



Strategy and Performance Dialogue 2018 – 2021

HEI Self Evaluation Report on Progress

1 September 2018 – 31 August 2021

Section A: Summary Information

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Date of submission	27 April 2022

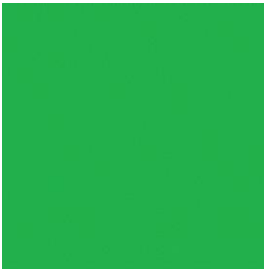
Section B: Overview of Institutional Strategic Development and Performance

<p>Critical Reflection</p> <p><i>Max. 5,600-character limit (750-800 words approx.)</i></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 was 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.</p> <p>This key strategic objective was achieved in October 2021 with the Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris, TD announcing the establishment of the Technological University for the West and North-West region. The process of working together with CUA partners throughout the pandemic led to the achievement of our aims of (i) attaining the TU metrics as defined in the 2018 Act and (ii) submitting a strong application for TU designation. This process led to strong collegial relationships between the three partners, among both academic and PMSS staff, and saw a range of collaborative initiatives delivered over the period of the Compact, including HEA funding through HCI.</p> <p>A second key objective was to build digital capabilities among staff to greater enable the development and delivery of flexible and online offerings. The achievement of this objective was greatly accelerated by the pandemic, and GMIT has seen strong growth in digital capacity among academic and PMSS staff alike at all grades and levels.</p> <p>The achievement of the Athena SWAN Bronze Institutional Award was another major milestone achieved for GMIT, along with the delivery of other equality initiatives such as the launch of the LGBT+Allies Staff Network.</p>
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Section C: Key System Objectives (KSOs)

<p>KSO 1</p>	<p>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</p>
<p>KSO 1 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>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/ATU will continue to develop programmes of study with an applied focus, delivered online as appropriate, with employability and professional practice embedded in them.</p> <p>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.</p> <p>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 HigherEd 4.0 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.</p> <p>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.</p>


Strategic Priority 1.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Employability	# of programmes offering work-based learning (WBL)	43 programmes	Increase – no specific target set	76 programmes
	% of Discipline based Employability statements in place	0	Employability statements for all disciplines	Programme Employability Statements developed through Programmatic Review (60+ Major Awards)
	Graduate Employment rate	2016: 57% were in employment	Graduate Employment rate maintained as per the Graduate Destination Survey.	75% in full-time employment. 6% in part-time employment. 2% due to commence job in next 3 months.
	SP 1.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>There has been a 76% increase in full-time undergraduate programmes containing work-based learning. Placing more students creates issues around securing high quality placements and managing student and employer expectations. To assist with this a community of practice was established consisting of over 30 staff involved in student placement. Guidelines, templates and forms were developed to assist in the organisation, management and evaluation of placements as well as setting clear expectations for students and employers.</p> <p>Employers prefer longer placement which can conflict with the requirement for students to complete academic content. The ongoing Education and Work-Integrated Learning (eWIL) project utilises HEA multi-campus funding to prepare the necessary pedagogic and infrastructural support systems to transition to year-long industry placements for students in stages 3 and 4 of furniture degree programmes (approx. 50 students per year) run from the ATU Connemara campus, part of the School of Design & Creative Arts. During the industry placement, students will predominantly</p>		

	<p>be based within partnering SMEs and be able to take any remaining modules through an online / blended format.</p> <p>An Employability statement was developed initially for GMIT and subsequently for the CUA (now ATU). Programmatic Review which has taken place this year, after a def</p>			
Strategic Priority 1.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Flexible/Blended Delivery	# of flexible learning students	1085 (499 FTE)	+ 15% growth in part-time /flexible student numbers (5% per annum)	1829 (735 FTE)
	# of online and blended programmes	4 programmes	Increase – no specific target set	48 programmes
SP 1.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>Flexible learning student numbers have grown by 695 (47% WTE). This is driven by the development of programmes for upskilling with an online/blended delivery mode (44 programmes approved). GMIT performs well in attracting Springboard and HCI funding with 22 new and existing programmes funded in 2021. 25% of the GMIT student population now study on a flexible basis compared to 16% in 2018.</p> <p>The move to online/blended delivery was an ongoing part of GMIT’s strategic plan in response to a latent requirement from mature students and particularly those in employment. It commenced prior to the pandemic but has escalated since. Key to this was upskilling staff in relation to online pedagogy and technology, as well as the development of online student supports. Staff upskilling involved the development of digital champions, a platform with digital education resources, specialist seminars and a forum for sharing digital teaching practice and resources.</p>			<p>Colour rating for this Strategic Priority: Green</p> 

