remote learning during the COVID-19 shutdown.

2. Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community;

The GMIT Strategic Plan 2019-2023 commits GMIT to providing all students with a transformative university experience, enabling access and opportunities for a diverse student community and developing confident, professional and knowledgeable graduates equipped to contribute as global citizens. This objective aligns with elements of **Objective 1**.

The International Engagement dimension of the strategy articulates GMIT's ambitions to ensure that internationalisation is embedded across the organisation and is not simply focused on revenue generation. This strategic priority also reinforces the Institute's commitment to International Engagement and includes plans to develop an Institute International strategy, enhance staff exchange programmes outside of the EU, and the attainment of the International Education Mark (IEM). Some progress has been made, however COVID-19 has negatively impacted on aspects of the plan. The Institute remains committed to progressing this vision while adapting to an evolving marketplace.

Parallel discussions with CUA partners saw the completion of the CUA International Strategy framework.

GMIT is a leading enterprise partner across the region and intends to deepen and expand partnerships through the addition of new accredited work placements, work integrated learning courses and structured master's programmes. Programme Boards will consider the inclusion of work placements where it is absent at the next review cycle (2021-2022) and progress is ongoing with the development and approval of structured masters programmes.

Strategic Priority 2a: Internationalisation				
<p>i. Institution Strategic Initiatives</p>	<p>2.1 Develop and implement an Internationalisation plan to support the Institute strategic plan. 2.2 Increase study abroad and training mobility opportunities for students, staff and researchers focusing on the potential fallout of Brexit and development of new partnerships; 2.3 Connecting our Schools and Faculty with European and global partners to enhance employment opportunities; 2.4 Internationalise the curricula; 2.5 Establish long term global partnerships as part of the overall Institute Strategic Plan, for example with partners in the US and Malaysia; 2.6 Develop a CUA International Strategy.</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>GMIT International strategy</p>	<p>International pillar from previous strategic plan.</p>	<p>Internationalisation is being considered by academic units as part of the review process. Workshops are being scheduled for HoDs and Programme boards to share ideas on how internationalisation might be embedded in departments and programmes. Output will be captured to inform the development of an international strategy.</p>	<p>Roll out of implementation plan. Preparation for International Education Mark (IEM) submission.</p>	<p>The draft International Strategy was presented to the GMIT Governing Body in December 2019, but is now being reviewed in light of COVID-19.</p> <p>An International Advisory Group was established. The International dimension is being considered in the context of Academic Planning and the rescheduled Programmatic Review.</p> <p>The Institute will engage with the International Education Mark when available.</p>
<p>CUA International Strategy</p>	<p>Discussions around development of a CUA international strategy.</p>	<p>Working group from 3 institutes established and programme of work agreed.</p>	<p>CUA International Strategy approved to inform TU submission.</p>	<p>A strategic framework approved at CUA level.</p>
<p>Number of international students</p>	<p>199 (173 FTE)</p>	<p>250 (221 FTE) against target of 2019</p>	<p>5% increase</p>	<p>322 (249 FTE) – represents increase of 29% (13% FTE)</p>

iii. Interim targets, commentary and data source (maximum of 300 words)

Please colour code this box in line with progress achieved.

GMIT continues to make progress towards achieving the goals relating to this key system objective. The Institute received its first Chinese Ministry of Education cooperative education approval in March 2020. COVID-19 has had a significant impact on this unit, and prioritisation of work and staff movement has caused challenges. An International Education Advisory Board was formed in April 2020, comprising senior colleagues in GMIT from across a range of disciplines, and this team is supporting and informing change.

Erasmus remains a key component of international activity across the Institute and this year GMIT was awarded our first training grants to support technical and support staff mobility. Through the school and function units' self-evaluations reviews (SER's) a programme of internationalisation is being considered through formal and informal processes. Additional accredited work placement opportunities and enhanced enterprise engagement will enrich the student learning experience and further support regional needs while collaborating with European partners. The renewed funding of the Erasmus Mundus joint master's degree in Marine Biological Resources is an excellent example of connectivity with European partners. This course involves eleven European HEI's, 130 associate partners and 200 first and second year postgraduate students from thirty-five countries. The recent government update from the Irish governing confirming their commitment to fund Northern Ireland students who wish to avail of the Erasmus program is welcome news for GMIT as the Institute has multiple partners in this region.

International partnership discussions in North America and Malaysia are evolving however COVID-19 has impacted on this aspect of work. GMIT is in early-stage discussions with CUA partners as to a pilot paid study abroad option for USA university students in the west/north west of Ireland. Final stages of the agreement with St Lawrence College (SLC) in Canada was approved in June 2020 and students' exchanges will begin in 2022. In addition, other opportunities for student and faculty exchange are evolving in this region and GMIT expects to host the first SLC students for degree completion in 2022-2023.

3. Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe;

RDI activity continued to grow at GMIT in 2020. Major achievements included completion of a €4.1m extension to the Dublin Rd Innovation Hub (pictured below), and €1.2m installation of R&D equipment within the building.



COVID-19 related restrictions severely disrupted research continuity but compact targets were met. Enterprise engagement with the MET Gateway was substantially curtailed, but GMIT's Marine & Freshwater Research Centre was less impacted. Diversity in the focus of GMIT's Research Centres contributed to the overall resilience achieved.

In 2020 GMIT pursued further strategic differentiation of RDI activities into sectors of key regional importance and strong institutional capacity. Key achievements included the award of:

- EI Regional Technology Cluster Fund grant aid (€364k) to support Ireland's Wood and Furniture Manufacturing sector. The Institute has recruited an Education and Outreach manager to lead this initiative, enhancing synergies with the National Centre for Excellence in Furniture Design & Technology at Letterfrack.
- EI Regional Economic Development Funding (€2.7m) to establish a Creative Enterprises Hub at GMIT's Creative Arts & Media campus. The project will utilise GMIT's deep domain expertise to:
 - Enhance Creative Enterprise networks,

- Develop international market opportunities, and,
- Support companies located in the new hub and throughout the region.

