



# Mission-based Performance Compact

*between*

**NUI Galway**

*and*

**The Higher Education Authority**

**February 2014**

This Compact is an agreement between the Higher Education Authority and NUI Galway and is the outcome of a process of strategic dialogue between the two bodies.

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

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

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

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

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

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

## The principles of State funding support

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

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

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# 1. Establishment of the Compact

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The Higher Education Authority and NUI Galway agree that:

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

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

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

## 2. Performance Funding Framework

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

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

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

As a condition of Performance Funding, in accordance with this agreement, NUI Galway must:

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

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

## 3 Mission and Strategy Statement

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

NUI Galway and the Higher Education Authority recognise that NUI Galway is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

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

### *Learning and Leadership for Life and Work*

NUI Galway has undergone a period of intensive growth, in terms of student numbers, and rapid acceleration in our research performance, over the last decade. The University's strategy has been to develop internationally significant research expertise in a select number of priority areas, based on national and international priorities, as well as regional needs.

NUI Galway's approach is shaped by an overarching objective to be firmly embedded within the top rank of research universities in our selected areas of expertise. Having made substantial progress in this regard, the University's strategy for the coming years is to build upon and enhance our performance and reputation, in teaching and research, at a national and international level.

NUI Galway is committed to delivering relevant programmes, with unique experiential learning opportunities, in order to produce graduates with the skillset required to meet the challenges of a changing economic, social and cultural environment.

NUI Galway's mission is realised under the following headings:

- a) Research
- b) Teaching and Learning
- c) Regional Engagement
- d) An Ghaeilge
- e) International Orientation.

#### **a) Research**

The overarching objective of the University's research strategy is to be firmly embedded within the top rank of research universities in selected prioritised areas.

The University has identified and prioritised five areas as follows:

- Biomedical Engineering Science, with a particular emphasis on medical technologies
- Informatics, Physical and Computational Sciences, with a particular emphasis on next generation web systems, medical informatics, and optoelectronics

- Environment, Marine and Energy, with a particular emphasis on bio-fuels, bio-energy, environmental change and sustainability
- Applied Social Sciences and Public Policy, with a particular emphasis on business innovation, and on influencing policy and service interventions
- Humanities in Context, including digital humanities and the creative arts sector.

#### **b) Teaching and Learning**

NUI Galway's teaching programmes are aligned with the social, cultural, economic and labour market requirements of its region and the country. The University is committed to research-led teaching and encourages the inculcation of a spirit of enquiry and a commitment to scholarship and excellence in its students.

A particularly distinctive feature of teaching at NUI Galway is the opportunity for experiential learning and personal development provided through service learning and volunteering, by means of the University's Community Knowledge Initiative and ALIVE (A Learning Initiative and Volunteering Experience) programmes.

The University is committed to further develop its already significant provision of out-reach and part-time programmes, through Irish and English, and its suite of blended learning/online learning and off-campus programmes.

Research education has expanded significantly in recent years and has a particular emphasis on and alignment with the priority research themes of the University. The University seeks to attract high-calibre research students in its priority research areas and to provide students with high-quality training in research and transferable skills. There is significant collaboration in PhD education, nationally and internationally.

#### **c) Regional Engagement**

Galway is a city with a rich cultural tradition and NUI Galway has distinct programmes with a focus on the creative arts, including digital humanities, creative writing, and drama and theatre studies. Strategic partnerships have been developed with major cultural organisations.

The University's research priorities in biomedical engineering science, ICT and marine environment and energy are strengthened by close and continuing interactions with the regional industrial and business base. Galway is a major hub for the medical devices and ICT industry sectors.

The University's comprehensive volunteering programme, in which over 2,000 students participate, is built on partnerships with over 100 community organisations and NGOs in the region.

#### **d) An Ghaeilge**

The University has a strategic commitment to the provision of University education through Irish and responds, in an effective and realistic way, to the totality of the needs, educational, economic, developmental and cultural, of the Irish-speaking community.

#### **e) International Orientation**

Internationalisation is a key priority for NUI Galway over the next five years. International students comprise 15% of the student body and NUI Galway currently has the highest

number of international students of the Irish universities. The University's international strategy aims to build on the University's reputation as Ireland's most vibrant international university, diversifying into new markets in the coming years.

NUI Galway's approach to internationalisation extends beyond student recruitment to include international partnerships, internationalisation of the campus and the curriculum. The University has a strong international orientation derived from a wide range of overseas partnerships and a well-established community of globally-connected faculty. International faculty make up 35% of the University's staff, placing NUI Galway in the top 100 universities in the world on this measure.

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#### **University's Capital Programme**

The University's Capital Programme is at an advanced stage with three major buildings: Arts, Humanities, Social Sciences (AHSS) Research Building, BioSciences Research Building and School of Psychology Building having been recently completed. Construction of the Translational Research Building (NUI Galway) and Clinical Research Building (HRB/HSE) has recently commenced, while the preparatory work for the Human Biology Building has been completed.

Construction of the buildings and transfer of students, staff, equipment and other facilities to them will absorb much effort on the part of University staff over the next several years. These buildings, and optimisation of their use, will contribute significantly to the University's capacity to deliver at an enhanced level on areas of the Performance Compact, including, in particular, 'Excellent Teaching and Learning and Quality of the Student Experience' and 'High Quality, Internationally Competitive Research and Innovation.'

#### **Performance Management and Development System**

An enhanced level of Performance Management and Development will be implemented across all aspects of the University's operations in 2013/14.

Roll-out will involve significant commitment from senior and middle managers.

Significant benefits will accrue through the alignment of the efforts and outputs of individual staff members with the University's strategic priorities, the operational plans of Colleges, Schools and Units and the Performance Compact.

### **3.1 Changes to the mission and strategy statement**

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

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



NUI Galway's mission and strategy statement was approved by Údarás na hOllscoile (Governing Authority) for Strategic Plan 2009–2014. (<http://www.nuigalway.ie/president/reports.html>)

NUI Galway is currently engaging in a process to develop a new Strategic Plan. It is understood that any significant changes will be the subject of strategic dialogue with the HEA and may result in a change to the Compact.

Ultimately, the aim is to align the period covered by the University's Strategic Plan with that of the Strategic Dialogue, with revisions to either one being incorporated in the other.

The 2016/17 profile is relatively conservative, based on the experience of the past two years where reduced State funding and the overall economic situation has negatively impacted on demand for certain undergraduate and postgraduate taught and research programmes. We will continue to maximise student numbers in so far as demand allows, with due recognition of the need to preserve quality.

## 4. Current and Planned Profile

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The following pages contain:

- NUI Galway's current profile 2010/11 (as supplied by the HEA); and
- NUI Galway's planned profile 2016/17 ([completed](#)).

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

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

## 5. Development Plans and Objectives

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### 5.1 Regional clusters

#### Strategy summary

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

This should set out:

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

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

#### Regional clusters: strategy summary

Outlined below are the principles that will underlie the creation of a cluster of higher education institutions in the West/North-West region. Member institutions of the cluster will consist of NUI Galway, GMIT, IT Sligo and LYIT.