	<p>One of the issues identified in the early stages of the pandemic was engaging digitally reticent staff. This was addressed by the provision of digital mentors and 'Ask Me Anything'. Progress in the digital space has moved from focusing primarily on staff upskilling to supporting the development of online and blended programmes.</p>	
<p>KSO 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</p>		
<p>KSO 2 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>This strategic priority will remain a key focus for the ATU International and Engagement teams as we transition into the new entity. During the period 2018-2021 significant progress was made and a new International Strategic Framework developed and approved across the alliance. This development informed Executive dialogue and a new transition group will manage future actions.</p> <p>An extensive markets review was undertaken in the last year of this reporting cycle with expertise provided by Education in Ireland. Geographical regions were carefully considered, and the outcome of this process will inform future recruitment plans in specific geographic regions.</p> <p>School and Function reviews began in 2020 and while the outcomes will not be evident until later in 2022 the themes of internationalisation and enterprise and community engagement are prominent. Teams were asked to carefully reflect on a series of themes and consider future opportunities. The task was supported by various workshops and staff development seminars.</p> <p>The global pandemic presented many challenges in terms of international recruitment and access to global learners. During this period the international team changed due to internal competitions and that placed an additional burden on an already small team. Upon reflection the organisation adapted and managed very well. It is worth noting market conditions remain precarious due to ongoing COVID outbreaks in some regions and the organisation will carefully monitor this situation.</p>	

Strategic Priority 2.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Internationalisation	International Education Mark (IEM) status	International pillar from previous strategic plan.	Achievement of the International Education Mark (IEM).	Not available during compact period. Framework will be in place in September 2022 which ATU will be engaging with.
	# of international students	199 (173 FTE)	+ 5% annually	257 (207 FTE)
	# of students participating in an international exchange experience as part of their studies;	No baseline provided	Increase study abroad and training mobility opportunities for students, staff and researchers focusing on the potential fallout of Brexit and development of new partnerships;	Baseline year 2017/2018 - 125 students, 7 staff. 2020/2021 - 8 students , 0 staff (Impacted by pandemic)
	SP 2.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>GMIT has continued to progress this priority in spite of the challenging landscape. Workplans were agreed across the CUA. GMIT engaged all schools and functions in a series of Academic and Function Reviews from 2020 onwards. Several strategic priorities and themes were identified as a priority for consideration including Internationalisation and Engagement. This demonstrates a commitment and requirement for all internal stakeholders to carefully consider these themes and agree how they can be integrated into every day work practices.</p> <p>Other actions supporting this target include the continued renewed funding of the Erasmus Mundus joint master's degree in Marine Biological Resources. GMIT is an active member of the French Ireland Culinary Arts, Hospitality and Tourism Forum hosted by the French Embassy.</p>		

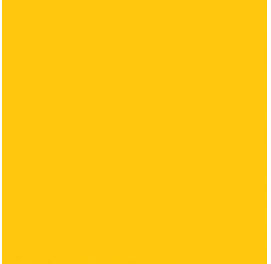
	<p>Dialogue with potential partner colleges in North America began just before the pandemic and despite the challenge this presented formal signings are expected to take place in Canada in June 2022.</p> <p>While the number of students studying abroad or availing of training mobility opportunities reduced from 125 in the baseline year of 2017/2018 to 8 in 2020/2021, this was due to the impact of the pandemic and numbers are expected to increase.</p> <p>GMIT is participating in a European University alliance bid led by Hanze University of Applied Sciences, submitted in March 2022.</p>	
<p>KSO 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.</p>		
<p>KSO 3 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>The 2020-2021 reporting period was one of consolidation and growth for GMIT's R&I activity. Volumes of activity and turnover returned to growth after the downturn caused by COVID-19 related disruption.</p> <p>Student numbers on postgraduate research and postgraduate taught programmes both demonstrated substantial growth. This was largely based on the strategic, structural and investment interventions in previous years that have enabled a proliferation of programme development, and the expansion of postgraduate research supervision capacity.</p> <p>GMIT's largest strategic research centres, in Medical & Engineering Technologies and in Marine & Freshwater Research, sustained their high levels of research activity and industry engagement.</p> <p>Intended strategic differentiation in other sectors of key regional importance remains nascent. The Education and Outreach Managers appointed to drive development of industry clusters in Wood and Furniture Manufacturing and in Digital Health are consolidating their industry engagement and still developing their value proposition. The establishment of a Creative Enterprises Hub at GMIT's</p>	