Strategic Priority 3a: Graduate and Professional development programmes

<p>i. Institution Strategic Initiatives</p>	<p>3.1 Establish Department for Graduate Studies and Professional Development. 3.2 Implementation of a strategic plan for postgraduate programme development. 3.3 Development of existing, new and trans-disciplinary postgraduate programmes.</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Number of research postgraduate students (levels 9/10) enrolled</p>	<p>71 (67 FTE)</p>	<p>73 (68 FTE) against target of 76 (71 FET)</p>	<p>95 (89 FTE)</p>	<p>85 (82 FTE) Covid-related delay in some planned programmes developed and offered; these will see returns in the next reporting period.</p>
<p>Number of taught postgraduate students enrolled</p>	<p>219 FTE</p>	<p>270 FTE against target of 233 FTE</p>	<p>249 FTE</p>	<p>720 (299 FTE) against target of 249 FTE</p>
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p> <p>Please colour code this box in line with progress achieved.</p>	<p>In 2020 GMIT developed and agreed a new strategy for Graduate Studies and Professional Development (GS&PD) [achieving Institutional Strategic Initiative 3.2]. The strategy aims to bring far greater effectiveness to the operation of GMIT’s Graduate and CPD activities than previously existed. Structural weaknesses have been addressed through a primary strategic focus on academic programme development and delivery, backed with strong administrative supports.</p> <p>Establishment of GMIT’s new Dept of GS&PD delivers on a key objective of GMIT’s new strategy for GS&PD [and achieves Institutional Strategic Initiative 3.2]. A new Head of Dept for GS&PD has been appointed to drive the reorientation of GMIT’s GS&PD functions onto supports for academic development and delivery. These structural changes will redress the 8% shortfall in GMIT’s achievement of targeted postgraduate research student enrolment, whilst further stimulating strong over-achievement of taught postgraduate student enrolment (120% over target).</p> <p>Institutional Strategic Initiative 3.3 has been achieved through successful applications to the HCI and July Stimulus programmes, and through aligned postgraduate programme development. In 2020 GMIT validated three major postgraduate awards which included a number of minor embedded awards.</p>			

Strategic Priority 3b: Enhanced Research Collaboration with Enterprise				
i. Institution Strategic Initiatives	<p>3.4 Promote the Medical and Engineering Technology (MET) Gateway and expand its offerings to other segments of the Life Sciences sector.</p> <p>3.5 Capitalise on opportunities arising from expansion of the Innovation Hub building, to specialise enterprise development supports for the Med Tech sector.</p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual
Number of RD&I projects conducted with industry	38	57 against target of 44	Increase by 15% per annum, i.e.: to 66	71 (NB: Reporting period aligned to KTI reports, i.e.: 1 Oct 2019 – 30 Sep 2020)
Total value of RD&I projects conducted with industry	€2,163,500	€3,000,000 against target of €2,400,000	Increase by 11% per annum, i.e.: to €3,330,000	€3,527,262
iii. Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved.	<p>Achievement of Institution Strategic Initiative 3.4 was realised through:</p> <ul style="list-style-type: none"> • Consultation with the MET Gateway’s Industry Steering Group and agreement to extend MET’s thematic focus to include: <ul style="list-style-type: none"> ○ Medical Imaging Technologies; ○ Anatomical Modelling & Physiological Replication; ○ Data Analytics & Visualisation. ○ Design Engineering & Verification Technologies; and, ○ Medicinal Nutrition and Sport. • Securing EI Regional Technology Cluster Fund grant aid to support the burgeoning Digital Health Industries cluster. The Institute is currently recruiting an Education and Outreach manager to lead this initiative. <p>Achievement of Institution Strategic Initiative 3.5 was realised through:</p> <ul style="list-style-type: none"> • GMIT’s investment of €246k in capital expenditure to repurpose space within the extended Innovation Hub. This space now houses a state-of-the-art Medical Imaging facility housing equipment grant-aided by Enterprise Ireland, and comprising: <ul style="list-style-type: none"> ○ Philips Azurion 7 M20 digital fluoroscope (pictured below) (€840k EI capital grant), and, ○ Integrated Interventional Ultrasound System (€180k EI capital grant). 			



Housing MET's Medical Imaging Facility within the newly extended iHub has created a highly attractive 'front of house' for the MET Gateway. This has resulted in well-invested MedTech companies choosing to locate as client companies within the iHubs, and collaboration with these companies on high-value R&D grant awards (e.g.: EI Disruptive Technologies Innovation Fund (DTIF); & EU Horizon 2020 Fast Track to Innovation (FTI)) and proposal submissions.

4. Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland’s population;

The expansion of underrepresented groups on GMIT programmes continues to be a key objective. A core element of GMIT’s mission is to ‘enable access and opportunity for a diverse student community’. At GMIT all students should feel and have equal opportunity to succeed. The achievement of this involves pre-entry initiatives to encourage access and post-entry initiatives to aid student transition, to enhance the student experience and enable success. GMIT has a strong record relating to widening access and is undertaking a range of initiatives to further enhance this. The Institute recognises that an integrative and collective approach to access works best, and engages in collaboration with community and voluntary sectors, second level and Further Education sectors in furthering the recruitment of a student body which better reflects the diversity and social mix of Ireland’s population. Once admitted, GMIT is committed to supporting students from disadvantaged cohorts throughout the student lifecycle, optimising their opportunity for success.

A priority of the GMIT Strategic Plan 2019-23 is to “embed diversity, equality and inclusion into the governance and management of GMIT” to ensure “equality of opportunity and transparency”. The CUA partners worked collaboratively on a parallel timeline towards Athena SWAN Bronze submission and agreed a common CUA EDI Principles Framework in September 2020.

Strategic Priority 4a: Widening Access

<p>i. Institution Strategic Initiative</p>	<p>4.1 Scholarships 4.2 The Programme of Access to Higher Education (PATH II and III) 4.3 Joint Access Programme (GMIT and NUIG) 4.4 Further Education Access and Progression Opportunities</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>

<p>Number of Further education students accessing progression opportunities.</p> <p>GMIT will actively target FE L6 graduates for advanced entry to cognate higher education programmes.</p>	<p>MoUs signed with 2 ETBs and advanced entry options identified for colleges within these ETBs</p> <p>53 students advanced entry from FE.</p>	<p>MoU signed with additional ETB and advanced entry opportunities identified for colleges within this ETB – complete.</p> <p>20 students advanced entry from FE against target of 58.</p>	<p>Annual Meeting with ETBs to identify further progression opportunities and cooperative projects.</p> <p>10% increase students advanced entry from FE</p>	<p>A meeting is held annually with ETBs to identify opportunities and potential projects. Further details of projects given in the commentary below.</p> <p>29 new entrants advanced entry from FE</p>
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Implementation of PATH III	<p>No mentoring for non-traditional entry (matures, HEAR, DARE, GMIT access scheme).</p> <p>No pre-entry access programme for Leaving Certificate Applied Maths foundation and English foundation.</p>	<p>Recruit a PATH III coordinator – complete.</p> <p>Develop a mentoring programme for non-traditional entry students and train staff, student and graduate volunteers – complete.</p> <p>Establish pre-entry access programme for second level students – ongoing.</p> <p>Plan to develop a foundation programme for school leavers who have undertaken the Leaving Cert applied or foundation maths/English deemed no longer appropriate.</p>	<p>Admit 140 students through HEAR and DARE scheme.</p> <p>Mentor 70 non-traditional students.</p> <p>Deliver pre-entry access programme to 120 Leaving Certificate Applied, Maths Foundation and English Foundation students.</p>	<p>266 applicants admitted via HEAR, DARE and other Access schemes.</p>
				<p>35 non-traditional students participating in mentoring programmes. Work commenced on establishing a peer mentoring programme but this has been stalled by the COVID emergency</p>
				<p>156 individuals from DEIS Schools and Youth Programmes participated in Pre-Access Programmes with GMIT. The Programmes included Study Skills Programmes, Transition to Higher Education Programmes and Strengths Profiles. As signalled last year the foundation programme for School Leavers was deemed no longer appropriate.</p>
Continue to exceed the national average of new entrants from target SEGs	33% (2016-17)	30% in 2017/18 (national average 21%)	30%+	Equal Access Data for 2018/2019 and 2019/2020 is not yet available.
Remain in the top quartile for FSD funding.	Top quartile	GMIT second highest FSD allocation after DIT for 2019.	Top quartile	GMIT second highest FSD allocation after TUD for 2020