This set of 12 principles has been agreed by the Presidents of the four institutions.

1. The West / North-West Region is characterised by a mix of dispersed rural and urban communities. There are a number of important urban areas each with significant rural hinterlands which dominate the region. Many of these host third-level institutions, each of which seeks to respond to the needs of its hinterland. The creation of an effective cluster among these institutions will maintain a strong local leadership in each institution, a leadership which has the capacity to interact with and respond to local needs while facilitating cooperation to deliver efficiencies in the delivery of academic programmes.
2. The cluster will be designed and operated in a manner which responds to the needs of students in terms of their aspirations for higher education including their legitimate expectations in terms of career possibilities, and personal and professional development. The configuration, structure and rules of engagement of the cluster will, of course, be influenced by the needs and expectations of institutions, but the student need must be the paramount consideration. The cluster will, in its programme provision, be cognisant of the economic, social and cultural needs of the region.
3. Recognising that the pattern of enrolment in the Irish third level sector is very highly regionalised, with the majority of students attending their local third-level institution, it is important that the cluster provides as full a range of programmes as is consistent with efficiency and economy of provision.
4. The cluster will offer the full range of programmes across Levels 6 to 10 on the National Framework of Qualifications (NFQ).

5. The cluster will be comprised of autonomous, distinctive institutions, each with a different profile as regards:
  - The levels on the NFQ at which the majority of its programmes are offered
  - The mix of disciplines and sub-disciplines and the associated level of specialisation
  - The student profile in terms of Levels 6 to 10 on the NFQ and type of student (traditional and non-traditional, part-time and full-time etc.)
  - The level of research and innovation intensity and specialisation
  - Engagement and outreach activities
6. The mix of distinctive institutions within the cluster facilitates cooperation between the institutions to deliver a more comprehensive range of programmes of teaching and research. This will be achieved using modern pedagogical methods (online and blended learning, shared access to lectures and seminars via video conferencing, etc.), the exchange of students between institutions or internal to the cluster, 'Junior Year Abroad' or 'Junior Semester Abroad' style exchanges, and through shared research programmes and student pathways.
7. The Institute of Technology members of the cluster will mainly provide taught programmes at Levels 6, 7, 8 and 9 with research provision in cooperation with NUI Galway at Levels 9 and 10 in specific areas. NUI Galway will provide programmes at Levels 8, 9 and 10 with limited and ultimately shared provision at Levels 6 and 7 (outreach/lifelong learning programmes).
8. Research degrees at Levels 9 and 10 (Masters degrees by research and PhD programmes) to be awarded by: NUI Galway; IOTs with delegated authority /QQI approval; and as joint/dual degrees between NUI Galway (or other HEIs outside the region) and the relevant institute of technology.
9. Students within institutes of technology interested in pursuing research degrees will work with appropriate research programmes in NUI Galway in the first instance and with other HEIs. In the case of NUI Galway, the IOT staff involved will become adjunct staff of the University and will act as equal research supervisors and members of PhD committees, including examination committees and boards. Successful students will be awarded joint degrees. The thinking underlying this approach is that the quality of research graduates (as indeed all graduates) emerging from the region is important in a knowledge-based economy and the facilities, including library resources, structured PhD programmes etc. available in and through NUI Galway, will be available to all research students in the region. The institutions in the cluster will cooperate on research programmes.
10. The cluster of distinctive institutions will:
  - Cooperate to continually analyse, document and respond to the needs of all stakeholders in its region;
  - Seek economy and efficiency in the provision of programmes of teaching and research which meet the needs of the various stakeholders in the region through joint planning of a suite of programmes which will meet the needs of its student cohort;
  - Seek to share staff and facilities where appropriate;
  - Develop systems to facilitate student mobility;
  - Cooperate in the provision of programmes to facilitate access by non-traditional and

part-time students;

- Cooperate in the development of systems to support teaching and learning, including the provision of on-line and blended learning programmes;
- Cooperate in technology transfer and intellectual property protection;
- Cooperate in the marketing of its programmes to potential international students;
- Seek out and develop systems to support joint procurement and shared services including, in particular, back-office services.

**11.** A priority objective for the cluster in 2013/14 will be to review all programme provision. As a first step, a detailed analysis of programmes of each institution will be undertaken to create a mapping of programme provision and student pathways across the HEIs in the cluster.

**12.** Governance arrangements for the cluster will be discussed and agreed with the HEA.

#### ***The NUI Galway–University of Limerick Strategic Alliance***

The NUI Galway–University of Limerick Strategic Alliance is an institution-wide partnership established in 2010, covering all of the key areas of activity including teaching, research, technology transfer, lifelong learning and the provision of services. The objective of the Alliance is to enhance support for the social and economic development of our wider region by combining the strengths of the two universities so as to increase the quantity and quality of our collaborative research and teaching, to develop further industrial, business and other partnerships, to ensure the most effective use of our combined resources, and to reinforce the international standing of both universities.

The NUI Galway–University of Limerick Strategic Alliance aims to drive scientific and economic progress with a specific focus on industry partnerships and research in the areas of Biomedicine, Energy, ICT and Civic Engagement.

A broad vision for the Strategic Alliance (2010-2020), has been adopted by the University of Limerick and NUI Galway, encompassing:

- A marked increase in national and international profile for both universities and a resulting improvement in economic competitiveness for the wider region in an increasingly globalised economy.
- The clear development of critical mass and the resulting ability to present a single face to industry and other external stakeholders, particularly in the areas of research and knowledge transfer.
- Efficient, intelligent and creative use of shared, merged and/or joint resources and services.

Providing a leading contribution to the re-shaping of the higher education landscape in Ireland in the light of the *National Strategy for Higher Education to 2030*.

## Regional clusters: Institution objectives and performance indicators

### Note:

Objectives 1 – 3 relate to the West / North-West Regional Cluster. While progress has been made, as indicated by the agreement on the 12 principles outlined earlier, achievement of these objectives is ultimately dependent on clarity from the HEA on the respective missions of the individual cluster members.