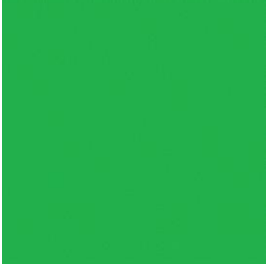
	Cluain Mhuire campus remains at early stage. Planning permission has been secured and procurement of building contractors is underway. In the interim a new 30 ECTS Level 9 programme in Creative Entrepreneurship and Enterprise Development has been developed. Notwithstanding these developments it is clear that the nurturing of these new industry sectors will take further time, investment, and stewardship by GMIT/Atlantic TU and other partnering agencies.			
Strategic Priority 3.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Graduate and Professional development programmes	# of research postgraduate students (levels 9/10) enrolled	71 (67 FTE)	Increase – no specific target set	138 (118 FTE) Target 120 (113 FTE)
	# of taught postgraduate students enrolled	219 FTE	Increase – no specific target set	939 (397 FTE) Target: 265 FTE
SP 3.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>In 2021 GMIT continued implementation of its strategy for Graduate Studies and Professional Development (GS&PD). This realised the intended improvements in the effectiveness of the operation of GMIT’s Graduate and CPD activities. The initial primary strategic focus on academic programme development and delivery, backed with strong administrative supports yielded dividends. The greatly increased number of taught postgraduate students represents the accumulating enrolment on previously existing and recently developed programmes, including those arising from the HCI and July Stimulus programmes.</p> <p>Achievement of targeted postgraduate research student enrolment represents the combined enrolment of PGR students on traditional individual programmes of research and those on cohort-based programmes developed during the transition to Technological University designation.</p>			<p>Colour rating for this Strategic Priority: Green</p> 

Strategic Priority 3.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Enhanced Research Collaboration with Enterprise	# of RD&I projects conducted with industry	38	58	64
	Total value of RD&I projects conducted with industry	€2,163,500	€2,970,000	€4,427,000
	# of innovation voucher projects completed with industry;	No baseline provided	No specific target set	Not previously set as an institutional performance target. GMIT conducted 9 Innovation Voucher projects in the 2020/2021 reporting period.
	SP 3.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>GMIT maintained strong performance of research collaborations with industry. Whilst the number of research projects with industry remained relatively stable the value of some interactions increased. Funded projects included a European Commission Fast Track to Innovation award totalling €2,854,936 delivered by the Medical and Engineering Technologies Gateway in partnership with a start-up MedTech company and large multi-national corporations. The commercially oriented activity of the Marine and Freshwater Research Centre also increased through several large-scale European Maritime and Fisheries Fund (EMFF) / EU Structural Funds Programme (ESIF) projects focussed on vaccine development / disease mitigation for the aquaculture industry.</p> <p>The Medical and Engineering Technologies Gateway continues to service R&D and consultancy clients in the MedTech industry. The state-of-the-art Medical Imaging Suite installed in the Dublin Rd campus Innovation Hub has proved to be extremely attractive to MET clients. The co-location of</p>		

	the Medical Imaging Suite continues to attract client companies for product development and testing. It has also drawn several well-invested MedTech companies to locate within the Innovation Hub as enterprise development client companies.			
KSO 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				
KSO 4 Summary Statement <i>Max. 4,200-character limit (550-600 words approx.)</i>	<p>GMIT has a strong record relating to widening access and is undertaking a range of initiatives to further enhance this including pre-entry activities to encourage access and post-entry initiatives to aid student transition, to enhance the student experience and enable success. The Institute recognises that an integrative and collective approach 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. GMIT Careers Service developed a Strengths Profiling Programme of Development (SPPD) matching student’s identified strengths to a range of employment sectors and third level courses. Once admitted, GMIT and now the ATU is committed to supporting students from disadvantaged cohorts throughout the student lifecycle, optimising their opportunity for success.</p> <p>GMIT is part of the West / North-West Cluster together with CUA partners and NUIG aimed at widening access initiatives by developing and delivering mentoring initiatives to socio-economically disadvantaged students. In partnership with community organisations, each HEI in the cluster aims to provide a multi-stranded mentoring programme to support students through access, transition, and success.</p> <p>The Access and Disability Office has recently been disaggregated to create a dedicated Access and Participation Office enhancing the focus and support for potential students and students from socioeconomically disadvantaged groups.</p>			
Strategic Priority 4.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>