<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p> <p>Please colour code this box in line with progress achieved.</p>	<p>The total number of students entering GMIT through the advanced entry route from FET has decreased significantly despite work undertaken to promote same. A decline in FET numbers on some programmes in the region seems likely to be at least partially responsible. The number from FE entering Year 1 remains relatively strong with 210 students with FE qualifications admitted to year 1 full-time undergraduate programmes.</p> <p>During the academic year 2019/20, through the PATH III/ATS Project, GMIT created partnerships with Foróige, DEIS schools, Galway City Partnership, Youthreach and the Ballybane Taskforce. A Steering Group to support the progression of the PATH III Project was also established within GMIT. GMIT has worked very closely with the other three partner HEIs (NUIG, IT Sligo and LYIT) in the implementation of the PATH III Actions and to share good practice. Promotion of PATH III has been completed through the delivery of a series of articles in the local media along with online resources to support students transition to Higher Education. GMIT created a partnership with Foróige to develop a College Mentoring Programme based on the Big Brother Big Sister Programme. During this process 15 non-traditional students were mentored by 15 staff members. This mentoring programme will be expanded upon in the 20/21 Academic Year. A further 20 students participated in informal mentoring initiatives.</p> <p>The development of a pre-entry access programme for second level students is ongoing, and this is being particularly targeted at DEIS schools in the first instance. Specific meetings have taken place within GMIT to map current pre-entry access programmes, including the Radius Project with the Centre for Create Arts and Media, to establish a partnership approach to delivery.</p> <p>GMIT introduced an Enabling Maths programme and exam to give leaving certificate students a second chance. This was a cooperative venture with Galway Roscommon Education & Training Board (GRETB). Numbers were very limited, in all likelihood due to the circumstances surrounding the 2020 Leaving Certificate. Whilst the entry exam did proceed there was insufficient uptake for the preparatory course to proceed. Both GRETB and GMIT are committed to offering this programme again this year.</p>			
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Strategic Priority 4b: Supporting the Student Experience

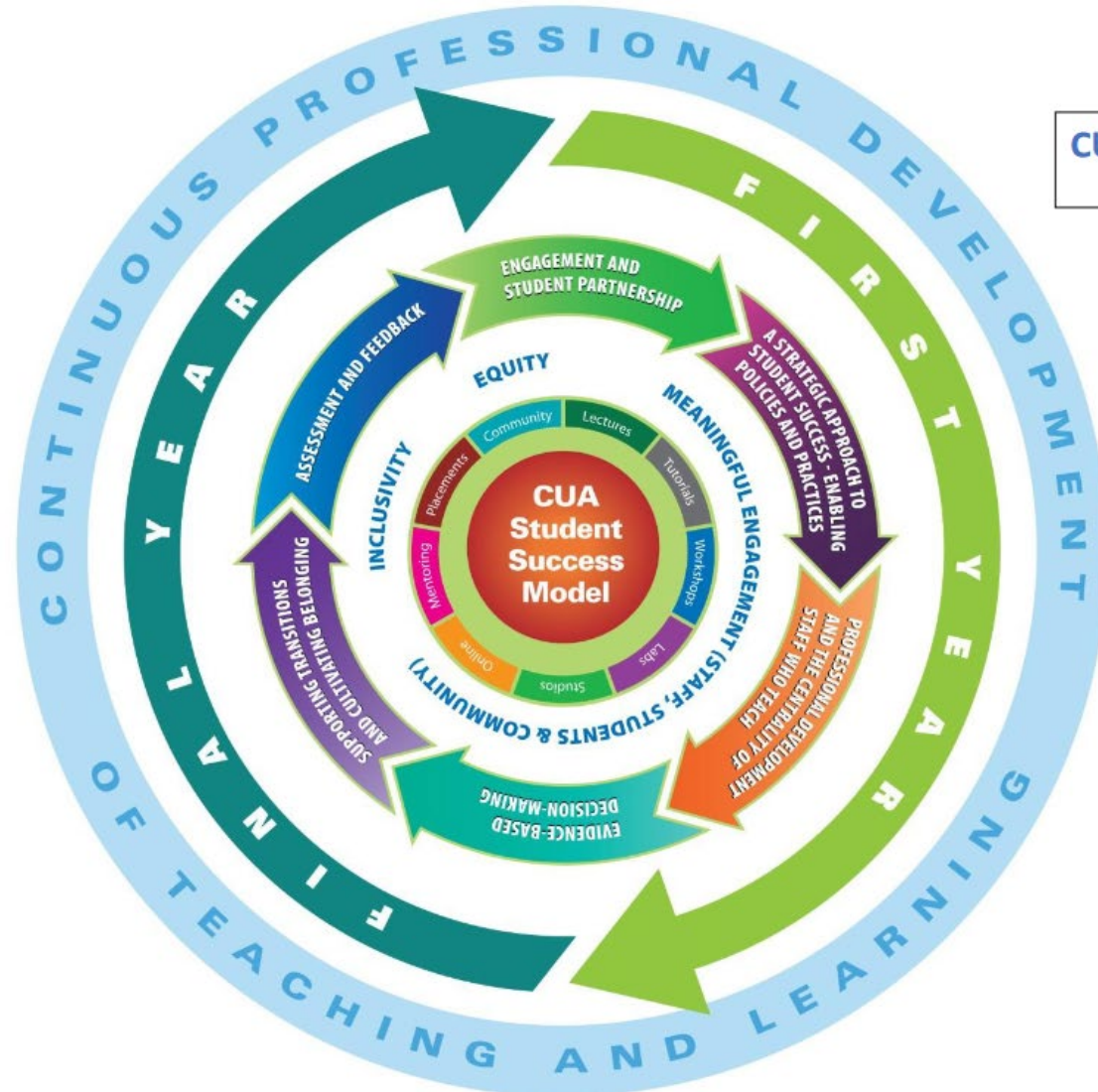
i. Institution Strategic Initiatives				
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Support our diverse student body	Wide range of academic supports and non-academic student supports available.	Benchmarking of Access and Disability support unit and PATH	Development of Student Success Strategy.	A CUA Student Success strategy framework is nearing completion

		<p>III initiatives reported as 'ongoing'.</p>	<p>PATH III initiatives above</p>	
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iii. Interim targets, commentary and data source (maximum of 300 words)

Please colour code this box in line with progress achieved.