1.	Institution objective	To establish a Regional Cluster of the HEIs in the West / North-West region (NUI Galway, GMIT, IT Sligo, Letterkenny IT), with appropriate governance structures. It is also envisaged that a liaison will be established with the Mid-West cluster
	Performance indicator	The establishment of a functioning cluster
	Baseline	Factual list of current formal collaborations in the region of the individual institutions
	Interim target, end 2014	<ul style="list-style-type: none"> <li>• Cluster defined as the West / North-West region in the first instance.</li> <li>• Governance agreed</li> <li>• Engage with other HEIs in the cluster to agree cluster objectives</li> <li>• Engagement with FE sector / ETBs</li> </ul>
	Interim target, end 2015	<ul style="list-style-type: none"> <li>• Functioning cluster</li> <li>• Achievement of short-term cluster objectives</li> </ul>
	Final target, end 2016	<ul style="list-style-type: none"> <li>▪ Review of cluster objectives and performance</li> <li>▪ Achievement of medium-term cluster objectives</li> </ul>

2.	Institution objective	Coordinated academic planning
	Performance indicator	A coordinated academic plan
	Baseline	Individual portfolio of programmes for each HEI in the cluster
	Interim target, end 2014	<ul style="list-style-type: none"> <li>• Mapping of programmes in the cluster; <ul style="list-style-type: none"> <li>• Full-time</li> <li>• Lifelong learning</li> </ul> </li> <li>• Mapping of research activity</li> <li>• Mapping of civic engagement initiatives</li> </ul>
	Interim target, end 2015	Mapping of access, transfer and progression (ATP) opportunities
	Final target, end 2016	Ensuring a diverse range of programmes across the region, responding to the needs of the region

3.	Institution objective	Develop regional learning pathways with partner institutes and further education institutions to provide clearly-articulated progression opportunities among HEIs within the region
	Performance indicator	Review of access, transfer and progression policies and practices across cluster institutions completed; New entry routes for non- traditional students to full-time and part-time programmes developed; A joint policy among partner HEIs on the Recognition of Prior Learning for direct entry, module exemption and credit accumulation completed
	Baseline	Institutional transfer policies and FETAC entry routes
	Interim target, end 2014	Development of a matrix of course provision at undergraduate and postgraduate level across partner institutes; Review of existing transfer, access and progression policies; Formal scheme for progression among partner institutes devised and common access and transfer policies developed; Regional targets for number of transfer places across institutes agreed
	Interim target, end 2015	Transfer system agreed
	Final target, end 2016	Transfer system in place

4.	Institution objective	Broadening access to and offering greater flexibility in the delivery of programmes
	Performance indicator	Joint academic planning between UL and NUI Galway in relation to co-delivered taught undergraduate and postgraduate programmes
	Baseline	2 x Joint MSc programmes currently offered 8 <i>Link to Learn</i> modules shared across both campuses
	Interim target, end 2014	≥ 12 <i>Link to Learn</i> joint modules at UG level Taught postgraduate programme mapping exercise and accompanying report/recommendations around co-delivered modules and joint programme
	Interim target, end 2015	≥ 15 shared/co-delivered modules available from May 2015/16 onwards 4 x joint postgraduate programmes offered Alignment of CPD offerings and transition to joint awards for 5 CPD programmes
	Final target, end 2016	4 joint PG programmes in total offered through UL-NUI Galway Alliance

5.	Institution objective	Engaging in strong collaboration and knowledge exchange with strategic partners and contributing to social and economic development through the rapid translation of research
	Performance indicator	Shared Technology Transfer Support Services
	Baseline	Single face to Industry Technology Transfer web portal for NUI Galway/UL alliance
	Interim target, end 2014	Single face to enterprise in areas of research and technology transfer (UL/NUI Galway alliance)
	Interim target, end 2015	<u>Shared Services Action</u> Single face to enterprise in areas of research and technology transfer (UL/NUI Galway alliance)
	Final target, end 2016	Shared services action (as above)



## 5.2 Participation, equal access and lifelong learning

### Strategy summary

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

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

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

#### Participation, equal access and lifelong learning: strategy summary

NUI Galway's policy on equality of access and lifelong learning is embedded in its current Strategic Plan which aims to provide a holistic, educational and cultural experience to a diverse student body. It recognises the right of access for all individuals to tertiary education and aims to expand educational pathways for non-traditional students. In its preparation for a new Strategic Plan, NUI Galway is committed to further embedding equality, inclusion and diversity as a fundamental principle in its future strategic and operational plans. It continues to provide and further develop a range of diverse access and lifelong learning opportunities to individuals, communities and regions, irrespective of age, gender, experience, social or ethnic background, or geographical location.

Central to the success of the University's equal access plan is the role that our education, industry and community partners play in orientating students to the educational and employment opportunities offered by higher education and fundamentally to the development of our region. Our Strategic Plan aims to strengthen existing partnerships and to foster new strategic alliances with regional education providers and industry groups who have a shared vision of supporting individuals for the economic, social, educational and cultural development of the region.

In translating these broad aims into actions at University level, there are a number of units whose work has a particular focus on the area of equal access and lifelong learning. Under recent restructuring within the University, the *Access Office* and the *Mature Students Office* have merged and will now work under the Student Services Centre which also incorporates the *Disability Support Service*. Working in tandem, these units offer support to socio-economic disadvantaged students and mature students, while the Disability Support Service provides an equitable learning environment that will enable all students to become independent learners and highly- skilled graduates.

The *Centre for Lifelong Learning* promotes and supports the personal and professional development of individuals by providing a range of flexible-learning programmes across L7 to L9. Liaising with community and industry groups, it aims to support the current and future training needs of the region. The Centre, in conjunction with the University's Colleges and Schools and the Centre for Excellence in Learning and Teaching, provide courses on a classroom and blended learning basis, on the University campus and in outreach locations – towards ensuring equality of access to a wide population base.

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

1	Institution objective	Broaden the range and scope of flexible, part-time programmes in diverse disciplines in response to regional development needs and labour market initiatives.
	Performance indicator	Existing outreach and part-time programmes developed; New flexible, modular learning programmes developed; Increased number of part-time students on flexible learning programmes; Increased number of students on continuing professional development programmes
	Baseline	2,746 – part-time students (on 108 programmes)
	Interim target, end 2014	2,825
	Interim target, end 2015	2,900
	Final target, end 2016	3,000

2	Institution objective	Maximise the University's competitive market position in the development and delivery of technology-enhanced education.
	Performance indicator	Increased profile of the University's expertise in e-learning both nationally and internationally; Enhancement of the University's competitive market position with an emphasis on online programme provision in areas of research strengths, including interdisciplinary programmes and massive online open courses (MOOCs); Expansion and enhancement of the University's online and blended learning programme provision; Further development of the skills of academic and academic support staff in the design and development of e-learning programmes; Increased enrolments on online learning programmes;
	Baseline	7.2% online and blended enrolments (82 programmes)
	Interim target, end 2014	7.5% online and blended enrolments
	Interim target, end 2015	7.8% online and blended enrolments
	Final target, end 2016	8% online and blended enrolments

3	Institution objective	Maintain outreach programmes to access target group SED and mature students
	Performance indicator	Continuation of the existing work where the University develops outreach to the community
	Baseline	3 outreach centres: <ul style="list-style-type: none"> <li>• Ballinasloe</li> <li>• Connemara</li> <li>• Sligo: St Angela's College</li> </ul>
	Interim target, end 2014	3 outreach centres
	Interim target, end 2015	3 outreach centres
	Final target, end 2016	3 outreach centres

4	Institution objective	Provide developmental programmes targeting disadvantaged and excluded students in DEIS primary and second-level schools
	Performance indicator	Number of schools and students participating
	Baseline	21 schools and 1200 participants
	Interim target, end 2014	22 schools and 1250 participants
	Interim target, end 2015	23 schools and 1300 participants
	Final target, end 2016	23 schools and 1300 participants
5	Institution objective	Enhance impact of widening participation activities by aligning Disability Support Services and Access Office
	Performance indicator	Establish widening participation advisory group; Develop joint widening participation action plan; Create combined communication strategy; Identification and training of widening participation advisors
	Baseline	Access Office integrated into existing Student Services, December 2012
	Interim target, end 2014	Establish widening participation advisory group. Widening participation action plan informed by National Access Plan to be launched, November 2013
	Interim target, end 2015	Trained widening participation advisor in some Schools who will provide other academic staff and students in that School with appropriate advice
	Final target, end 2016	Widening participation advisers in each School. Increased awareness by students of supports available to them.

