HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

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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Section B: Overview of Institutional Strategic Development and Performance

Critical Reflection *Max. 5,600-character limit (750-800 words approx.)*	NUI Galway's mission is to foster a vibrant community of students and staff, where distinguished learning, impactful research and creative thinking are shared with the world. Its vision is to be a leading international University, renowned for its distinctive areas of research, teaching and scholarship, celebrated for its outstanding engagement with wider society, and enriched by dynamic partnerships. Over the three years of this second cycle of Strategic Dialogue, NUI Galway had prioritised the development of an ambitious internationalisation strategy, enhancing our research performance and further expansion of priority research areas, strengthening the employability dimenion of our programmes, expanding flexible learning opportunities, increasing equality of opportunity to reflect the diversity and social mix of Ireland's population, and building on existing progress on advancing gender equality. The challenging context of the Covid-19 public health emergency has made it difficult to maintain progress on all Compact targets. The pivot to remote learning and working, with limited access to campuses at various stages over the last 2 years, has resulted in significant disruption to strategic plans, to planned progress on certain projects, and in some cases to a complete change of priorities as more immediate needs to protect the health and safety of our community and to maintain our core teaching and research programmes in a new mode of delivery overtook longer term goals. Implementing an ambitious internationalisation strategy has been a key institutional objective of the Compact. Accelerating further growth in international student numbers together with developing a more international perspective in staff and students, were important priorities for Cycle Two. Global travel restrictions had a significant impact on international student recruitment and on student mobility in general, making it difficult to achieve Compact targets in these areas. However, a major milestone was reached with the launch of a new strategic initiative, Global Galway, a vision for future internationalisation across the University by building the structures and processes to deliver a Globalised University. In addition, the award of EU European Universities Initiative funding to establish a European network of 9 universities, known as ENLIGHT (www.enlight-eu.org) was a further highlight of Cycle Two. Membership of ENLIGHT aims to expand mobility opportunities for students and staff, and enable cross-institution educational innovation, building of research infrastructure and regional engagement. The restrictions imposed by the public health emergency and the switch to remote learning for lengthy periods over the last 2 years has had an impact on the quality of the student experience and on student engagement, and reported levels of anxiety and mental health difficulties in students are higher than in previous years. While very good progress has been made on

meeting progression and retention targets over the course of Cycle 2, a combination of students entering university programmes on inflated Leaving Cert grades and the adjustment to remote learning is likely to have an impact on progression in future years. There were also many positive aspects to the switch to remote learning, the learnings from which are informing teaching plans for next year and have been incorporated into the University's new Academic Strategy.

One of NUI Galway's key priorities in Cycle Two of the Strategic Dialogue has been to enhance research performance, increase the quality and quantity of our research outputs, and build our research profile in priority areas. In Cycle Two we aimed to broaden the base of staff engaged in competitive research programmes; to attract and retain the best researchers and to further enhance the quality of research outputs.While Covid-19 certainly interrupted progress on some research projects, NUI Galway performed strongly in competitive national and European research awards, more than doubling the research funding secured from the Horizon 2020 programme, relative to the previous Framework 7 Programme. The majority of research output targets have been achieved or exceeded.

Similarly, gender equality is a particular area of focus for NUI Galway and all targets for all three years have been fully met or exceeded. NUI Galway has made considerable progress on improving equality of opportunity to reflect the diversity and social mix of Ireland's population. The number of FE places available at entry level has increased significantly, while the award of funding for the Designing Futures (formerly Aspire) project under Human Capital Initiative Pillar 3 is a very significant step forward in the development of employability skills.

Given the extremely challenging context of COVID-19 for the HE sector since March 2020, NUI Galway has performed well to meet or exceed targets in most cases and to stay on track with the vast majority of targets defined for the 3 years of the Compact.

Section C: Key System Objectives (KSOs)

KSO 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
KSO 1 Summary Statement *Max. 4,200-character limit (550-600 words approx.)*	Strategic priorities under KSO1 relate to expanding NUI Galway's employability offering and creating more flexible learning opportunities. Key highlights include: • Meeting targets for inclusion of work-based learning in UG programmes: 91%; • 24% growth in student numbers undertaking work-based learning (WBL) experiences; • Meeting Employability Award targets of >300 students; • 6% growth in part-time, flexible student numbers; • Development of 9 new special purpose awards; • 50% increase in CPD registrations on base year; • 28% increase in student places (teacher training through Irish); • 50% increase in student places (Modern languages); • Winner of the AHECS Research Informed Practice for Elite Sports and Employability; • Winner of an International Award for Equality and Diversity (AGCAS); Key challenges included: - Pausing of Campus Jobs initiative - due to University closures and limited opportunities for students to work on campus. Additional funding is being sought for this project from other funds. - Closing of certain sectors due to COVID lockdowns and lack of availability of work placements (biopharma, hospitality and social impact sectors in roles that were client-facing). - Challenges for adult learners in managing work and family commitments alongside study during COVID and school shutdowns. The work under SP1.1 was greatly enhanced by the Designing Futures programme, which focuses on further building student employability. The project has completed the development of new co-curricular employability modules for Science and Arts such as

Megatrends, Sustainability, Storytelling, Design Thinking and Vertically Integrated Multi-disciplinary projects. Industry and transversal employability are developed as part of these modules ensuring a relevant pipeline of graduates to industry.

The Employability Award supports work-place learning for Arts and Science programmes that do not currently have a WBL component as part of their accreditation. Achievements in this area match competitors in other Irish Universities who have 90% - 100% work-based learning components embedded into their programmes. The Directorate for External Engagement continues to focus on institutional enterprise and alumni engagement, leveraging these relationships for increased WBL opportunities for all students. Additionally, the University collaborates with the Regional Skills Forum to ensure identification of future workplace skills.

While flexible learning enrolments did not reach the projected 20% of the overall student cohort due to a steady increase in full-time student numbers, at an overall consistent rate of 18% p.a., it compares well to national averages of UCD (18.4%) and UCC (17.4%) [ref: AY19/20 flexible enrolments]. Programme innovation in Business and Science and Technology with an emphasis on work-based learning has been strongly on target. CPD registrations have greatly increased and highlight the market interest for shorter, agile courses which meet industry skills needs. These modules can be stacked or provide progression pathways for students to stepped Cert/Diploma/Degree awards.