Inclusivity, equity and meaningful engagement are at the heart of the CUA Student Success Strategy. It outlines strategic initiatives relating to policy and practice, learning support, leadership and engagement, volunteering employability, transition, health & wellbeing, learning analytics, peer mentoring, entrepreneurship and equality and inclusion.



CUA Student Success Model

The attached Appendix No 1 articulates a suite of Learning, Teaching and Assessment (LTA) supports available to GMIT students:

1. Steps to Success in Online Learning
2. Digital Charter
3. Online assessment
4. Academic Integrity Student Guide
5. Studiosity
6. Peer Assisted Study Sessions
7. First Year Student Induction Course
8. IT Skills Course for GMIT Students
9. Academic Writing Centre
10. Maths Learning Centre
11. Academic Success (online course)
12. Library Online Study Resources
13. Being Well / Living Well (online course)
14. Next Step Employability module
15. Graduate Student Mentors
16. Silver Cloud Online Counselling Service
17. GMIT Design Thinking Workshops (online)

These supports also feed into a common CUA Student Success Strategy Framework that is nearing completion.

Significant changes to PATH III required across all Cluster members in response to COVID. Some of these included:

- Transitioning all content online
- Online delivery for the mentoring of students
- Organising an online symposium for the Autumn

5. Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence;

Broadly speaking, all of the KPIs are on track under this objective. The refusal of the EUA to welcome membership from an Institute of Technology contrasts strongly with the success the CUA secured in becoming a founding member of the World Technological Universities Network (WTUN). Benchmarking opportunities are now emerging from the WTUN, especially with Tampere in Finland.

Despite being an early proponent of the U-Multirank benchmarking system and having achieved significant success in 2018/19, the Institute finds it challenging to provide the necessary data due mainly to interpretation of data definitions across European states. Regardless, this exercise is considered worthwhile and GMIT plans to continue engaging in this benchmarking initiative.

Development of the physical environment remains a strong priority for GMIT and while disruptions were experienced due to COVID-19, the new roof was substantially completed on the Mayo campus by the end of this reporting period, and steady progress was achieved on developing the new STEM building (Bundle 2 in the PPP process).

Strategic Priority 5a: Knowledge Sharing				
i. Institution Strategic Initiative	5.1 Benchmarking initiatives			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
EUA benchmarking project identified.	Not currently members but have engaged with IEP programme previously.	Application prevented. THEA members are not eligible for membership of EUA.	Project identified in pursuit of TU ambition.	Repurposing this target to identify a benchmarking process to support Institute objectives. One indicative example is digitalisation and a possible link with SUNY.
Using the U-Multirank tool to benchmark the institution with other participating HEIs within Ireland. Identify 3 European/international universities with a similar profile to GMIT; conduct a benchmarking exercise, and	Completing surveys annually	Initiatives put in place to increase participation. GMIT is ranked among the top 25 Global Performers in Top cited publications in U Multirank 2019.	Identify 2 relevant HEIs to benchmark against the 5 dimensions of the survey	UIIN – GMIT joined in May 2020; three members of academic staff presented a paper at its June 2020 conference. A proposal was made by UIIN to support the ambitions of GMIT (and CUA partners) in the area of external engagement.

<p>identify collaborative opportunities;</p>				<p>As a consequence of joining this network we aim to identify potential HEIs to benchmark against.</p>
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p> <p>Please colour code this box in line with progress achieved.</p>	<p>While COVID-19 has changed the way we work, an increase in online communication has allowed easier access to international experts to inform our staff and our activities.</p> <p>One of the positive outcomes of COVID-19 is the increase in the number and the ease of access to webinars. These webinars are provided from organisations and agencies locally, nationally and internationally.</p> <p>Online platforms also allow access to people of international repute for CPD purposes more readily. For example, as we continue to upskill staff in digitalisation we regularly engage international experts for workshops and lectures.</p> <p>We have taken an approach that for all new programmes, at level 8 and higher, to appoint international panel members on our validation panels with a view to ensuring the international comparability of our programmes and learning from international best practice.</p> <p>Internally GMIT provides opportunities for all to share best practice by hosting showcase days covering teaching and learning; research and digital/online innovations.</p> <p>In May 2020 GMIT became a member of the University Industry Innovation Network, a network of some 100 member organisations committed to enhancing employability and driving innovation through university-industry engagement. Membership of the UIIN and participation in accelerator and other programmes (planned for 2021) will allow access to shared good practices relating to university-employer engagement, thus assisting with benchmarking and also contributing to GMIT’s achievement of initiatives under System Objectives 1 and 3.</p>			
<p>Strategic Priority 5b: Learning, Teaching and Assessment</p>				
<p>i. Institution Strategic Initiative</p>				
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Use of ISSE data to drive enhancement of T&L</p>	<p>ISSE visualisation available to all staff.</p> <p>Remain above sector average in the following indices: Effective Teaching Practices;</p>	<p>A visualisation of ISSE data is available to all staff to inform the review of academic units.</p> <p>ISSE 2019:</p>	<p>Use ISSE data to inform programmatic review. Remain above sector average.</p>	<p>Use of Student Survey data to inform programmatic review has been included in the Programmatic Review Handbook and the Programmatic Review template.</p>

	<p>Student/Faculty Interactions; Quality of Interactions.</p>	<p>Effective Teaching Practice: 35.3 (all THEIs 34.7) Student/Faculty interactions: 16.8 (all THEIs 15.4) Quality of interactions: 40 (all THEIs 39.7)</p>		<p>GMIT remains above the sector average in the relevant index scores in Student Survey 2020 as follows: Effective Teaching Practice: 36.7 (all THEIs 35.6) Student/Faculty Interactions: 17 (all THEIs 15.3) Quality of Interactions: 40 (all THEIs 38.9)</p>
<p>Quality of learning space. Space allocation per student per campus.</p>	<p>Capital Investment Plan approved</p> <p>7.3 metres squared per student at Galway campuses. IT labs on average 10 years old.</p>	<p>Funding secured and work is underway on capital plan.</p> <p>Design phase complete for STEM building.</p> <p>Phase 1 of IT plan complete, Phase 2 underway.</p>	<p>Capital investment secured for CCAM.</p> <p>Progression of STEM building on Dublin Road Campus.</p> <p>Progression of the iHub extension, Dublin Road Campus, to completion.</p> <p>Progress amenity plans in terms of sports and recreation for the user cohort, across all campuses.</p> <p>Ongoing implementation of IT plan</p>	<p>The Governing Body allocated €3m towards the initial phase of infrastructural upgrade for CCAM. Planning permission secured for the STEM Building and funding expected to be announced in the 2021 budget.</p> <p>iHUB Extension complete and operating. Official opening planned.</p> <p>Student Building approved to proceed to construction phase.</p> <p>IT strategy implementation ahead of target in response to COVID.</p> <p>In addition to the HEA-funded devolved grant, further budget committed improvement works and rolling maintenance plan for the next three years.</p>