6	Institution objective	Broaden reporting practices to better capture access, retention and completion of students with disabilities
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Performance indicator	Review application processes to ensure they include option to disclose; Create reporting template;
Baseline	Tracking of students who register with Disability Support Service
Interim target, end 2014	Tracking access, retention and completion (2012-2014) of students who disclose disabilities (CAO, PAC, Foundation Course, HEAR, DARE, lifelong learning and international students)
Interim target, end 2015	Tracking access, retention and completion of students who disclose disabilities (CAO, PAC HEAR, DARE, lifelong learning and international students)
Final target, end 2016	3 year Report on access, retention and completion of students who disclose disabilities (CAO, PAC HEAR, DARE, lifelong learning and international students)

### 5.3 Excellent teaching and learning and quality of the student experience

#### Strategy summary

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

This should set out:

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

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

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

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

The University is committed to research-led teaching and encourages the inculcation of a spirit of enquiry and a commitment to scholarship and excellence in its students. Its portfolio of programmes is aligned with the social, cultural, economic and labour market requirements of its region and the country.

The University's vision for teaching and learning is encapsulated in its Learning, Teaching and Assessment (LTA) Strategy (see [Appendix 3](#)), which is updated every three years and contains a number of specific, measurable actions. The University seeks to provide an institutional culture which recognises a balance of commitments to teaching, research and the needs of wider society. The LTA Strategy outlines means by which we can work to achieve greater levels of student engagement and teaching excellence through curricular review and reform, innovation in teaching and assessment, effective use of technologies and the recognition and support of teachers and learners.

The LTA Strategy acts as a means of articulation between the overall institutional Strategic Plan, the national policy context, emerging international best practices, and the operational plans and activities of the constituent Schools and Colleges. Progress on delivery of the specific actions is reviewed periodically by the Academic Management Team and is facilitated by the Vice-Deans for Teaching and Learning in each College and through the work of the University-wide LTA Committee.

The sections of the LTA Strategy identify priority areas as indicated in the table below:

Staff Training and Development	Bologna, ECTS and NFQ	Learning Outcomes	Approaches to Teaching and Learning
Assessment	Student Engagement and the First Year Experience	Feedback, Evaluation and Review	Research-Teaching Linkages
Civic Engagement	Postgraduate Research Programmes	Institutional Partnerships, Sectoral Initiatives and Internationalisation	

The training and development of academic staff and others involved in the delivery of teaching and the support of student learning (e.g., graduate teaching assistants, part-time tutors) is of central importance, particularly in quality enhancement. This is achieved through the provision of workshops, seminars, conferences and online training materials offered by the University's Centre for Excellence in Learning and Teaching (CELT). NUI Galway has a framework for professional, postgraduate qualifications in teaching, learning and wider academic practice built around a portfolio of modules and credit accumulation to achieve awards at Postgraduate Certificate, Postgraduate Diploma and MA levels. The programmes are aimed at staff with long-standing experience as well as newly-appointed lecturers and University Teaching Fellows. Excellent teaching is also recognised annually via the President's Awards and nominations come via students or, occasionally, colleagues. Recent reform of the criteria for promotion to senior lecturer has embedded a number of key measures of teaching effectiveness, including an independent student evaluation, and recognition of professional qualifications.

The ongoing project to simplify academic administrative processes and structures provides a basis for more extensive reform and renewal of the portfolio of course offerings and the design of degrees and progression pathways that better align with the institutional mission, regional collaboration and national policy. Colleges and Schools will continue to review and reform their programmes with a view to increasing flexibility of delivery, a focus on identified 'graduate attributes' and reflecting the needs of graduates, employers and wider society. There has been recent success in recruitment to STEM subjects, which align well with a number of the institution's research priority themes. Offerings in these areas will continue to be refreshed and shaped to meet areas of key priority and demand. A similar approach to improve the coherence between research domains, programme offerings and approaches to teaching will extend across the university.

Work on identifying appropriate graduate attributes has commenced, building on a review of international practice and input from employer and graduate surveys. The articulation of a set of attributes will benefit students by clearly setting expectations, drawing attention to employability and career development issues, and ensuring that students are adequately prepared for professional life beyond graduation. Central to this initiative is the establishment of frameworks and processes by which students can demonstrate their attainment of such attributes and the extent to which it is captured in certification or transcripts.

The broader student experience is also vital in setting the climate within which learning takes place and, to this end, there has been recent realignment of the supports and student services to underpin the overall academic mission of the institution. The cultural and societal context of learning at NUI Galway is also reflected in our strong institutional commitment to civic engagement through student volunteering, service (or community-based) learning and local and regional partnerships.

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

1.	Institution Objective:	Update and maintain the currency of the institution-wide Learning, Teaching and Assessment Strategy; incorporating identified national, regional and institutional priority areas and targets emerging from the current policy context.
	Performance Indicator:	LTA Strategy approved and in place.
	Baseline	Current LTA Strategy (2012-2014)
	Target	Appropriate percentage of action items achieved, commensurate with the time period of the LTA Strategy Revised Strategy in place for period 2015-2017

2.	Institution Objective:	Develop and approve a set of desired graduate attributes, which will provide a profile of a NUI Galway graduate that reflects the broad institutional ethos, a focus on responsible citizenship, employability and the appropriate specificities of their chosen academic discipline.
	Performance Indicator:	Availability of graduate attributes documentation Implementation in all colleges and effective mapping to (or complementarity with) programme level outcomes and accreditation requirements.
	Baseline	Draft document circulated
	Interim Target, end 2014	Attributes statements approved by colleges
	Interim Target, end 2015	Establish support structures and roll-out to students
	Final Target, end 2016	Full implementation, monitoring and evaluation report

3.	Institution Objective:	Embed a culture of excellence in teaching and the nurturing of student learning
	Performance Indicator:	Number completed of the PgCert in Teaching and Learning. Recognition and reward of high-quality teaching and commitment to learning innovation through Annual Teaching Awards Scheme and promotions (Lecturer/Senior Lecturer/Professor). Number completed of Graduate Teaching Assistants (GTA).