The availability of funding through Springboard and for standalone modules under the July Stimulus in AY20/21 greatly enhanced CPD numbers during this period. Regional engagement with industry and community organisations has enabled a partnership model for course design and delivery. Collaborations with local organisations (i.e. Galway Traveller Movement, Community Action Network), enabled targeted course delivery to disadvantaged groups including members of the travelling community and learners with Stamp 4 status. Work to extend partnership groupings was inhibited by COVID during AY20/21 with plans to provide pre-programme interactions being deferred due to the changing nature of COVID restrictions and the scale of impact of COVID on certain student groups.

The University has made progress to address teaching shortages at second level in the provision of Computer Science teaching places and despite challenges in relation to the supply of suitable graduates for its MGO programme, has grown student numbers.

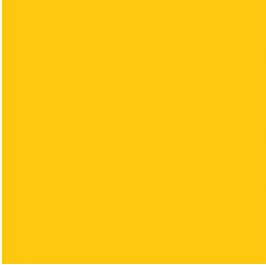| Strategic Priority 1.1 To develop and implement an employability strategy, incorporating	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words approx.)*
	% and # of NUIG undergraduate programmes	16/17 Baseline - 56% (n=49) of 86 UG courses had a WBL component.	87% of Undergraduate programmes (or 53 of 61 programmes)	91% of Undergraduate programmes (or 63 out of 69 programmes)

experiential learning, extracurricular participation, high-quality work experience, and strong connections with the world of work, to ensure our students are academically well-developed and prepared for life, work and citizenship.	that have a work-based learning component included.			
	% and # of undergraduate students that have the opportunity to undertake a work-based learning experience	44% of undergraduate students or 1,211 students undertaking work-based learning (*includes Employability Award & Campus Jobs figures*)	70% of undergraduate students undertaking work-based learning	68% of undergraduate students [n = 2,054] have the opportunity to undertake work-based learning (includes Employability Award, 217 students) Note: Covid-19 brought signficant challenges to this metric
	# of students employed by Campus Jobs Project	No Campus Jobs project in place. c.a. 200 u/g students employed in casual roles on campus	Continue roll out of Campus Jobs Project for 260 students	Progressing campus jobs was severely impacted by Covid19 restrictions and no data is available for this metric
	Roll of of Employability award	No baseline	Employability Award rolled out to 300 undergraduate students	A total of 332 students completed the Employability Award in 20/21. [Of this figure 217 students did not have the opportunity for placement in their undergraduate programmes.]
	% of programmes with Graduate Attribute statements	- Institutional level graduate attributes agreed. - Discipline level graduate attributes not yet identified or embedded.	Discipline-level graduate attributes developed and embedded at programme level and rolled out to all undergraduate students.	All Colleges adopted the GA statements,included in programme documentation. New Academic Strategy working group reviewed GA statements. Incoporated into Designing

			Futures and new student records systems.
	% using Personal Portfolio Tool and # of digital award badges	n/a	Roll out Personal Portfolio tool and award of digital badges	Moved to become part of Designing Futures project with new timeframe/targets in order to evaluate/embed robustly. 6,699 badges issued in reporting period (18-21) using Open Badge Factor tool.

SP 1.1 Commentary *Max. 1,400-character limit (200 words approx.)*	The work under this strategic priority was supported by the advent of the Designing Futures project at NUI Galway which focuses on enhancing the employability of graduates by offering additional practical and creative teaching, learning and skills development opportunities alongside degree studies. The metrics for % of students with opportunity to undertake workbased learning and the number of students completing the Employability Award is on target with an increase of 8% from 2019/2020. The Campus Jobs target could not be met due to restrictions on campus but this did not impact overall progress on employability opportunities. The % of undergraduate programmes with workbased learning increased from 90% to 91% and is on target. The Graduate Attributes project produced a final report in 2019 which provided recommendations for future development. This included exploring possible uses of available portfolio tools to enable students to chart their individual development and achievements.These recommendations are now being addressed in the new HCI funded project 'Aspire-Designing Futures' which has responsibility for developing practical methods and tools for graduate attributes, employability, and skills development.	**Colour rating for this Strategic Priority:** Green

Strategic Priority 1.2 Develop greater opportunities for part-time, flexible and	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*
	% of Part-time and flexible learners	Part-time and flexible learners make up 18% of student body	20% of the student body	Part-time and flexible learning numbers as a percentage of the

blended learning, further enhancing our leadership in the provision of online learning and growing our cohort of part-time and flexible learners to 20% of the student body. Provide for the continuing professional development needs of employees in our region and beyond, through the delivery of innovative programmes of learning and active engagement with communities.		in 2017/18 (3,268 students of total 18,071 student body)		overall student body have remained constant but actual numbers have grown to 3,393 students: 2018/19: 17.5% 2019/20: 18% 2020/21: 17.5%
	# of new programmes for under-represented socio-economic groups and # of participants		Co-delivery with partner of two programmes for under-represented socio-economic groups	2018/19: Community Development (Travellers) (#24 students); 2019/20: Community Development (Youth workers) (#15students) Pre-University courses (Access): #2 courses p.a. (mixed target group)
	% increase in the # of Continuing Professional Development students	175 CPD students in 2017/18	+ 10% (or 217 students)	50% increase in CPD registrations since 2018: 2018/19: 188 students 2019/20: 225 students 2020/21: 356 students
	Special Purpose Awards delivered		Special Purpose Awards delivered in: • Business development areas (e.g. Learning and	Focused on industry training needs courses offered over 1 year. Mode of delivery included opportunity to use the

				Development, Talent Management, Leadership/E-Leadership)	workplace as a basis for asssessment.
				• Change Management and Training and Education (i.e. Technology Enhanced Learning, Learning and Development)	2018/19: 8 courses
					2019/20: 9 courses
				• Earth and Ocean Sciences	2020/21: 9 courses

| SP 1.2 Commentary

Max. 1,400-character limit (200 words approx.) | The percentage of flexible learners has remained consistent at 18% p.a. relative to overall student numbers which have increased over this 3 year period. However, there has been an increase in the absolute number of part-time students recorded (3,210:AY18/19, 3,390:AY19/20, 3,393:AY20/21). Despite this increase, it has been challenging to attain the projected 20% target by 2020/21 because the overall student body has also grown.