<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p> <p>Please colour code this box in line with progress achieved.</p>	<p>GMIT continues to score well across the indices of the Student Survey and is working to embed student feedback from the survey into its quality assurance processes. Student feedback is considered during the review of Academic Units and use of Student Survey data to inform programmatic review has been included in the Programmatic Review resources that will be used by Programme Boards when carrying out a review of their programme(s).</p> <p>GMIT has made significant progress in advancing a number of capital projects in GMIT which will improve the quality of the learning spaces available to students, including the following:</p> <ul style="list-style-type: none"> • The new €25m STEM building was progressed to tender preparation stage for Q2, 2021. • The circa €2 million remediation of building fabric at Mayo was successfully completed in 2020. • The 4.25 million Euro iHUB extension was successfully completed in 2020. • Following a fire in the Galway Campus canteen, works were carried out in 2020 with the aim of reopening again for business in autumn 2020. • Refurbishment of space in the old iHUB on the Galway campus was carried out to facilitate the MET research project • Approximately €800,000 was spent on minor works improvements across all GMIT campuses in 2019 and 2020. • Several hundred thousand euro was spent in implementing a response to the Covid-19 emergency across all campuses. • The Student Building was approved to proceed to construction phase following a hold on the project since 2016. • €3M has been allocated towards the initial phase of infrastructural upgrade for Centre for Creative Arts & Media 			

6. Demonstrates consistent improvement in governance, leadership and operational excellence.

GMIT is committed to implementing and maintaining the highest standards of corporate governance which protects our core values. To ensure this we conducted a gap analysis between the governance practices in the Institute and the requirements of the ‘THEA Code of Governance for Institutes of Technology’ (January 2018), and continue to review and update all existing policies during the lifetime of the Compact. Through the implementation of a risk management framework GMIT continues organisational transformation whereby risk awareness and risk management are embedded in the culture, governance and management of GMIT, and to this end has retained Deloitte for “Facilitation of the development of the GMIT Corporate Risk Register and updating of the risk management policy, processes and risk appetite.”

Diversity is a key strength of Irish higher education and is a priority for GMIT. The Institute actively promotes awareness of equality and inclusive policy development. To date, particular focus has been given to gender equality, implementing the recommendations of the Expert Group Report (2016) and driving a rigorous self-assessment process to inform the Institute application for an Athena SWAN Bronze award. In addition to gender, other aspects of identity such as race, ethnicity, disability and other grounds are an area of focus. In our physical and virtual campus environments, underpinned by policy and governance, GMIT is building an inclusive culture which celebrate all aspects of diversity in our staff and student populations.

Strategic Priority 6a: Institutional Governance

i. Institution Strategic Initiative				
ii. Key Performance Indicators	Pre-compact Baseline 2017-18	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Approval of Institute Strategic Plan and Implementation of Plan	Draft Strategic Plan	Approval of Strategic Plan and implementation plans complete.	Implementation of the Institute Strategic Plan in accordance with the timelines outlined therein.	There is reporting at each Governing Body meeting on contributions towards the objectives, goals and enablers of the strategic plan. There is specific focus on a number of key priorities , e.g. enabling greater online and blended approaches (BOLT), partly driven by the COVID-19 imperative, and also aligning with collaborative CUA approach (iNOTE). The latter led to an enhanced digital skillset of staff and students. Working with CUA partners as part of the successful €11m Higher Ed 4.0 (HCI bid) has

				<p>provided strong evidence of the benefits of this approach.</p> <p>The appointment of Graduate Mentors to ensure students are supported in the new online environment indicates a real commitment to one of our three main objectives, Enhancing the Individual Experience, even during the COVID pandemic.</p> <p>Other strategic responses include:</p> <ul style="list-style-type: none"> • Strong focus on staff and student wellbeing through a range of GMIT Healthy Campus initiatives. • Greater cohesion across Galway and Mayo campuses in approach to services through realignment of professional services activities. • Restructuring of several Schools in GMIT (Science, Mayo) to support fundamental disciplinary knowledge. • Strong focus on EDI through the establishment of Athena SWAN SAT and the work towards the submission for Athena SWAN bronze award (submitted 18 December 2020).
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				<ul style="list-style-type: none"> • Virtual Open Days and openday.GMIT.ie to ensure potential incoming students are aware of choices. Use of CrowdComms platform. • Establishment of Graduate & Professional Development Department leading to a more focused and integrated approach to industry engagement (e.g. BEng in Advanced Manufacturing & Robotics). • Continued supports for enterprise through MET and iHubs; • Continued membership of IBEC West and Council of Galway Chamber of Commerce; • Continued strong engagement with Galway and Mayo local government, with the NW Regional Assembly, the West Regional Skills Forum and with the Western Development Commission. • Strong relationships with EI and IDA in the Western region. • Major contribution to developing cultural and creative industries in the
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				<p>West through CREW initiative.</p> <p>Strategic Enablers focus on innovation in teaching through:</p> <ul style="list-style-type: none"> • The continued celebration of excellence in teaching through the annual President’s Awards for Excellence in Teaching) and online learning. • Specific collaborations that commenced in the area of history, geography, heritage (Galway and Mayo). • New MSc in Design & Innovation developed and commenced which is an example of cross-disciplinary (Engineering and Design) approach to programme development. <p>There is also continued strong engagement with industry – e.g. BEng in Advanced Manufacturing & Robotics in partnership with local industry.</p>
<p>Full compliance with Code of Corporate Governance 2018</p>	<p>Established key gaps in compliance with Code of Corporate Governance 2018</p>	<p>Substantially compliant. Implementation plan in progress. A review by PWC has confirmed that of 175 code requirements, GMIT is 90% compliant, with 17 gaps and actions identified.</p>	<p>Internal assessment of implementation of recommendations based on the external assessment</p>	<p>The Audit and Risk Committee reviewed the status of the recommendations as part of its report to the Governing Body in November 2020 and the following requirements of the code remain to be implemented:</p>

		<p>All actions identified are scheduled to be addressed by end Q1 2020.</p> <p>External assessment of governing body complete.</p>		<ul style="list-style-type: none"> • Quality of Service Charter • Capital Investment Appraisal Procedure
<p>Risk Management Framework which is understood by Governing Body and Management at all levels and becomes a living document. Have a risk management culture embedded in the organisation.</p>	<p>Approved Risk Management Policy including Risk Appetite Statement</p>	<p>All actions listed as complete and ongoing.</p>	<p>Audit and Risk Committee undertake a review of committee effectiveness and implement any improvements required.</p> <p>A3. GB annual review of Internal controls and risk management and implementation of recommendations .</p> <p>A3. Confirmation in the annual report that the Governing Body has carried out an assessment of the Institutes principal risks and the associated mitigation measures or strategies</p> <p>A3. Review and update of Risk Registers in each semester.</p> <p>A3. KPI's on risk provided to the Audit and Risk committee once per semester detailing: The most significant risks and their trajectory, Significant control failures/improvements identified during the semester and updates on mitigating actions within the Institute Risk register which have missed their deadlines.</p>	<p>The Audit and Risk Committee and the Governing Body conducted its annual review of its internal controls and risk management and implementation of recommendations.</p> <p>The Annual statements on Corporate Governance and Internal Controls confirm that GMIT have developed processes to identify and evaluate risks and the associated mitigation measures or strategies.</p> <p>The Institute Risk Register was reviewed and updated and approved by Governing Body in December 2019, January 2020 and August 2020.</p> <p>A separate Institute Risk Registrar was developed to identify and evaluate risks associated with COVID-19 pandemic crisis and approved by Governing Body in August 2020. Reports on Risks and the Institute Risk Registers were considered by the Audit and Risk Committee in September 2019, November 2019, March 2020 and July 2020.</p>