	Baseline	Annual completion of PgCert = 28 (2010/2011)
	Interim Target, end 2014	30 PgCert completions, 50 GTA per annum
	Interim Target, end 2015	30 PgCert completions, 50 GTA per annum
	Final Target, end 2016	30 PgCert completions, 50 GTA per annum

4.	Institution Objective:	Review and reform curricular structures and offerings across a number of Schools and Colleges to ensure programmes are aligned with institutional mission, the attainment of key graduate attributes, strategic priority areas and research themes, the needs of employers and wider society.
	Performance Indicator:	New/revised programme structures and offerings in place. Actions based on the results of the Irish Survey of Student Engagement (ISSE) on a College basis
	Baseline	Ongoing completion of the Simplification of academic administration and systems. Initial review of programmes in Arts, Science, Business and Engineering
	Interim Target, end 2014	Detailed proposal for the reform of the BA programme and draft proposals for consideration in the other Colleges. Analysis of ISSE on a College basis
	Interim Target, end 2015	Roll-out of structures and processes for the reformed BA and associated pathways. Selected reform of programmes in other Schools /Colleges as identified by institutional Strategic Plan with identified targets and action plans. Use of ISSE with programme student feedback to inform curricular review
	Final Target, end 2016	Recruitment of first cohort on revised BA programmes. Timeline for review and reform of other offerings. Reinforce feedback loop on ISSE.

5.	Institution Objective:	Attract and support high-performing students on undergraduate and taught masters programme
	Performance Indicator:	Maintenance of and increased CAO entry tariffs on undergraduate programmes. Higher ratio of H1 and H2:1 degrees awarded. Higher progression rate for H1 students to Masters programmes.
	Baseline	Youth Academy pilot completed. Scholarships in place for high-achieving undergraduate and postgraduate applicants.



	Interim Target, end 2014	250 participants in Youth Academy. Scholarship schemes in place.
	Interim Target, end 2015	300 participants in Youth Academy. Scholarship schemes in place.
	Final Target, end 2016	350 participants in Youth Academy. Scholarship schemes in place.

6.	Institution Objective:	Continue to build on the commitment to Civic Engagement via articulation in strategic and operational plans, graduate attributes and the support of service-learning, student volunteering, community-based research and outreach work.
	Performance Indicator:	Development of a set of appropriate KPIs based on international research on measures of civic engagement, adapted to the Galway/Ireland context.
	Baseline	2010/2011 – 500 ALIVE Certificates awarded. Design of training materials and short courses on civic engagement.
	Interim Target, end 2014	600 ALIVE Certificates awarded. Design of training materials and short courses on civic engagement.
	Interim Target, end 2015	600 ALIVE Certificates awarded. Delivery of range of short courses and workshops on civic engagement. Civic engagement dimensions incorporated into graduate attributes, strategic and operational plans.
	Final Target, end 2016	600 ALIVE Certificates awarded.

7.	Institution Objective:	Continue to build on NUI Galway's commitment to support all its students and create a culture of inclusivity.
	Performance Indicator:	Participation in and organisation of events to encourage social and academic integration. Provision of academic supports in the areas of academic writing, mathematics, computing and online study skills Levels of participation in peer-mentoring schemes in collaboration with Students' Union. Development of Academic Adviser role Levels of use and effectiveness of student assistance fund to improve identification and support of students at risk due to financial issues

	Baseline	~ 80% uptake of the current orientation programmes. No integrated taught masters orientation. Mentors and academic advisors in place for all first year students. Academic supports in place. Student assistance fund awarded on a confidential scored basis.
	Interim target, end 2014	85% uptake of orientation programmes. Seek and respond to feedback on existing orientation sessions and extend to taught masters. Introduce framework for mentor-mentee interactions. Advertise academic supports more widely and measure uptake. Develop process for multi-annual awards of student assistance fund. Joint focus with Students' Union on themed weeks.
	Interim target, end 2015	90% uptake of orientation programmes. Surveys completed of existing supports and changes made arising from feedback. Monitor of effect on recipients of student assistance fund with regard to progression and completion. Increased interaction of student services and Students' Union in developing appropriate supports. Weekly contacts established between mentors and mentees and monthly meetings with mentor leaders
	Final target, end 2016	95% uptake of an extended period of orientation programmes. Regular student feedback on all student supports. Closer working relationships with Students' Union. Use of outcomes on student assistance fund to establish criteria for award

8.	Institution objective	Strengthen the engagement between the University, employers and alumni to enable students to benefit from the highest standard of support for their employability and career development.
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Performance indicator	<p>Strategic advisory group for employability (SAGE) established</p> <p>First Destination of Graduates Survey (FDGS) data used in academic planning</p> <p>Build on examples of best (internal and external to the institution) practice in employability development [linked with the graduate attributes (GA) objectives]</p> <p>Increase the contribution of alumni re: employability and career development</p> <p>Extend student work-based learning opportunities</p>
Baseline	<p>Advisory Group for Employability established</p> <p>FDGS results available to Colleges, published online. Research on employability initiatives disseminated</p>
Interim target, end 2014	<p>Draft institutional employability strategy. SAGE contributes to NUI Galway Strategic Plan</p> <p>Benchmarking of employability, KPIs established</p> <p>Research and measure (a) the contribution of formal placement programmes to graduate employment; (b) Research career readiness and engagement</p>
Interim target, end 2015	<p>Disseminate recommendations on student and employer engagement to all staff</p> <p>Extend numbers of students with work-based learning experience and alumni contribution by 5%</p> <p>Customer Relations Management System (CRM) for employer engagement in place</p>
Final target, end 2016	<p>Employability KPIs reviewed and recommendations implemented</p> <p>Work-based learning increased by 5%</p>

## 5.4 High quality, internationally competitive research and innovation

### Strategy summary

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

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

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

#### **High quality, internationally competitive research and innovation: strategy summary**

The overarching objective of our Strategy for Research and Innovation is that NUI Galway be recognised as an excellent, globally-collaborative, creative, interdisciplinary and entrepreneurial research and training institution that is relevant to economic and societal needs. Our aim is to be firmly embedded within the top rank of research universities internationally. To meet this objective, the University has identified and prioritised a set of cross-disciplinary research themes, building on our research achievements to date, and is focusing its resources and efforts on these themes, and the establishment of a number of specialised research institutes and centres.

Our approach to research and innovation is guided by the following principles:

- The process of *prioritisation* in building on the academic strengths of the University
- *Responsiveness* to regional, national and international needs in support of innovation and inclusive societies
- *Organisational restructuring* at the University level to facilitate new interdisciplinary modes of interaction and graduate education.
- *Partnership and collaboration* with regional, national and international research organisations.
- A commitment to *knowledge transfer and innovation*,

The five thematic research priorities of the University currently are:

- Biomedical Science and Engineering
- Informatics, Physical and Computational Sciences
- Environment, Marine and Energy
- Applied Social Sciences and Public Policy
- Humanities in Context

These thematic research priorities transcend School and College boundaries and are integrated within the overall framework of University strategic foci. NUI Galway places significant emphasis on inter-disciplinary research programmes, and the development and expansion of collaboration and research alliances with economic, social and cultural partners, in areas of regional and national strategic importance.