Widening Access	# of Further education students accessing progression opportunities.	MoUs signed with 2 ETBs and advanced entry options identified for colleges within these ETBs	Increases in the number of Further Education students accessing progression opportunities	487 new entrants from further education were admitted over the period of the compact. The percentage of new first-time entrants from further education as a percentage of total new first-time entrants increase
	# of advanced entry enrolments from the FE sector.	53 students advanced entry from FE.	10% increase annually in advanced entry enrolments from the FE sector. GMIT will actively target FE L6 graduates for advanced entry to cognate higher education programmes.	31
	No. and amount of Scholarships	No baseline	Sustaining and Supporting the current suite of scholarships, including the new PATH II 1916 Bursaries;	26 scholarships (circa €90k) (Baseline 24 scholarships, circa €80k)
	Status of HE Foundation programme for students in target disadvantaged cohorts.	No pre-entry access programme for Leaving Certificate Applied Maths foundation and English foundation.	Development of a HE Foundation programme for students in target disadvantaged cohorts.	2 Foundation Programmes redeveloped with NUIG. Following consultation with GRETB removed target of development of pre-entry access programme in previous compact submission.

<p>SP 4.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>GMIT continues to work with the ETBs on student progression. First-time entrants FET as the basis for entry to stage 1 of undergraduate programmes as a proportion of all first-time entrants has increased. Despite signing MOUs with ETBs and engaging with FET colleges to map over 50 advanced entry routes, the number of students availing of advanced entry has declined. To reverse this trend and build closer relationships and awareness of progression pathways, GMIT has recently recruited a dedicated staff member to engage with FET colleges and students. Furthermore, relationships with the FET sector have recently been a key consideration for Programmatic Review panels.</p> <p>GMIT has a suite of scholarships supporting access. The institute annually offers 3 mature scholarships, 15 access bursaries and since 2019 provides two sanctuary scholarships. In addition, six 1916 bursaries are allocated to students that are significantly underrepresented in HE. Six 1916 bursary students completed their studies in 2020/21, two of whom have continued to postgraduate study. To date six Sanctuary Scholarships have been allocated and all are progressing within the normal timeframe. All scholarship students are supported by the Access Office.</p> <p>In conjunction with NUIG, GMIT redeveloped two foundation programmes, one in business and the other in science. However, numbers are decreasing.</p>			<p>Colour rating for this Strategic Priority: Amber</p> 
<p>Strategic Priority 4.2</p> <p>Supporting the Student Experience</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p># of students entering through the HEAR and DARE schemes.</p>	<p>HEAR, DARE not in place. Total of 79 places for supplementary disability access scheme and 8 places from Socio disadvantaged backgrounds in 2016</p>	<p>Increases in the number of students entering through the HEAR and DARE schemes.</p>	<p>240 through HEAR/DARE and Institute access route (Exceeded target of 180)</p>

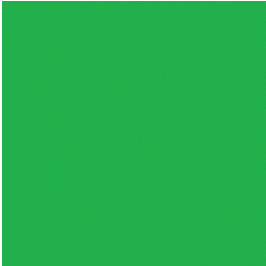
	Ranking for FSD funding.	Top quartile	Remain in the top quartile for FSD funding.	Consistently in top quartile for FSD funding for duration of compact.
	% of entrants from target socio-economic groups	33% (2016-17)	Continue to exceed the national average of new entrants from target SEGs	Numbers registered in academic year 2020/2021 as a % of the total number of new entrants for that year including 1st year Students registered with a disability, Sanctuary Scholarship recipients, Number of year 1 students in receipt of SAF (this includes all HEAR new entrants): 34% (2020-2021)
<p>SP 4.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>GMIT joined the HEAR (alternative admissions scheme for school leavers who have experienced socio-economic disadvantage) and DARE (alternative admissions scheme for school leavers whose disabilities have had a negative impact on their second level education) in 2018-19 to further widen access. Staff in the Institute are very involved in promoting the scheme to potential applicants with a strong uptake. This scheme allows access to candidates being identified in need of supports. A mentoring programme model was developed in conjunction with Foróige, with staff volunteering as mentors. It was made available in all campuses.</p> <p>Additional posts were approved, and the following health and wellbeing posts have been recruited: Occupational Therapist, Mental Health and learning Support Co -Ordinator's (2), UDL Development Co -Ordinator, Additional Student Counsellors (2), Mental Health Programme Facilitator, and a Mental Health Project Officer for the Implementation of the Student Mental Health and Suicide Prevention Framework.</p>			<p>Colour rating for this Strategic Priority: Green</p> 