			<p>A3. Annual Review and update Risk Management Policy including Risk Appetite Statement.</p> <p>A3. External review of effectiveness of risk mgt process and implementation of recommendations. Training of governing body members and managers at all levels in risk management including risk appetite statement, risk register completion and risk management policy.</p>	<p>Risk Management Policy including Risk Appetite Statement was reviewed, updated and approved by Governing Body in December 2020.</p> <p>Induction and training was provided to members of Governing Body and members of the Audit and Risk Committee in June 2020, including training in Risk Management.</p>
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<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p> <p>Please colour code this box in line with progress achieved.</p>	<p>The Institute developed an Institute COVID-19 Risk Register to identify and evaluate risks arising from the COVID-19 crisis and identified mitigating actions with action owners.</p> <p>In February 2021 the Institute appointed Deloitte to facilitate the development of GMIT’s corporate risk register and risk management framework for 2021, 2022 and 2023 as GMIT transitions to a Technological University.</p>			
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Strategic Priority 6b: Gender Equality

i. Institution Strategic Initiative				
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)

<p>Appointment of appropriate resources to implement the 21 recommendations of the 'Report of the Expert Group HEA National Review of Gender Equality in Irish HEIS' and to ensure that GMIT foster a culture of gender equality</p>	<p>VP for EDI arrangements in place. Executive committee for gender equality established.</p>	<p>EDI Manager appointed. VP Finance and Corporate Affairs has Executive responsibility for EDI.</p> <p>Ongoing work to implement the plan to respond to recommendations of the Expert Group on Gender Equality.</p> <p>Implemented recommendation for recruitment of President.</p> <p>Development of gender equality policy ongoing.</p> <p>Gender equality sub-committee of the governing body established, with minutes published.</p> <p>Incomplete; establishment of cross-institute working group for structure of family leave.</p> <p>Review of academic units – ongoing, with consideration of gender dimension.</p> <p>Review of recruitment, selection, promotion policies with regard to gender sensitivity completed.</p> <p>Ongoing development and integration of gender action plan.</p>	<p>Implementation of the following 'Expert Group HEA National Review of Gender Equality in Irish Higher Education Institutions June 2016' recommendations:(Note: numbers relate to recommendations numbered on IoT sector response to the Expert Group Report)</p> <p>1.6 Gender balance on key decision making bodies.</p> <p>1.9 Establishment of gender equality forum</p> <p>1.11 Measures to implement gender awareness among staff implemented</p> <p>1.12 Gender dimension considered as part of Programmatic Review process</p> <p>1.13 Training for research staff on integrating gender dimension</p> <p>1.14 Workload allocation models are transparent and monitored annually for gender bias – this target has been moved for completion in Q3 2022.</p> <p>1.17 Mandatory quotas introduced for academic promotion .</p>	<p>EDI Manager commenced on 1st Sept 2019.</p> <p>1.6 Gender balance achieved on Academic Council (Sept 2019) through use of two gendered constituencies; and on Governing Body. Persistent imbalance on Executive Board (18%F).</p> <p>1.9 Gender equality forum (EDI Steering Group) established to drive organisational change in gender equality in September 2019; membership drawn from Management Group & Executive Board.</p> <p>1.11 EDI awareness-building initiatives (>12 F2F events) delivered from Sept 2019-Aug 2020; ongoing messaging to all staff in relation to progress with Athena SWAN, Consent Framework, diversity awareness.</p> <p>1.12 Incorporation of guidance and toolkit for academics on how to consider gender and diversity in Programmatic Review Handbook. Programmatic Review was delayed due to Covid-19.</p>
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			<p>1.19 Positive action interventions for non-academic staff</p>	<p>1.13 Training offered to research staff on integrating gender dimension.</p> <p>1.17 Gender quotas (50% of each gender) agreed for academic staff promotion during reporting period. Internal competition for SL1(T) posts to commence in Q1 2021.</p> <p>1.19 Positive action interventions for non-academic staff in relation to supports for progression and promotion across all campuses, including introduction of career development framework.</p> <p>Self-assessment and analysis of institutional data for Athena SWAN was completed over the reporting period. GMIT submitted its application for Athena Swan Bronze designation to the Nov 2020 assessment round and expects a positive outcome.</p>
<p>We will include in our strategic plan a clear strategy to achieve our vision of an Athena SWAN ‘bronze’ Institutional award for GMIT on its 50th Anniversary</p>	<p>Draft Strategic Plan includes objective to achieve Athena SWAN bronze designation</p>	<p>Institute and HR Strategic Plans approved, with commitment to Athena SWAN.</p> <p>Clear Roadmap for achievement of Athena SWAN bronze award.</p>	<p>Submit application for achievement of Athena SWAN bronze designation</p>	<p>Self-assessment and analysis of institutional data for Athena SWAN was completed over the reporting period. GMIT submitted its application for Athena Swan Bronze designation to the Nov 2020 assessment</p>

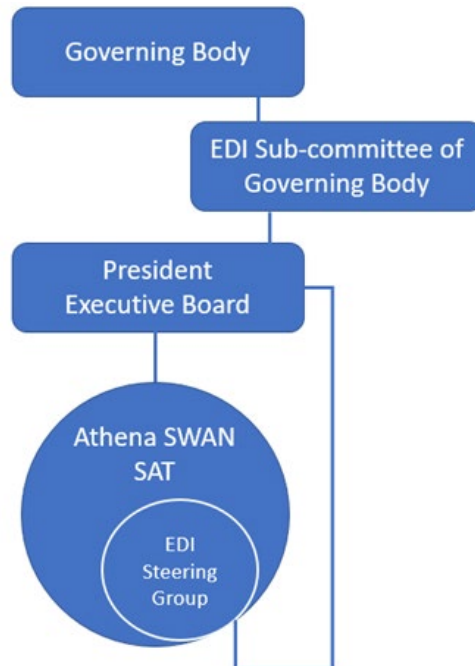
round and expects a positive outcome.

iii. Interim targets, commentary and data source (maximum of 300 words)

Please colour code this box in line with progress achieved.