**Goals and Targets**

- NUI Galway will be recognised internationally for its leadership position in its priority research areas. This recognition will stem from the quality of its research outputs as measured by: publications in high quality journals; citations; books and monographs; PhDs; invited presentations and papers at prestigious international conferences; national and international policy papers; and awards. We are committed to increasing the impact of our research activity through emphasis on high-quality publications. While recognising this may potentially reduce the number of publications, we expect to see continued growth in citations and citation impact, though not at the same rate, as the University matures as a research- focused institution.
- We will expand and diversify our funding sources with a particular focus on Horizon 2020 funding and increasing the number of research partnerships with enterprise and philanthropy.
- Recognising the need for critical mass and the value of synergy, we will continue to develop and expand our collaborative research networks both nationally and internationally, forming strategic partnerships with world-leading universities in priority areas.
- Through our Technology Transfer Office, we will continue to build on our success in protecting and, where feasible, exploiting the intellectual property emerging from our research efforts, through patents, licence deals and start-up companies, where appropriate. (See [Section 5.5](#) for metrics)
- Increased number of staff involved as supervisors/co-supervisors, members of Graduate Research Committees.

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

1	Institution objective	NUI Galway will be recognised internationally for its leadership position in its priority research areas.
	Performance indicator	Review of current Strategy for Research and Innovation including research priorities Development of a Strategy for Research and Innovation 2020
	Baseline	Strategy for Research and Innovation to 2014
	Interim target, end 2014	Review of current Strategy for Research and Innovation, including research priorities Benchmarking against peer institutes complete Development of a Strategy for Research and Innovation 2020
	Interim target, end 2015	Implementation of Strategy Development of strategic partnerships
	Final target, end 2016	Implementation of Strategy

2	Institution objective	NUI Galway will be recognised internationally for its leadership position in its priority research areas. This recognition will stem from the quality of its research outputs as measured by the research impact.
	Performance indicator	Total citations/academic FTE Citation Impact
	Baseline	18.82 (2010/11) 5.20
	Interim target, end 2014	26.0 6.2
	Interim target, end 2015	28.0 6.6
	Final target, end 2016	30.5 7.0

3	Institution objective	To expand and diversify the funding sources for our research programmes
	Performance indicator	EU research funding/ research funding
	Baseline	11% of University's research income (2010/11) from EU sources
	Interim target, end 2014	15%
	Interim target, end 2015	18%
	Final target, end 2016	22%

**Strategy summary – Structured PhDs**

NUI Galway recognises the value of PhD education to the nation’s economic recovery and to wider society. High quality PhD programmes are an essential component of an international, research-intensive university.

Since 2009 the number of doctoral graduates has doubled, with the Strategic Plan target of 200 doctoral graduates by 2014. However, reduction in and the changing nature of research funding means that it may take longer than initially projected to achieve this target. In 2010/2011 the average number of registered PhD students per academic staff FTE was 1.59. It is also an objective to involve more academic staff in PhD programmes, through involvement as supervisors or co-supervisors, participation in Graduate Research Committees and in thesis examination. For 2016, it is the objective to reach the target of 200 doctoral graduates *per annum* while further improving the quality of doctoral education.

Structured PhD programmes which provide a mix of advanced discipline-specific and transferrable skills training are in place in all five Colleges of the University, and comply with the IUQB Good Practice in the Organisation of PhD Programmes in Irish Higher Education 2009. It will be a strategic objective to implement the National Framework of Doctoral Education to be launched shortly by HEA and QQI. 84% of incoming PhD students in 2011/2012 were on Structured PhD programmes. Our objective is that all PhD students register for Structured PhD programmes, with some exceptions allowed, e.g. part-time students, students located off campus. Graduate Research Committees (GRCs) are in place for all research students who started their research programme since 2008.

Completion times and completion rates are recognised internationally as good indicators of research programme quality. At NUI Galway the 4-year completion rate for full-time PhD students is a university KPI and is recorded on a per-School and College basis. The 10/11 completion rate was 19%. The target is to achieve a significant improvement on this completion rate year on year. Key drivers here will be having GRCs in place for all research students and more frequent reviews of student progress in the later years with the focus on completion plans.

NUI Galway participates in several international and national inter-institutional doctoral programmes. An inter-institutional collaborative agreement is in place to enable credit transfer between the seven Irish universities for such programmes. The Structured PhD recognises research visits and/or industrial placements as part of a student’s research. It is an objective to implement the NUI Galway policy on Joint PhD awards to develop inter-institutional PhD programmes with prestigious international universities in the university’s thematic research priority areas, supported by external research funding.

4.	Institution objective	Increase number of doctoral graduates to a sustainable level
	Performance indicator	Doctorates conferred p.a.
	Baseline	191 doctorates conferred in 2011/2012
	Interim target, end 2014	180 doctorates conferred in 2014
	Interim target, end 2015	190 doctorates conferred in 2015
	Final target, end 2016	200 doctorates conferred in 2016

5.	Institution objective	Improve quality of research programmes
	Performance indicator	PhD completion rate within time-limit
	Baseline	19% of PhD students who registered in 2006/2007 completed on time in 2010/2011
	Interim target, end 2014	20% of PhD students completed within time-limit
	Interim target, end 2015	25% of PhD students completed within time-limit
	Final target, end 2016	30% of PhD students completed within time-limit

6.	Institution objective	Increase proportion of PhDs on structured programmes
	Performance indicator	% of full-time PhD students on structured PhD programmes
	Baseline	39 % of PhD students on structured PhD programmes in 2011/2012
	Interim target, end 2014	50 % of PhD students on structured PhD programmes
	Interim target, end 2015	60 % of PhD students on structured PhD programmes
	Final target, end 2016	70 % of PhD students on structured PhD programmes



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

### Strategy summary

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

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

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

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

The Technology Transfer Office has a strong track record in the commercialisation of research through engagement with industry and the establishment of new start-up companies. This reflects the commitment of the University, in its Strategic Plan, to foster knowledge transfer and innovation. NUI Galway also works with partners within the region to deliver on its strategy for enterprise engagement, knowledge exchange and innovation. Since 2013, NUI Galway is leading a consortium of HEIs comprising the Galway Mayo Institute of Technology, IT Sligo and Letterkenny IT. The priority of this Technology Transfer Consortium is to encourage industry to access and commercialise research outputs from its research activity and translate this into products, processes and employment.

**Enhanced engagement with enterprise and the community and embedded knowledge exchange:  
Institution objectives and performance indicators**

1	Institution objective	Transfer University technologies into industry through licensing, and manage and protect intellectual property assets as appropriate.
	Performance indicator	Number of licence and option agreements
	Baseline	10 (2010 figure)
	Interim target, end 2014	10
	Interim target, end 2015	13
	Final target, end 2016	15

2	Institution objective	Promote and assist the development of start-up companies and ensure access for them to various supports
	Performance indicator	Number of start-up companies
	Baseline	4 (2011/2012 figure)
	Interim target, end 2014	5
	Interim target, end 2015	5
	Final target, end 2016	5

***Lifelong Learning***

The University has committed itself to taking a leadership role in promoting and sustaining engagement with enterprise and the community through social, economic, industrial and cultural activities – across the Border, Midlands and Western Region and Co. Clare. The specific remit of the Centre for Lifelong Learning in this area is to enhance and support social, cultural and economic development and social cohesion through innovative programmes of learning and active engagement with communities.