Strong growth in CPD modules on offer show 50% growth on the base year. CPD development was supported by the establishment of a CPD Development Officer post. Growth was attained in areas relating to healthcare for nurses and in Science and Technology modules. Availability of funding through the July Stimulus fund for modules in 2020/21 accelerated this growth from AY19/20. Course development has been consistent during this 3 year period. New courses in Corporate Environmental Planning, Change Management, Earth & Ocean Sciences, Technology Enhanced Learning, and Critical Business Skills took place. Popular courses in Medical Device Science, Lean & Quality Systems, Automation & Control continued to be offered. | **Colour rating for this Strategic Priority:** Green |

Strategic Priority 1.3 To support the development and implementation of the policy recommendations	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*
	# of additional student places in priority areas including teacher training through Irish	46 studying Máistir Gairmiúil san Oideachas in 2017/18	Additional student places in priority areas including teacher training through Irish	The numbers of students on this programme have increased since the baseline year. Total student numbers are as follows

that will arise from the current work of the Teacher Supply Steering Group in addressing teacher shortages at second level in subject areas identified by the Department of Education and Skills in 2018.				2018/19: 53 2019/20: 60 2020/21: 59 2021: 52 (covid impact)
	% increase in students recruited to strand specific (STEM, Humanities, Languages, Business) pathways for via Postgraduate Applications Centre	General intake on the PME rather than discipline specific application and selection	Targeted recruitment of students under the newly developed strand system to ensure higher recruitment into each priority area	This had a positive impact on student numbers in the area of modern languages especially - almost 50% increase in student numbers here. Science and Physics in particular remain challenging.
	# international students for the Professional Masters in Education in priority areas.	No baseline	Target international students for the Professional Masters in Education to address priority areas.	This has not commenced. Some developments are at an advanced stage as part of NUI Galway's involvment in the ENLIGHT initative
	# new entrants onto the BA Education (Computer Science and Mathematical Studies).	No baseline	Meet teacher supply needs for the new Computer Science Leaving Certificate subject	Now in its third intake - recruitment is slow resulting in low numbers. From 2019 intake of 7, 7, 9. Attempts to boost recruitment have not as yet been impactful.

| SP 1.3 Commentary

Max. 1,400-character limit (200 words 11pprox..) | Outcomes are mixed here. COVID has impacted progress on some of the outcomes and others are slower to see progress. The Computer Science concurrent teacher education programme is a concern. The School of Education continues to have significant engagement with PDST who support schools as they take on Computer Science. An academic member is the lead person on Computer Science nationally and continues to raise the profile of the course.

The School recognises the need to keep this work on-going to ensure a supply of teachers as the profile of the subject rises, but the cost of keeping it going in the School is a concern. The School will likely need some support to retain the Computer Science expert in order to keep the momentum and continue to play a leadership role for NUI Galway in the sector

MGO (Irish language PME porogramme) numbers are expected to return to 60 this year. Selecting students who have the required level of Irish to teach in Irish schools continues to be problematic. Applications to the MGO are circa 70p.a. but selection identifies no more than 30/34 suitable to progress to offer stage. Targeted promotion included direct visits to final and pre-final years students in UCD, UL, DCU. | **Colour rating for this Strategic Priority:** Amber |
|---|---|---|
| **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** | |
| **KSO 2 Summary Statement**

Max. 4,200-character limit (550-600 words 11pprox..) | Strategic priorities under KSO2 include increasing the percentage of international students and internationalising the curriculum.

Key actions planned or taken to-date in achieving these targets include:

•   The introduction of a budget devolution model to provide significant and clear budgetary incentives to Colleges and Schools to grow international (non-EU) student numbers and income (65% of incremental income returned to the Colleges on the basis of income growth) – in progress.

•   Substantial investment is being rolled out in the both the leadership and the breadth of services the International Office and the Colleges can deliver on. The new appointments include a Vice President International and a Director of Global Galway. In addition there is expansion of teams working in recruitment, mobility, partnerships and international student experience.

•   Extensive curriculum development to establish new Postgraduate Masters programmes for the international market. Particular highlights have included the development of Masters programmes in Business Analytics and Data Analytics which have proved | |

popular with the Indian market; a suite of new Masters of Engineering programmes, with specific strands for non-EU students; a suite of Business Masters programmes with an international orientation.

The ENLIGHT European University initiative is designed to open up study opportunities for students and to deepen our links with European University Partners. The model includes engagement with regional partners such as county councils and business partners which are then linked up across the network providing strong bridges between and across communities.

Strategic Priority 2.1 Increase the global spread of our student population so that at least 25% of our full-time on-shore students (including Erasmus) come from outside of Ireland by end of AY 2020/21. Offer all students international engagement opportunities by significantly expanding the proportion of our students who study or work abroad as part of their study, and incorporating international content into taught programme curricula	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words 12pprox..)*
	% of Full time Non-EU students	In 2017/18, 16.3% of all full-time students at NUIG were non-EU students	Full time Non-EU students to represent 20% of full-time students by end of AY2020/21	NON EU students represent 9.5% of total cohort, i.e. 1,518 NON EU students from a total of 15,926. This is a decrease on previous years (19/20 -14.9%, 18/19-17.3%) due to a decrease in JYA and impacts of Covid
	# of additional full time non-EU students	2,453 students	185 additional full time non-EU students above 2019/20 baseline (2775)	The decrease in NON EU students represents 852 students.
	International students as % of total full time PhD students and % of full time international PhD students from non-EU countries	In 2017/18, 39% of full time PhD students were international students (domiciled outside of Republic of Ireland), of those, 68.4% were Non-EU students	International students make up 40% of total full time PhD students, at least 70% of whom are non-EU students	International Students as % of Full Time PhD Students 20/21 - 45.4% % Full time international PhD Students from Non EU countries: 20/21 - 74.3%