Significant progress has been made on the further development and embedding of EDI values, strategy, policy and governance at GMT. Structures include the EDI Subcommittee of Governing Body, EDI Steering Group and the Self-Assessment Team for Athena SWAN, all operating under agreed terms of reference. Academic Council and Governing Body operate on the basis of gender-balanced representation. The commitment to gender equality and the principles of the Athena SWAN Charter are firmly part of the organisational landscape. This is evident in the resourcing of organisational structures, emergence of good practices, regular communications on events and progress updates, and a steadfast commitment from senior leadership; all of which will engender trust and support a positive culture.

The Institute has decided to fill 14 SL1 vacancies on a gender balanced basis with two panels of 7 vacancies. The Institute has recently adopted the approach of re-advertising senior management posts where there are insufficient applicants to achieve gender balance at the shortlisting stage.



Substantial progress has been made on HEA Expert Group Stated Gender Objectives (2016).

An extensive data-gathering exercise through survey and focus groups was used to inform ongoing work on Athena SWAN project, with the aim of submitting the application by November 2020 [the application was submitted in December 2020, as an extension was provided due to COVID-19]. There was extensive collaboration and information-sharing with CUA partners in relation to concurrent timeline for Athena SWAN submission (including extension of membership of institutional Self-Assessment Teams to CUA partner institutes). CUA partners worked to develop a common CUA EDI Principles & Values Framework. Regular meetings of EDI Steering

	<p>Group were held to progress embedding of equality initiatives within institutional culture, including early preparation of applications for Senior Academic Leadership Initiative call.</p> <p>A female President was appointed by GMIT in December 2019, taking up duty in March 2020. From April 2020, the EDI Manager reports directly to the President who has taken over the role of VP for EDI..</p>
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7 Connacht Ulster Alliance – Working towards designation as a technological university

Overarching Statement

In the year 2019/20:

Significant progress was made by the Connacht-Ulster Alliance (CUA) to prepare for making a submission to be designated as a TU. All of the TU metrics were achieved (verified in Q4 2020 by independent auditors). A draft submission was under consideration by the Joint sub-Committee of Governing Bodies and by staff and student union representatives from across the three Institutes. This consultative, iterative process commenced with the first of four drafts being issued in September 20. What remains for 2020/21 is to approve the draft submission and to reach agreement with the TUI on their position papers, resulting in an agreed MoU so that we may proceed to submit the application for consideration by the Minister for Higher Education.

Common Objectives	The Institute has a major KPI to become a TU by 2022. This is also reflected in the strategic objectives for GMIT and LYIT. The Compact targets set out below are intended to deliver to the achievement of the metrics and objectives for a TU so that the CUA is in a position to make a TU submission. The CUA partners have agreed that a submission will only be made when the TU metrics have been reached.		
i. Key Performance Indicators	Baseline	Interim target(s), September 2019	Progress towards Interim target(s), September 2020 (CUA data)
a) At least 30% of the students registered on a programme leading to at least an honours bachelor degree level will be flexible learning students	43%	31%	<p><i>Section 28(1)a(ii) of TU Act</i></p> <p>Target for 2020: 42%</p> <p>Achievement in 2020: 42.3% (of best 2 categories below)</p> <ul style="list-style-type: none"> I) 20.8% threshold of students are registered in a programme that is provided on a flexible basis; II) 56.2% of students are on work placement (accepting the limitations of achieving this during the pandemic)

			III) 34.2% of students are 23 years old or over.
b) At least 4% of the students registered on a programme leading to at least an honours bachelor degree level will be research students registered on a programme which leads to an award to at least masters degree level	1.9%	1.9%	<p><i>Section 28(1)a(i) of TU Act)</i></p> <p>Target for 2020: 3.5%</p> <p>Achievement in 2020: 4.04% (confirmed November 2020)</p>
c) At least 90% of the full time academic staff engaged in the provision of a programme that leads to an award to at least honours bachelor degree level hold a master's degree or doctoral degree	90%	91%	<p><i>Section 28(1)c of TU Act)</i></p> <p>Target for 2020: 92%</p> <p>Achievement in 2020: 92.5%</p>
d) At least 45% of the full time academic staff engaged in the provision of a programme that leads to an award to at least honours bachelor degree level hold a doctoral degree	31%	33%	<p>Target for 2020: 34%</p> <p>Achievement in 2020: 45%: 39% of full-time academic staff hold a doctoral degree. The CUA will utilise 6% (50 staff) of the equivalences metric permitted under the legislation (10 max). The CUA has committed to undertaking an open and transparent process in Q4 2020 agreed with the TUI, to arrive at an agreed sample which will be certified by external auditors as having qualifications and experience that are equivalent to a PhD</p>
e) Corporate Services and Related Engagement	Initial work started through the Steering Committee	<p>Draft common approach on Support Infrastructure.</p> <p>CUA EduCampus Forum established in March 2020 to commence work on Business</p>	<p>Groups set up to develop common approaches, with schedule of monthly meetings and report status reports:</p> <p>Working Group 1: Presidents and CUA Chairperson; Oversight and approval of project; Communication; Transitional Structures</p> <p>Targets and achievements for 2020:</p>