3	Institution objective	Developing a range of community education capacity-building initiatives through collaboration with local development partnerships and community organisations, including the provision of specialised targeted initiatives to enhance capacity-building with the most disadvantaged and marginalised groups within the region, with special emphasis on the Gaeltacht regions.
	Performance indicator	Number of programmes delivered
	Baseline	1 programme (2011/2012 figure)
	Interim target, end 2014	3 programmes
	Interim target, end 2015	4 programmes

	Final target, end 2016	5 programmes
4	Institution objective	Develop strategic, sustainable partnerships with key regional organisations which support engagement with enterprise and the community in collaboration with the TTO Office, Oifig an Rúnaí, Acadamh na hOllscolaíochta and other relevant units in the University.
	Performance indicator	Development of formal scheme for industry and community partnership; Development of a partnership database; Number of partnerships;
	Baseline	To be established.
	Interim target, end 2014	Develop schema of partnerships and interactions.
	Interim target, end 2015	Development of partnership database building on existing institutional models.
	Final target, end 2016	10 strategic partnership agreements.

5	Institution objective	Expand the range of personal and professional development programmes which meet the specific needs of employers including development of workplace and work-based learning programmes.
	Performance indicator	Number of programmes
	Baseline	5 programmes
	Interim target, end 2014	7 programmes
	Interim target, end 2015	10 programmes
	Final target, end 2016	12 programmes

Note: Flexible Learning/Part-time Programmes – listed as an objective under Section 5.2 Participation, Equal Access and Lifelong learning.

6	Institution objective	Enhance graduate employability in Media, AV and Creative Industries through structured placements at L8 and L9 with regional enterprises.
	Performance indicator	Enhance graduate employability in Media, AV and Creative Industries through structured placements at L8 and L9 with regional enterprises.
	Baseline	2012–2013: 15
	Interim target, end 2014	18
	Interim target, end 2015	18
	Final target, end 2016	20

**Acadamh na hOllscolaíochta Gaeilge**

Strategically, Acadamh na hOllscolaíochta Gaeilge works closely with the Gaeltacht community, regionally and nationally, building enterprise and human capital capacity in the media, creative industries and language education. Priority objectives are set against national Government policy and the local/regional needs of community organisations, industry and enterprise networks.

7	Institution objective	Maintain and develop Gaeltacht and Irish language regional learning networks using blended learning programmes across L7 to L9
	Performance indicator	Number of participants in L7, L8 and L9 blended learning programmes
	Baseline	2012-2013: 45
	Interim target, end 2014	100
	Interim target, end 2015	120
	Final target, end 2016	150

8	Institution objective	Support embedded knowledge exchange in Western Region through collaboration with TG4, RTÉ, Údarás na Gaeltachta, Skillnet, IBEC, Screen Producers Ireland (SPI)
	Performance indicator	Number of formal collaborations/documentated partnership arrangements
	Baseline	2013: 3
	Interim target, end 2014	5
	Interim target, end 2015	7
	Final target, end 2016	10

## 5.6 Enhanced internationalisation

### Strategy summary

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

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

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

#### **Enhanced internationalisation: strategy summary**

NUI Galway strongly endorses the view that university internationalisation is broader than student recruitment. Our University has a strong international orientation derived from a wide range of overseas partnerships and a well-established community of globally-connected faculty. Our academic staff are drawn from all continents and add a dynamic, global perspective to the University's mission. NUI Galway aims to be attractive to international faculty by providing world class research facilities and physical resources in key areas, by providing institutional support for research career development, and by working to ensure that NUI Galway is extensively interlinked and well regarded with universities and research networks across the globe.

NUI Galway's international strategy aims to build on the University's heritage and reputation as Ireland's most vibrant international university. Our plans are holistic in scope. As well as the recruitment and mentoring of international students, our strategy seeks to promote international partnerships in research, teaching, and advocacy; to develop an internationalised curriculum that enriches the welfare of all our students; to support outward mobility from Galway by both our students and our staff; and to use the university's privileged position in Western society to create a positive legacy across the world, especially with regard to the promotion of sustainable international development goals and human rights.

Our key institutional objectives and performance indicators focus on the range and mix of international students enrolled across the university, the presence of international students at postgraduate taught and PhD levels in particular, the extent to which domestic students and university faculty engage in formal outbound mobility, the University's attractiveness as a destination for 'study abroad' students from other countries, the building of international research links, and the promotion of international civic-mindedness and global ethics across the spectrum of university activity.

We aim to ensure that NUI Galway's proportion of international students exceeds the stated national sector-wide target, reflecting the University's position as a sector leader in this area. Our ambition to maximise the geographic spread of our student population is intended not only to optimise the enriching effects for all students of interacting with international peers, but also to ensure sustainability of our recruitment activities through the diversification of our target markets.

Our performance indicators aim for larger proportions of international students at postgraduate level than at undergraduate level, with the highest proportional targets being set for PhD recruitment. This reflects the general point that, given the necessity for subject-

area specialisation, universities can best differentiate themselves from international competitors at postgraduate and PhD levels. It also reflects the fact that NUI Galway can boast several areas of truly world-class research expertise which, all other things being equal, make us highly attractive to PhD applicants. These competitiveness factors also underlie our objective for greater numbers of non-EU enrolments, relative to EU enrolments, at postgraduate level.

NUI Galway is also committed to maximising international experience for domestic students, and for faculty, based on outbound mobility. Our objectives and indicators in this regard reflect projected uptake of the available opportunities in light of the signing of the new Erasmus charter, as well as the ongoing development of increasingly multifaceted institutional links between NUI Galway and its overseas partners. NUI Galway currently has over 200 formal links with international partners. NUI Galway is now focusing on developing a small number of deeply comprehensive partnerships, encompassing collaborative approaches to student exchange, graduate education, research, and innovation across our profile of shared subject-area strengths.

A key goal for NUI Galway is to embed the principle of internationalisation within the university's institutional culture. It is intended to ensure that internationalisation is seen as a core informing principle for all University planning, and that the entire community of staff and students are actively motivated to pursue its achievement.