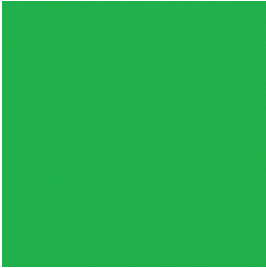|				
	% of graduates on undergraduate programmes to have undertaken a study or training period abroad	363 outbound study abroad visits in 2016/17 out of circa 3,600 graduates [i.e. circa 10%]	At least 15% of graduates on undergraduate programmes to have undertaken a study or training period abroad, by the end of AY20/21	Covid restrictions prevented all but exceptional travel in AY 20/21. Reporting AY 19/20 KPI:16%
	# of new 4-year degrees with period of study or work abroad	0	Total of 12 new 4-year degrees with period of study or work abroad introduced	12 new Arts, Business and Law programmes in place
SP 2.1 Commentary *Max. 1,400-character limit (200 words 13pprox..)*	The Sub-level Strategic Initiatives target (15% by AY20/21) set for outbound mobility was achieved and marginally exceeded by AY19/20 (16%) and may have been increased further in AY20/21 if not for the impact of Covid on travel. Two new roles will become active in 2022 focused on further developing both physical and virtual mobility in terms of opportunity and funding. The fundamental idea behind our participation in ENLIGHT – our European University Network – is hinged upon the free flow of students and staff within a cross-disciplinary and transnational consortium. International Student Recruitment activities pivoted to virtual throughout the covid pandemic which presented opportunities to expand our geographic reach. In terms of a more sustainable approach, 4 in-market appointments are in progress, meaning that NUI Galway will have regional representation in Nigeria, India, China and Malaysia. These appointments will serve to strengthen engagement with these regions, and our commitment to enhancing the global perspectives of all students of NUI Galway. In terms of student recruitment achievements, appointments of this nature will enhance the diversification of the international student community.		**Colour rating for this Strategic Priority:** Amber 	
Strategic Priority 2.2 Innovation Impact – maximise the involvement of all academic staff, researchers and	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words 13pprox..)*
	% increase in innovation vouchers/ Project agreements with industry	12 innovation vouchers agreed in calendar year 2017	+ 25% on 2017 baseline (total of 15 agreements annually by 2021)	Target: 45 Total: 21 Innovation Vouchers

| students in activities that generate useful new ideas and inventions, by developing new strategies, structures, and partnerships to support innovators on campus and in the community to translate their inventions into societal impact. | % increase in commercially relevant technologies | 15 technology relevant licence agreements in calendar year 2017 | 18 commercial technology agreements signed (+ 20% on 2017 baseline) | Target: 54

Total: 46 LOA |
| | # of new spin outs | 2 spinouts in calendar year 2017 | 3 additional spin outs established on 2017 baseline | Target: 9

Total: 10 Spin Outs |

| SP 2.2 Commentary

Max. 1,400-character limit (200 words 14pprox..) | The Innovation Voucher (IV) target is realistic but has proved challenging to achieve in the reporting period. Remedial actions which will be adopted in 2022 include: assigning and tracking IV targets for each college, holding IV specific researcher clinics, hosting at least one industry IV collaboration day with SMEs.

A significant proportion of NUI Galway research is laboratory based, access was severely restricted in 2020 due to Covid restrictions. This was a contributing factor to a 50% reduction in LOAs in 2020. LOA targets for 2019 and 2021 were met/exceeded.

Despite a slow start with 1 spinout in 2019, the pipeline is strong especially in medical technologies and we exceeded targets with 4 in 2020 and 5 in 2022. Covid-19 did not impact our ability to conclude spinout arrangements as all our systems and document management processes were available in the cloud.

note: all metrics are calendar year to align consistently with Knowledge Transfer Ireland annual reporting requirements | **Colour rating for this Strategic Priority:** Amber |

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.**
KSO 3 Summary Statement	The University's commitment to this key system objective is captured in the University's Research & Innovation Strategy for the period 2021-26. That strategy commits to developing and growing the areas of research in which we have genuine transformative

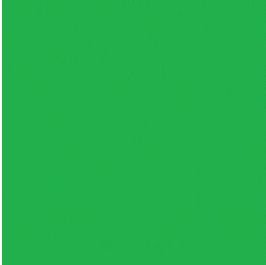| *Max. 4,200-character limit (550-600 words 15pprox..)*	potential in order to set us apart nationally and internationally. It builds on the values-based approach to the overall University strategy, principally:
	Excellence – maintaining a focus on the excellence of our research, researchers and research outputs; with a renewed attention to key thematic areas
	Openness – through engagement with external partners; delivering impact for economy and society; and progressing the innovation agenda
	Sustainability – focusing our research expertise on the UN SDGs and the goals of the NDP and using the NDP and the SDGs as evaluative criteria for the impact of our research.
	Three themes structure our value-driven strategy: Purpose – maximising outcomes and impact through excellent research and innovation; People – a thriving research community reflecting the diversity and complexity of our society; and Place – a robust ecosystem, infrastructure and partnerships underpinning our global reputation while working in close partnership with regional and national stakeholders.
	In the reporting period the University has paid particular attention to the systems underpinning research success. Planning and budget systems have been reanimated, governance and management structures in our Institutes have been renewed, and processes in human resource management have been streamlined. Substantial work has been undertaken on creating structures for research careers and the pathways from university research to other career outcomes.
	The University has supported researchers in reorienting their work toward the renewed emphasis by funders and agencies on research challenges through the NUI Galway's Global Challenges programme. This investment in strategic funding supports multi-disciplinary teams seeking to address six identified challenges through an engaged, partnership-based approach. Our understanding of the role that the university plays in the national research system has been enhanced by our participation in infrastructure awards from SFI and the Shared Island initiative run by the HEA. Through ICHEC we are core partners in a European consortium in Quantum Computing, a national priority. Another significant development in this regard has been the foundation of the Clinical Research Development Office, which sharpens our governance in this important domain. Overall, through these activities, we have considerably enhanced our ability to manage research strategically.
	Building on the strong success of our research community in Horizon 2020 we have set a very ambitious target for European awards (Horizon Europe and other programmes) over the 2021-27 funding cycle. This focus on international funding is key to supporting the broader internationalisation efforts of the University under the Global Galway programme. Recent successes in the first round of Horizon Europe funding calls in 2021 include large-scale collaborative projects focused on health (anti-microbial resistance, novel

malaria treatments) and sustainable agriculture in sub-Saharan Africa; and health innovation, through the European Innovation Council. The latter builds on our strong track record in innovation programmes such as the EI Commercialisation Fund and DTIF.

Our national and international research success is grounded in significant regional partnerships. We fully support the seven strategic objectives of the Western Development Plan. All seven reflect research strengths of the university and we have made significant contributions to the operational plans in all these areas. We see our role as the Global University for the region, bringing research excellence to bear on the strategic goals and articulating the global significance of regional innovations.