		<p>Process Alignment and development of Corporate Services Integration Plan.</p>	<p>Transitions Group: Produced proposals on new Organisational Structures</p> <p>Joint Governing Body Committee: 7 members from each GB to review the submission and confirm readiness to make a submission</p> <p>Working Group 2: Research; policies and collaboration:</p> <p>Targets and achievements for 2020:</p> <ul style="list-style-type: none"> i. Develop common TU Masters design – Done ii. Identify and enhance the areas of research strength and cooperation – 3 Research Conferences; CUA research bursaries awarded iii. Alignment of research policies and procedures across the CUA – Common Marks and Standards agreed iv. Staged development of postgraduate education supports – Proposal for new PG Centre agreed v. Coordination of contract research and commercialisation provision – Sharing of projects <p>Working Group 3: Teaching and Learning policies; Common Academic QA processes and Marks and Standards; Students’ Union; International policies</p> <p>Targets and achievements for 2020:</p> <ul style="list-style-type: none"> i. Develop CUA Internationalisation Strategy Framework – Developed. To be approved by WG 3 and CUA Steering Group, March 2021 ii. Undertake combined analysis of ISSE Survey results - Completed iii. Develop CUA Employment Statement Framework based on academic disciplines – Overarching CUA Employability Statement completed. Discipline specific employability statements to be discussed/developed by HoS/F Sub-Group. To be approved by CUA Steering Group. iv. Develop CUA Student Equality Statement – Under development with the Student Services Sub-Group. v. Develop CUA Student Success Strategy Framework – Completed and approved by WG3; To be approved by CUA Steering Group, March 2021 vi. CUA Blended and Online Learning Policy Framework (Q4 2019) - Completed and approved by the 3 CUA Institutes Academic Councils. vii. Develop and deliver digital capabilities training programmes amongst CUA Staff – In progress, being delivered. viii. Develop a range of digitally enhanced student supports for flexibly delivered programmes – €3.4m funding for developing digital learning tools won by CUA (iNote project) - In progress/happening.
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			<p>ix. Develop and deliver three work-based programmes (WBP) one in each CUA IoT utilising digital capabilities for flexible delivery – Completed</p> <p>Heads of Faculties Group:</p> <p>i. Proposal on new Faculty Organisational Structures - Completed.</p> <p>Working Group 4: Provides oversight for 7 Sub Groups aligned to WG4.</p> <p>Targets and achievements for 2020:</p> <p>i. Complete Financial Sustainability exercise - Done</p> <p>ii. Consolidated programmes and budgets and five-year projections - Done (Q4 2020)</p> <p>iii. Consolidated staff growth - Done as part of the financial plan</p> <p>iv. Consolidated financial strategy - Done as part of the financial plan</p> <p>v. Consolidated capital expenditure – under discussion (see HEA submissions)</p> <p>vi. Overall financial projections and strategic priorities - Done in Draft1 of the submission</p> <p>vii. Analysis of current individual institute financial plan – Due Diligence carried out by Mazars</p> <p>Corporate Services – Seven Sub-Groups established across HR, Finance, IT, Estates; Corporate Governance; Procurement, Health and Safety which share best practice and collaborate on projects to aid transition to TU. Summary of key outcomes provided below.</p>
		Complete Staff audit on qualifications and establish staff profile	Commenced in September 2020; CUA requires 50 staff to achieve the equivalence metric and, based on a preliminary internal audit, are confident that this metric will be achieved by Dec 2020.
		Appointed External Consultant	Project consultants (RSM) no longer required; appointed an inhouse Executive Project Lead.
		Complete Financial Sustainability exercise	<p>i) Analysis of current individual institute financial plan completed.</p> <p>ii) Currently involved in scenario planning exercise.</p> <p>iii) Financial due diligence exercise completed by external consultant by Q2 2020</p> <p>iv) Relevant chapter in TU submission document completed in Q4 2020.</p>
		Appoint External Consultant for several key projects as required	<p>i) External consultants appointed to conduct due diligence and benchmarking exercise -on (a) Financial status and (b) Legal status of each of the three Institutions.</p> <p>ii) Scoping of brand development project completed</p>

iii) Work completed on external review and development of common CUA Marks and Standards Project.

Commence work on joint policy development/harmonization in following areas – HR, Finance, Procurement, Corporate Governance, Equality and diversity agenda, GDPR/Data protection, IT Polices

See summary of WG4 and aligned Sub-Groups below.
Policy inventory for all Corporate Services has been created across Corporate Services. Work is currently ongoing on policy harmonization, in collaboration with the staff representatives.

Group	Key Focus
Working Group 4 (Corporate Services and Related Engagement)	<ul style="list-style-type: none"> Development and harmonisation of policies, processes, systems, data and personnel for the diverse corporate services. Consolidated Financial Planning. Development of strategy for the achievement of TU criteria, in relation to institutional sustainability and staff qualifications. Policy and practice in relation to HEA TU support funding.
Finance Sub-Group	<ul style="list-style-type: none"> Development and harmonisation of policies, processes, systems, data and personnel for the future unified Finance Function. Development of robust funding strategy for TU. Engagement with the Drafting Group in developing the TU submission, with a focus on the production of a Consolidated Financial Plan
Human Resources Sub-Group	<ul style="list-style-type: none"> Development and harmonisation of policies, processes, systems, data and personnel for the future unified Human Resources function. Engagement with CUA IR Forum. Engagement with the Drafting Group in developing the TU submission, with a particular focus on the production of a robust staff qualifications audit and staff development plan.
Information Technology Sub-Group	<ul style="list-style-type: none"> Development and harmonisation of policies, processes, systems, data and personnel for the future unified ICT function. Develop CUA IT Strategy.

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<p>ii. Interim targets, commentary and data source <i>(maximum of 200 words)</i></p>	<p>Overall, significant progress has been made on the Compact targets set for the TU objective across the CUA. The major metrics have been substantially achieved. The CUA will appoint independent auditors in Q4 2020 to verify their performance against the TU metrics. All of the corporate collaborative projects are either completed or underway. The engagement of the services of consultants to complete the Due Diligence provided strong verification that there were no ‘show stoppers’ for any of the Institute to merging as one TU. (Evidence of achievement can be found in minutes of CUA meetings and from the statistical reports produced by the CUA office).</p> <p>Draft 1 of a submission for designation as a TU was prepared by August 2020 and the consultative process on production of a final draft commenced in September 2020.</p>										
<p>i. Summary <i>(maximum of 300 words)</i></p>	<p>The Connacht Ulster Alliance (CUA) of GMIT, LYIT and IT Sligo has made significant progress towards meeting the Technological University (TU) criteria. The CUA plans to submit its application to achieve TU designation in end of January 2021.</p> <p>The table below illustrates the key milestones achieved by the CUA project during the academic year 2019/20:</p> <table border="1" data-bbox="479 1406 1765 1506"> <thead> <tr> <th data-bbox="479 1406 710 1458">Date</th> <th data-bbox="710 1406 1765 1458">Milestones</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1458 710 1506">August 2019</td> <td data-bbox="710 1458 1765 1506">Establishment of a Transitions Sub-group.</td> </tr> </tbody> </table>		Date	Milestones	August 2019	Establishment of a Transitions Sub-group.					
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November 2019	Establishment of the CUA TUI Industrial Relations Forum.
November 2019	Meeting of Joint Governing Bodies of the CUA in Co. Donegal.
	Heads of School/Faculty Sub-group established.
February 2020	Inaugural joint Heads of Departments and Heads of School/Faculty meeting in Galway.
March 2020	CUA Executive Project Lead appointed.
	Due Diligence process commenced.
September 2020	Inaugural Joint Governing Body Sub Committee meeting. First draft of submission document issued.

All metrics required to achieve TU designation have been achieved and verified by independent auditors.

Through the existing CUA Infrastructure, collaboration across the three partner institutes has been deepened. Evidence of the CUA “Acting as One” is provided below:

- i) Joint Education Fairs Promotional Stand and joint messaging in prospectuses, schools’ presentations, etc (Comms SG);
- ii) Hosting of three CUS Research Symposium, issuing of CUA PG Research Bursaries and Expression of Interest Call for Postgraduate Research Training Centres (WG2);
- iii) Development of TU Learning and Teaching Framework, CUA collaborative projects funded by National Forum (WG3);
- iv) Production of joint tenders, collaboration on Return to Work Covid policies, development of funding application for Immersive Technology Suite (WG4);
- v) iNote Project - cross institute work packages focusing on development staff and student digital capabilities;
- vi) Higher Education 4.0 - cross institute work packages focusing on the development of systems and capacity required to deliver flexible and innovated education opportunities which responds to the needs of individuals and employers.

8. Signature: *Of the President or on behalf of the President (please sign in space below)*

Signature:	
Date:	12/03/2021