KSO 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


<p>KSO 5 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>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.</p> <p>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 generate sufficient interest and responses amongst students to the survey. In instances where there are insufficient responses the data is statistically insignificant. Different terminology and educational structures are used across EU states, meaning that comparability and interpretation is an issue.</p> <p>The physical environment is a major challenge for the Institute, with overcrowding on the Dublin Road campus in Galway. The scale of the problem was masked somewhat during Covid as increased student numbers could be accommodated online. However, this is going to be a major issue when classes return fully onsite in September 2022. The tardiness in the progress of the STEM building has resulted in normal classrooms being repurposed into laboratories and workshops to accommodate the growth in STEM numbers. This shortage of space has and will further impact on full-time students.</p> <p>The move to online staff development necessitated by Covid has been broadly welcomed by staff with an increase in staff engagement with the training provided. With CPD offered by several functions through the Institute tracking of uptake is challenging. The use of the HR system CORE to record this activity will be useful. GMIT commenced the AURORA leadership programme which is for women, up to senior lecturer level or the professional services equivalent, who would like to develop and explore issues relating to leadership roles and responsibilities.</p>			
<p>Strategic Priority 5.1</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>

Knowledge Sharing	Membership of EUA and participation in benchmarking	Not currently members but have engaged with IEP programme previously.	Securing EUA membership and identifying an appropriate benchmarking project.	Application refused. THEA members prevented from becoming members of EUA. Other opportunities are emerging with other partners such as State University of New York (SUNY) and WTUN.
	U-Multirank Benchmarking exercises and survey participation	Completing surveys annually	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 identify collaborative opportunities;	Alternative and more appropriate benchmarking opportunities will be pursued with ATU.
SP 5.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<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. 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 for all new programmes, at level 8 and higher, to appoint international panel members on validation panels with a view to ensuring the international comparability of our programmes and learning from international best practice.</p>			Colour rating for this Strategic Priority: Amber 


	<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 will allow access to shared good practices relating to university-employer engagement, assisting with benchmarking.</p> <p>Involvement with a European University Alliance bid (March 2022) will also lead to greater European opportunities for knowledge-sharing, if successful.</p>			
Strategic Priority 5.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Learning, Teaching and Assessment	ISSE scores for Effective Teaching Practices; Student/Faculty Interactions; Quality of Interactions.	ISSE visualisation available to all staff.	Remain above sector average in the following indices: Effective Teaching Practices; Student/Faculty Interactions; Quality of Interactions.	Studentsurvey.ie outcomes: Effective Teaching Practices 34.7 (THEA 33.8) Student/Faculty Interactions 12.6 (THEA 11.4) Quality of Interactions 31.7 (THEA 31.3)
	Metres squared space allocation per student per campus.	7.3 metres squared per student at Galway campuses. IT labs on average 10 years old.	No specific target	6.4 metres squared per student. Investment in Azure lab services.

	Retention rates	No baseline	Improve retention	Retention Rate (HEA Progression Measure) 2020/21 – 86% (2017/18 – 79%)
	% of new staff supported to pursue elements of the Masters in Learning & Teaching	No baseline	Facilitating all new staff to pursue elements of the Masters in Learning & Teaching.	All staff supported to pursue Certificates in Teaching and Learning. 293 certificates completed.
	# of staff participating in CPD	No baseline	Developing and supporting of a culture of continuous professional development; Increase in staff capability and capacity to teach online/remotely; Increase in staff capability and capacity to teach and supervise postgraduate students.	34 staff being supported in Level 10 studies. Approx. 1,600 registrations for CPD events. 88% of academic staff have Level 9 or Level 10 qualifications. Online research supervision course available.
SP 5.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>GMIT have had a consistently high response rate to studentsurvey.ie with 42% in 2019, 40% in 2020. Although it dropped to 30% in 2021 it remained higher than the national average (28.4%). GMIT has outperformed the THEA average for effective teaching practices, student/faculty interactions and the quality of interactions. Effective teaching practices are promoted through formal and informal CPD opportunities for staff, showcasing of good practice and establishment of communities of practice and teaching champions within Schools and Departments.</p> <p>Progress was made across several large- and small-scale projects by Buildings and Estates. All statutory consents required for the new 5500sqm PPP STEM building were secured. An additional ca 4 hectares of land was acquired to enable future expansion the Galway campus. Approximately €1.6m in 2021 spent on minor works improvements across all schools, functions and campuses.</p>			<p>Colour rating for this Strategic Priority: Green</p> 