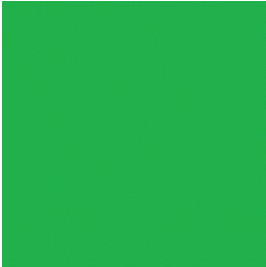| Strategic Priority 3.1 Produce research that is recognised as being excellent, transformative and relevant to societal and economic needs, while training the next generation of researchers.	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words 16pprox..)*
	# of new Research Leadership positions supported by philanthropy	First tranche of 6 philanthropy funded Research Leadership positions filled	Recruitment of 15 Research Leadership positions supported by philanthropy by AY 2020/21	Philanthrophy-funded Research Leadership scheme was paused in 2020-21, due to the development of a new Development Strategy. Philanthrophy-funded research positions included in new strategy for 2022-2027.
	# of applications for high-profile individual research awards	15 applications for high profile research awards annually	Increase in applications for high-profile individual research awards	2020/21: 74 applications submitted - 24 Pathways, 1 Career Fit, 4 FFP, 12 Wellcome, 4 Lister, 7 Royal Society UF, 22 ERC Average for 2018/19 to 2020/21 - 46 applications/annum
	# of ERC proposals submitted	Average of 10/annum ERC proposals submitted over 3 year period 2014-2017*	20/annum	2020/21 - 22 Proposals (15 Starter, 7 Consolidator)

National University of Ireland Galway, Self-Evaluation Report 2022

		*Excludes Proof of Concept and Synergy Awards		Average for 2018/19 to 2020/21 - 18 proposals/annum
	% of research income from non-exchequer sources	Research income from non-exchequer sources has fluctuated between 27% and 31% over the last 4 years	Maintain the contribution to the University's research income from non-exchequer sources at or above 30%	2020/21 - 37% research income from non-exchequer sources Average for 2018/19 to 2020/21 - 32.3%
SP 3.1 Commentary *Max. 1,400-character limit (200 words 17pprox..)*	Attracting research talent through targeted philanthropy-funded research leadership appointments in strategic research areas, and encouraging and supporting proposals for high-profile individual awards are key actions in addressing this priority. Our focus on supporting applications for high-profile awards and the resulting success in schemes such as ERC, Wellcome Career Awards and IRC Laureate is helping to establish research groups led by excellent researchers who are, in turn, training the next generation of researchers. Under H2020 we secured 11 ERC awards (excluding Synergy and PoC) - versus four under FP7. Collectively, these awards have established research teams consisting of approximately 20 Post-Doctoral researchers and 25-30 PhD students. Diversification of research funding sources is also an important focus – allowing us to address the societal and economic research agendas of a broader range of stakeholder groups, including industry, international funders and charities. From a consistent position of 28-30% of income from non-exchequer sources, in AY2020/21 the figure was 37%. Some notable contributors to this increase were significant research funding from DG International Cooperation and Development, Chan Zuckerberg Foundation and a substantial programme of international industry-funded cardiology clinical research.			**Colour rating for this Strategic Priority:** Green
Strategic Priority 3.2	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*

National University of Ireland Galway, Self-Evaluation Report 2022

Page **17** of **32**

Increase the quality, impact and international awareness of our research outputs	% increase in # of peer reviewed publications by academic staff FTE # of peer reviewed publications per academic	1,667 publications or 2.41 publications/ academic FTE in December 2017	Increase by 2% annually the number of peer reviewed publications by academic staff fte 2.56 peer reviewed publications per academic by 2021	Dec 2021: 2484 as at Dec 2021, representing 3.35 per Academic Staff FTE (20/21)
	% increase in proportion of international collaborators % of collaborations which are international	54.4% of NUI Galway publications with international collaborators in 2017/18	Increase by 2% annually our percentage of international collaborators 57.7% of collaborations are international by 2021	International collaborators at 61.4% in Dec 2021, above target.
	% Increase in proportion of publications in the top 25% of journal % of publications in top 25% of journals	56.7% of publications in top 25% of journals in Dec 2017	Increase by 2% annually the proportion of publications in the top 25% of journals 60.2% of publications in top 25% of journals by 2021	58.2% of publications in the top 25% of journals as at Dec 2021.
	Field Weighted Citation Impact score	FWCI baseline for 2017/18 is 1.59; 2013-2017 5-year average FWCI is 1.67	Increase in Field Weighted Citation Impact to 1.70 by 2021	FWCI 1.74 as of Dec 2021
	# of applications for high profile appointments	No baseline	Increase applications for high profile appointments (e.g. SFI Research Professors and Future Leaders, IRC Laureate Awards) via targeted recruitment campaign for research leaders in thematic priority areas, and	Strategic research appointments on track 2020/21: 74 applications submitted - 24 Pathways, 1 Career Fit, 4 FFP, 12 Wellcome,

				4 Lister, 7 Royal Society UF, 22 ERC Average for 2018/19-2020/21 - 46 applications
SP 3.2 Commentary *Max. 1,400-character limit (200 words approx.)*	Generally we have outperformed our targets in terms of the volume of peer reviewed outputs and % of international collaboration. However we are slightly behind our target of % of publications in top journals and Field Weighted Citation Impact has not reached our target. In the University's Strategic Plan 2020-2025, we have set an overall target of 63% for publications in the top 25% journals and plans are underway to achieve this going forward. FWCI on the other hand is not within the direct control of the University, and hence improvements in the underlying volume and quality of our research can take time to translate into actual citations. Also this metric is a non linear metric, which fluctuates depending on the success or otherwise of some highly cited papers in any given year. The overall 5-year trend did show a slight decline to 1.62 over the period 2017-2021 below the starting average of 1.67 over the period 2013-2017, mainly driven by a low FWCI of 1.36 in 2019. However the trend has improved in 2020 (1.59) and 2021 (1.74), indicating our efforts in the underlying quality of our publications are paying off, particularly our success in achieving Horizon 2020 funding over the period.			**Colour rating for this Strategic Priority:** Green

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 *Max. 4,200-character limit (550-600 words approx.)*	NUI Galway contributes to the development of the wider community and equality of opportunity by providing a number of alternative pathways for disadvantaged or under-represented groups to progress to full-time and part-time undergraduate study. These include: Access Programmes delivered in the region through innovative alliances with other educational institutes such as those formed through the West/ North-West Cluster; the Mature Student entry route; the Higher Education Access Route (HEAR); the Disability Access Route to Education (DARE) and the Further Education and Training Pathway. Each of these pathways represents the University's efforts to ensure that higher education is within reach for all members of society. In addition, NUI Galway, through the implementation of the PATH 2 and 3 programmes, the University of Sanctuary initiative and the Traveller Education project are finding new ways to help and develop our community and to enable an increasingly diverse student

body enhance their educational future. We continue to remain committed to diversity and equality of opportunity, to combatting educational disadvantage in our region and beyond, and to ensuring university education is for everyone.

The implementation of the National Plan for Equity of Access to HE is a priority and we continue to be an integral part of the overall reform and landscape changes being progressed as part of the National Strategy for Higher Education to 2030, with considerable work undertaken to further deliver on Goal 4 of this plan, namely: 'to build coherent pathways from further education and to foster other entry routes to higher education'. Collaboration with the further education sector has been of great importance in delivering on this goal and the specifc targets set out in the Compact.

Strategic Priority 4.1 Build on NUI Galway's commitment to support a diverse student body and create a culture of inclusivity, by increasing to 24% the percentage of students from traditionally under-represented groups entering undergraduate study	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value *Max. 210-character limit (30 words approx.)*
	% of new undergraduate entrants from traditionally under-represented groups	21%	24% by 2021	24.7% of new entrants from under-represented groups [total 3.7% increase from original baseline figure of 21% in 2018 and exceeds by 0.7% percentage point above overall target set for 2021]
	# of entry routes for underrepresented students	No baseline	30 students (15 per annum after establishment of the initiative in year 2018/19).	50 participants in 2018/19 who are Travellers/other ethnic minorities/lone parents 42 Participants - 2019/20 54 Participants - 2020/21 36 above overall target set for 2021 [146 total from 2018 -2021]

	# of places available to FE students	number of places for FE students was 62 in 2017/18	190 by the end of AY 2020/21.	228 places available for AY20/21. 38 places above 2020/21 Target 267% increase from baseline figure in 2017/18.
SP 4.1 Commentary *Max. 1,400-character limit (200 words approx.)*	1) The numbers of new entrants for AY 2020/21 which has ensured that we have exceeded the overall target of 24% set down in this compact and the number of students for 2021 include: • (186) HEAR entrants • (188) DARE entrants • (79) Mature entrants • (67) through our pre-tertiary programmes • (153) FE entrants (further education student intake has risen from 43 new entrants in 17/18 to 153 in 20/21). • 103 additional students registered with Disability Support Services in 2021 2) The significant increase in the number of places available for Further Education and Training students continues to be led by NUI Galway's 'Further Education to Higher Education Working Group', which has worked closely with all four Colleges in the University to bring about these changes. This group includes Programme Directors and the Deans from each college, as well as representatives from the Admissions Office, Access Centre and Student Recruitment. Further education and training sector members continue to be represented in this group by colleagues in Galway Technical Institute, as well as members of the Galway and Roscommon Education and Training Board more generally.			**Colour rating for this Strategic Priority:** Green
Strategic Priority 4.2	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*

NUI Galway will improve completion rates for students from disadvantaged cohorts and implement new data initiatives and indicators to drive student success.	Non-completion Rate	11%	Reduced to 9%	Attained our target of 9%
SP 4.2 Commentary *Max. 1,400-character limit (200 words approx.)*	The appointment of the Dean of Students facilitated the commencement of the Student Success Strategy and enabled a 'whole of university' approach. A Student Success Manager coordinates the strands of the Student Success Strategy to support and enhance the transitions, progression and achievement of non-traditional students. NUI Galway's approach here is underpinned by the National Forum's Guiding Framework for Embedding Student Success (the 12 enablers of student success) and Student Success Toolkit, having due regard to local context and priorities. Four working groups were established : • Strategy, policy and evidence • Communication, collaboration, engagement and partnership • Health, wellbeing, inclusivity, transitions and belonging • Teaching, learning and professional development NUI Galway's development of a data warehouse to support student success strategies that underpin improvements in learning, retention and progression rates for students from disadvantaged backgrounds will be strengthened and developed as part of the Student Digital Pathways Programme. The establishment of a Widening Participation Committee, as a pillar of the NUI Galway Equality Diversity and Inclusion Campus Committee, further supports the monitoring of progression data at College and programme level.		**Colour rating for this Strategic Priority:** Green	
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**			

KSO 5 Summary Statement *Max. 4,200-character limit (550-600 words approx.)*	Limitations in this area have been due to resource constraints (staffing and investment in teaching infrastructure), highlighted by review groups developing the new Academic Strategy for 2021-26. Nonetheless, significant work was undertaken during the COVID period and the dramatic pivot to online/hybrid teaching with large scale training and supports provided by the Centre for Excellence in Learning and Teaching and others, leveraging national (National Forum, EDTL) and international partnerships (Coimbra Group, Erasmus+ CUTE project). The University made significant investments in teaching and learning infrastructure and supports during the last 2 years of the Covid emergency, including the appointment of four Learning Technologists for the four Colleges to assist staff in the transition to remote teaching; investment in a wide range of online teaching and learning tools and platforms; and investment in technology infrastructure in classsrooms to facilitate hybrid teaching. A new university-wide Teaching & Learning Committee was established, chaired by the Deputy President and Registrar and the Designing Futures project commenced, taking leadership in aspects of employability and graduate attributes. The need to increase numbers on formal CPD programmes has been recognised, with an additional teaching post allocated in AY21-22.			
Strategic Priority 5.1 Ensure that staff who teach and design our programmes are provided with professional training and development opportunities, to ensure that our research-led teaching continues to generate a creative and stimulating environment, enriches the student experience and	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*
	# of professional development events (other than within programmes) offered and # of attendees at annual conference	No baseline	On-going implementation of Continuous Professional Development Framework for academic staff	Ongoing seminars, workshops, training events, weekly throughout academic year. During COVID, mass scale training for online teaching (eg 300 staff trained in first 2 weeks). Conference suspended during COVID.
	# of academic staff promoted through excellence/ scholarship in teaching and learning routes	No baseline	No specific target set	A new academic promotion scheme (6 monthly), was introduced in February 2020. 2 applicants have been promoted to Personal Professor under the