	<p>To further support and retain students an online induction has been developed. In addition, an information site for students - StudentHub – was created and launched providing enhanced communication, resources and support for all students.</p> <p>The challenges of time and location for staff development activities have been alleviated with a move towards online/blended delivery, with a resultant increase in uptake. A range of resources have been developed to support</p>			
KSO 6: Demonstrates consistent improvement in governance, leadership and operational excellence.				
<p>KSO 6 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>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), GMIT continued to address all 'gaps' identified by the gap analysis and achieved full compliance with the code in October 2021. 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 retained Deloitte for "Facilitation of the development of the GMIT Corporate Risk Register and updating of the risk management policy, processes and risk appetite." Following completion of this work the Audit & Risk Committee approved a revised Risk management policy incorporating the risk appetite statement and the risk management procedure in July 2021.</p> <p>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.</p>			
<p>Strategic Priority 6.1</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>


Institutional Governance	Approval of Institute Strategic Plan and Implementation of Plan	Draft Strategic Plan	A strategic plan which is recognised by all stakeholders as being both desirable and achievable with measureable objectives.	Strategic Plan for 2019-23 approved and was implemented up to 31st March 2022. A new strategic plan will be developed for ATU within next six months.
	Level of compliance with Code of Corporate Governance 2018	Established key gaps in compliance with Code of Corporate Governance 2018	Full compliance with Code of Corporate Governance 2018	GMIT achieved full compliance with the code in October 2021.
	Board and Staff awareness of risk management	Approved Risk Management Policy including Risk Appetite Statement	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.	The development and approval of a revised risk management policy incorporating risk appetite statement and risk management procedures has enabled the Institute to embed a risk management culture in GMIT.
SP 6.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>The Audit & Risk Committee and the Governing Body conducted the annual review of internal controls and risk management for 2021.</p> <p>The annual statements on corporate governance and internal controls confirm that GMIT has developed processes to identify and evaluate risks and the associated mitigation measures or strategies.</p>			<p>Colour rating for this Strategic Priority: Green</p> 

	<p>The development and approval of a revised risk management policy incorporating risk appetite statement and risk management procedures has enabled the Institute to embed a risk management culture in the organisation.</p> <p>GMIT 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. This approach enabled the Institute to effectively manage the risks arising from the COVID-19 pandemic.</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>			
Strategic Priority 6.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Gender Equality	# of recommendations of the 'Report of the Expert Group HEA National Review of Gender Equality which are no track	VP for EDI arrangements in place. Executive committee for gender equality established.	Achievement of timeline targets for the implementation of the 'Report of the Expert Group HEA National Review of Gender Equality in Irish Higher Education Institutions, June 2016'	Organisational structures, practices, policy & governance are clearly underpinned by EDI values. Measures to address the 21 recommendations demonstrate commitment to an inclusive, equitable and positive culture
	Athena SWAN 'bronze' Institutional	Draft Strategic Plan includes objective to achieve Athena SWAN bronze designation	Achieve Athena SWAN 'bronze' Institutional award for GMIT in 2022	Athena SWAN Bronze Institutional Award achieved in March 2021

<p>SP 6.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>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 have engendered trust and support a positive culture. Implementation of our Athena SWAN Action Plan commenced in April 2021 with most actions now in progress or completed</p> <p>EDI values are evident in structures such as the EDI Subcommittee of Governing Body, EDI Steering Group and the Self-Assessment Team for Athena SWAN. The constitution of interview panels, Governing Body, Management Group and Academic Council is on the basis of gender-balanced representation (1.7). Underrepresentation of females on the Executive Board persists, however actions to address this have been initiated (SALI post). The process to fill 14 SL1(T) vacancies on a gender balanced basis was established in Q1 2021. This competition has been concluded and has ensured greater gender balance at SL level (1.20).</p> <p>Training and awareness initiatives in EDI were widely offered with a total of 405 attendees at various events. The GMIT LGBT+ & Allies Staff Network was launched in June 2021 and promotes LGBT+ diversity, visibility and inclusion in the Institute.</p>	<p>Colour rating for this Strategic Priority: Green</p> 
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Section D: Signature

Note: This section should be signed by the President or on behalf of the President.

Name of signatory	Dr Orla Flynn
Title	President
Signature	
Date	27 April 2022