				Teaching & Learning Track in rounds 1-3
produces graduates of the highest quality (aligned to Vision 2020 objective).	Capacity on existing professional development programmes for staff	No baseline	Expand capacity on existing professional development programmes for staff and routes identified for both early career and established academic staff.	Numbers maintained, no expansion due to resource constraints and a shift in priorities to support remote learning. Additional resourcing now provided in early 2022 (outwith reporting period).
SP 5.1 Commentary *Max. 1,400-character limit (200 words approx.)*	The Covid emergency meant that plans to expand the formal professional development programmes (PgCert/Dip/MA) during this period had to be replaced by a huge increase in targeted training for online teaching and use of technologies including hybrid on-campus teaching. Partnership in a European project using the Digital Competence Framework for Educators, and the IUA's EDTL project augmented this work. Training took place every week, plus in intense workshops online and on-campus, covering technology and pedagogy. The PgCert programme capacity will now increase following additional resourcing in 2022.			**Colour rating for this Strategic Priority:** Green
Strategic Priority 5.2 Review, revise and develop new curricula to ensure that our portfolio of programmes is	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*
	Roll out policy for digital teaching and learning	N/a	Roll out policy for digital teaching and learning	Superseded by response to COVID, with focus on guidelines, practical skills development, etc. -now fully

innovative, responsive to local, national and international demands, attractive to students and relevant to the needs of the modern learner (aligned to Vision 2020 objectives).				incorporated into new Academic Strategy (21-26) and aligned with EU project and EDTL.
	% of Colleges where Graduate Attributes framework has been rolled out	N/a	Graduate Attributes framework embedded in all Colleges and used to inform curricular design, assessment, and course review.	Graduate Attributes adopted across institution. Localised versions for particular professions. Incorporated into Designing Futures, and new Policy for Programme Development.
	% level of engagement with student feedback processes	N/a	Implementation of student feedback policy	Responsibility devolved to Schools. Review currently taking place for reporting and review by Teaching & Learning Committee & Quality Office. Compliance reported by all schools for Cinnte Review (2018/19).
SP 5.2 Commentary *Max. 1,400-character limit (200 words approx.)*	New Strategic Plan, Academic Strategy, and the advent of Designing Futures, all arose during this period, leading to changes in focus and targets, with more specific actions identified. The impact of COVID lockdown and hybrid teaching was dramatic, but also accelerated the development of digital skills, highlighting key aspects of teaching and assessment methods. As a key partner in both EDTL and a European project using DigCompEdu, we exceded initial expectations prior to COVID and have re-designed strategy accordingly. Graduate Attributes and Student Feedback policy were approved and implemented and reported on during Cinnte review 2019.			**Colour rating for this Strategic Priority:** Green

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

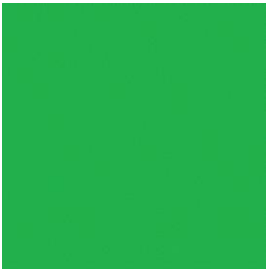| **KSO 6 Summary Statement**

Max. 4,200-character limit (550-600 words approx.) | EDI Governance

The NUI Galway Equality and Diversity Campus Committee (EDICC) was established in November 2016 and meets 4 times annually. The Equality, Diversity and Inclusion Committee of Údarás na hOllscoile (EDIC) was established in Spring 2017 and meets three times annually. There is now a full governance structure and processes for EDI in place in NUI Galway from governing body to school/unit levels. Equality and Diversity (including gender equality) is a standing item on all College and School Executive meetings and on the agendas of Academic Council and Údarás na hOllscoile since AY 2015/16.

Each college has appointed a Vice-Dean for EDI. Vice-Deans work closely with the OVPEDI and sit on the institutional Athena SWAN committee, Consent Framework Implementation Working group, and NUI Galway Equality, Diversity and Inclusion Campus Committee (EDICC), which reports to the University Management Team and Governing Authority.

St. Angela's Incorporation

Following many years of collaboration between NUI Galway and St Angela's College Sligo (STACS) on the incorporation of STACS into the University, as supported by HEA Landscape Funding – during which time considerable progress was made against a range of integration objectives, including systems and services alignment, academic structures, TUPE negotiation, curriculum management, AV upgrades, corporate and legal affairs, etc. – the incorporation project was paused in February 2021 to enable STACS to explore an alternative incorporation into IT Sligo, in the context of the establishment of the new Atlantic Technological University. In Nov 2021, this IT Sligo-STACS incorporation was approved in principle by Minister Harris and both institutions are working to incorporate prior to the formal ATU establishment in April 2022.

NUI Galway is facilitating the handover of all relevant information regarding our integration to date to STACS/IT Sligo, including status updates on the outstanding integration activities. The three institutions have agreed shared principles that will facilitate the transition as smoothly as possible and in a spirit of positive engagement. |

Strategic Priority 6.1	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*

NUI Galway will ensure equality of opportunity for all staff and students, with a particular focus on gender equality, as measured by our implementation of the 2018 Higher Education Gender Equality Task force Action Plan and the 2016 Expert Group Recommendations.	# of Athena Swan Bronze Awards at School Level (Focus on STEM Schools)	NUI Galway achieved the Athena SWAN Bronze award in April 2018. College of Engineering and Informatics applied for Athena Swan departmental award in April 2017; The School of Medicine applied for and achieved departmental accreditation in April 2018	Embed Athena Swan Principles in the culture of the University, with all 8 STEMM Schools making Bronze applications by end of AY 2020/21.	Institutional Bronze award renewed in 2021 under the expanded Charter. 8 Schools have attained bronze awards. The School of Engineering will submit for Silver in April 22.
	% of women at Senior Lecturers grades	40% of Senior Lecturers female	45% by end of AY 2020/2021	Achieved 47% women at Senior Lecturer grade by end AY 2022/21
	% of women at Professoriate grades	16% of Professoriate female	20-25% by end of AY 2020/21	Achieved 28% women at Personal Professor grade and overall increase to 24% in combined Professoriate by end AY 2022/21
	% of committees comprised of min. 40% men and women	• 51% of committees comprised of min. 40% men and women	100% of working groups and decision-making committees to have minimum membership of 40% women and men.	Annual audit of gender balance on committees conducted by OVPEDI. AY 2020/21 - 46% of all committees (n = 134) comprised min. 40% men and women. Derrogations agreed as appropriate.

	% of committees/working groups chaired by women	49% of committees/working groups chaired by women	50% of the Chairs of all influential committees and working groups should be women by the end of 2018	Consistently exceeds 40% female Chairs year on year with fluctuation between 42% - 49% - however natural turn-over of membership and chairs can make this difficult to control precisely.
	# of new institutional governance structures overseeing equality, diversity and inclusion in place	Equality, Diversity, and Inclusion Campus Committee was established in 2016

Equality, Diversity, and Inclusion Committee of Údarás na hOllscoile established in May 2017 | By end of AY 2020/21, we will have completed the process of establishing equivalent structures for unit, support services, school and college levels. | Institutional EDI structures are firmly established in the University as described in summary statement for KSO 6. |
	% Executive teams trained and # of participants in Unconscious Bias and Equality, Diversity and Inclusion training	No baseline	100% executive teams trained and a total of 1,000 staff trained by end of AY 2020/21	> 1,000 staff trained in Unconscious Bias by end AY 2020/21 including members of executive teams.
	Gender proofing of selection and promotions procedures	No baseline	Gender proofing of selection and promotions procedures by end of AY 2020/21‑	New academic promotions scheme (2019) externally reviewed by external expert from Oxford Brooks School of Law and Centre for Diversity Policy Research and Practice.
	% staff participating in Mentorship and Leadership Schemes to increase diversity	No baseline	20% of Lecturers Above the Bar and 25% of Senior Lecturers to have participated in a	Formal mentoring scheme launched in Nov 2021. Previously ad hoc approach.

and inclusion in the leadership pipeline		mentorship or Leadership programme by the end of AY 2020/21.	Pilot for Preparing for Academic Advancement Scheme in 2021.
% staff participation in Career Development Pathway Programme for Professional Service staff	No baseline	15% of professional staff have participated in a professional development/training opportunity by end of AY 2020/21.	Career Development Pathway Programme replaced by LIFT - online leadership development programme. Uptake: 55 Facilitators, 200 participant, 40 Round Table Groups. >40% staff engagement with LinkedIn Learning.
# of women participating on Aurora Leadership programme	No baseline	Total 100 women to participate in this leadership development programme.	109 women have completed Aurora by end AY 2020/21. A further 19 commenced the programme in November 2021 and will complete by the end of AY2021/22.

SP 6.1 Commentary *Max. 1,400-character limit (200 words approx.)*	We have established processes, practices and mechanisms to ensure frequent monitoring and awareness of gender in our key decision-making processes including Equality Impact Assessment (EIA) of all new and revised policies, recruitment monitoring and complete reform of academic promotions processes. The impact of this is visible in the gender composition of senior academics, management teams and leadership roles. The gender profile of committee membership is audited and reported annually to UMT, Academic Council, EDICC and Governing Authority. WRT target for 100% gender balance on working groups and decision making committees, derrogations have been agreed with several Colleges/Schools (CMNHS, SoE, and SCS) where women/men are under-represented to address the issue of 'committee overload'. Targets have been agreed to ensure the gender balance of committees at least reflects the gender profile within the school.	**Colour rating for this Strategic Priority:** Green

| | By necessity opportunities for career and leadership development pivoted online during Covid-19 i.e. LIFT and LinkedIn Learning. New and additional collaborative programmes inc. Preparing for Academic Advancement were offered and supported 8 academic women from NUI Galway in 2021. A further 10 (all categories) are participating on sector Vista Mid Career Development programme. | | | |

Strategic Priority 6.2 NUI Galway will deliver consistent improvement in governance, leadership and operational excellence with regard to institutional governance and compliance with financial reporting regulations and will respond to the System objective of institutional consolidation by integrating St Angela's College, Sligo into NUI Galway.	**Key Performance Indicators**	**Pre-compact Baseline 2018**	**Overall Target 2018-2021**	**August 2021 KPI Value** *Max. 210-character limit (30 words approx.)*
	Financial Governance targets	Annual funding statements required by the HEA were prioritised over C&AG audited GAAP AFS. This process was reversed, and the timelines shortened to comply with the directives from PAC.	Timely submission of annual financial statements	Y/e 30/09 Submitted C&AG 2021 03/12/2021 2020 29/01/2021 2019 19/12/2019 2018 21/12/2018
	General Governance Targets	N/a	Timely submission of Annual Statement on Governance and Internal Control to HEA	Annual Governance Statement and Statement on System of Control submitted to HEA in line with HEA deadlines for all 3 years of the Compact.
	St Angela's Incorporation: Framework Services Agreement, and incorporation of St. Angela's College Sligo	Framework Services Agreement has been signed with St. Angela's College Sligo.	Framework Services Agreement, and ultimately the incorporation of St. Angela's College Sligo, leading to and delivering a sustainable campus and operational base in line with sector norms.	Framework Services Agreement complete; Incorporation incomplete. NUI Galway-STACS incorporation project now paused to pursue IT Sligo-STACS incorporation agreed in

	Student and staff integration	N/a	Students and staff of St Angela's College integrated as full NUI Galway students and staff by 2020/21.	STACS students accredited by NUIG, STACS students & staff integrated into NUIG email & library services, TUPE process well advanced; Full incorporation paused to pursue IT Sligo-STACS incorporation. See below.
				principle by Minister FHERIS. See note below.
	Alignment of Academic Administration	N/a	Statement of Work to review and align Academic Administration across both institutions	All STACS modules integrated into NUI Galway curriculum management system (Akari) awaiting legal incorporation, which was paused in Feb 21 to pursue IT Sligo-STACS incorporation. See below.
	Integration of School research strategies	N/a	Heads of School to incorporate into School research strategies, plans for the development of a research culture and research activity in Sligo, including recruitment of research active staff	Joint research strategies well advanced awaiting legal incorporation, which was paused in Feb 21 to pursue IT Sligo-STACS incorporation. See below.
	AV & VC facilities	N/a	Improved AV & VC facilities at 5 locations on each campus to allow for shared teaching and joint delivery across both schools on both campuses	Complete.

National University of Ireland Galway, Self-Evaluation Report 2022

| SP 6.2 Commentary

Max. 1,400-character limit (200 words approx.) | In Feb 2021, the NUI Galway-STACS incorporation project was paused to enable STACS to explore an alternative incorporation into IT Sligo, in the context of the establishment of the new Atlantic Technological University. In Nov 2021, this IT Sligo-STACS incorporation was approved in principle by Minister Harris and both institutions are working to incorporate prior to the formal ATU establishment in April 2022.

NUI Galway is facilitating the handover of all relevant information regarding our integration to-date to STACS/IT Sligo, including status updates on the outstanding integration activities. Institutions have agreed shared principles that will facilitate a smooth transition, in a spirit of positive engagement and collaboration.

In 2021, Mazars & BDO reviewed all HEA Landscape funding between 2017-19, including the NUI Galway-STACS incorporation project. The report concluded that Project Management of the NUI Galway-STACS incorporation was appropriate to the scale of the project and, in relation to its Financial Management, there were no specific financial management control issues identified.

The NUI Galway-STACS incorporation project dates back to 2014, with the signing of an MOU by both institutions. As we transition towards the IT Sligo-STACS incorporation, we acknowledge the significant work and progress made by many people in Galway and Sligo over seven years. | **Colour rating for this Strategic Priority:** Amber |
|---|---|---|

Section D: Signature

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

Name of signatory	Prof. Ciarán Ó hÓgartaigh
Title	President
Signature	
Date	11 April 2022