## Enhanced internationalisation: Institution objectives and performance indicators

1.	Institution objective	18% of full-time students international, representing diverse spread of nations At least 50% of international students to come from outside the EU
	Performance indicator	Percentage of full-time students international, number of countries represented, proportion non-EU
	Baseline	14%, from 90 countries, 68% of whom non-EU
	Interim target, end 2014	15%, from 95 countries, 68% of whom non-EU
	Interim target, end 2015	16%, from 100 countries, 68% of whom non-EU
	Final target, end 2016	18%, from 100+ countries, 68% of whom non-EU

2.	Institution objective	At least 275 international students enrolled on postgraduate taught programmes, 60% of whom from outside EU At least one third of PhD students international, at least 60% of whom from outside EU
	Performance indicator	Number of international students on PGT programmes, and proportion from outside EU Percentage of PhD students international, and proportion from outside EU
	Baseline	179 international PGT students, of whom 30% non-EU 27% of PhD students international, of whom 50% non-EU
	Interim target, end 2014	240 international PGT students, of whom 33% non-EU 27% of PhD students international, of whom 50% non-EU
	Interim target, end 2015	250 international PGT students, of whom 35% non-EU 30% of PhD students international, of whom 55% non-EU
	Final target, end 2016	260 international PGT students, of whom 35% non-EU 30% of PhD students international, of whom 60% non-EU

3.	Institution objective	Increased outbound international mobility by students and staff Increased inbound international mobility by 'study abroad' students, in both numbers and regions represented That productive research linkages with international collaborators be fostered and expanded
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	Performance indicator	Numbers of students and staff participating in formal outbound mobility Number of inbound 'study abroad' students, and number of regions represented Supports for engagement by academic staff in productive international research collaboration
	Baseline	Outbound students/staff: 200/14 Inbound students: 730, mainly Europe and North America Institution-level strategic alliance with Georgia Tech
	Interim target, end 2014	Outbound students/staff: 230/17 Inbound students: 800, from Europe, North America, and South America Additional institution-level strategic alliance with South American university
	Interim target, end 2015	Outbound students/staff: 240/20 Inbound students: 825, from Europe, North America, and South America Additional institution-level strategic alliance with Asian university
	Final target, end 2016	Outbound students/staff: 240/23 Inbound students: 850, from Europe, North America, South America, and Asia Additional institution-level strategic alliance with a regionally strong university in North America

4.	Institution objective	To maximise NUI Galway's positive impact on international development goals To foster links with, and serve needs of, local immigrant communities
	Performance indicator	Extent and visibility of activities promoting international development goals Links with, and visibility to, local immigrant groups
	Baseline	Aspiration to 'promote sustainable international development' included in internationalisation strategy
	Interim target, end 2014	Establishment of institution-wide working group with brief to formulate action plan on appropriate curricular, research, outreach, and promotional innovations Emphasis on international development activity embedded into institutional branding and advertising Formal links with representatives of immigrant communities



	Interim target, end 2015	<p>Establishment of at least one formal inter-institutional link with a partner university or institute of higher learning in a target country</p> <p>Development of a programme of activities serving local immigrant groups</p>
	Final target, end 2016	<p>Establishment of a formal University initiative programme for promoting and showcasing international development activities and accompanying website</p> <p>Regular active participation of local immigrant communities in the life of the University</p>

## 5.7 Institutional consolidation

### Strategy summary

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

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

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

#### **Institutional consolidation: strategy summary**

The University is committed to completing the consolidation and integration of Shannon College of Hotel Management and St Angela's College, Sligo into NUI Galway. Each presents common and unique challenges.

The common challenges relate to the fact that both institutions are highly respected and recognised centres of teaching, but relatively inactive in research. The challenge is to integrate the staff of both institutions into NUI Galway without adversely impacting the research profile of the University.

#### **Shannon College of Hotel Management**

The HEA Report on system reconfiguration proposes the integration of Shannon College of Hotel Management into NUI Galway and the Minister for Education and Skills has accepted that recommendation. A comprehensive application for such integration was made by both institutions, supported by the Dublin Airport Authority,<sup>1</sup> to the HEA in January 2008. Much progress was made in discussions with the HEA early in 2009. Since 2008, when a comprehensive due diligence process was carried out, NUI Galway and Shannon College of Hotel Management have monitored all aspects of Shannon College's operations to ensure the currency of the 2008 process.

The University has been provided with a draft Memorandum of Understanding in respect of the proposed integration by Shannon Airport Authority. This is being developed by the University towards a 'Heads of Agreement' document across all areas relevant to integration. NUI Galway confirms its commitment to the integration of Shannon College, subject to there being no detriment to it.

Confirmation of the way forward agreed with the HEA in 2009 will be required to progress the integration together with clarification on the pension arrangements to be put in place for the staff transferring to NUI Galway and the legislative instrument for the integration.

The availability of funding requested under the Strategic Innovation and Development Fund Initiative for the development of SCHM systems and their integration with those of NUI Galway is important for the realisation of a true integration of academic, management and administrative processes.

<sup>1</sup> Then owners of Shannon College of Hotel Management. Ownership has now passed to the Shannon Airport Authority

### **St Angela's College, Sligo**

St Angela's College, Sligo is a constituent college of NUI Galway. There has been a close working relationship between the institutions over almost four decades. Discussions have been held on the potential for the further development of the relationship between the two institutions since the publication of the *National Strategy for Higher Education to 2030* and in the context of the 'Landscape' document. The HEA Report on system reconfiguration proposes the integration of St Angela's College into NUI Galway and the Minister for Education and Skills has accepted that recommendation. In its discussions with the HEA on 'Completing the Landscape Process', NUI Galway identified a preliminary list of issues, including recurrent and capital funding, programme provision and student numbers, staff (including terms and conditions and pension arrangements), ethos and property, which would require a comprehensive due diligence process similar to that undertaken leading up to the SCHM integration application – but on a larger scale and likely to be more complex because of the greater size and complexities of St Angela's College. The availability of funding requested under the Strategic Innovation and Development Fund Initiative to assist in carrying out the process and for the development of St Angela's College's systems and their integration with those of NUI Galway is important for the integration process to be progressed and for a true integration of academic, management and administrative processes.

NUI Galway has increased greatly the quantity and quality of its outputs, programmatic and research-related, over the past decade. It has increased the output of its research graduates and built critical mass in selected areas. This effort has been consistently acknowledged in international assessment and ranking exercises. The University considers it to be of paramount importance that the envisaged integration of St Angela's College into NUI Galway enhances the totality of the activities of the enlarged University, its programmes, students, graduates, research activities and its reputation and standing nationally and internationally. The University will require that arrangements be put in place to ensure that its international standing, in particular, measurement of its research output, will not be adversely affected by the absorption of a large number of staff which the University proposes to integrate as university teachers. Similarly the University will require that arrangements be put in place to provide assurances that the proposed integration will not impact adversely on its recurrent or capital budgets. NUI Galway will work with the HEA and St Angela's College towards these ends.

#### **Institutional consolidation:**

##### **Institution objectives and performance indicators**

NUI Galway has already engaged with both Shannon College of Hotel Management and St Angela's College, Sligo and will pursue their integration. Work is ongoing with St Angela's College and Shannon College with target dates of 30 June 2014 for final heads of agreement and 31 January 2015 for agreement and signing of a full incorporation agreement. The actual incorporations are envisaged as taking place between February and December 2015. Some areas of concern remain to be resolved, in relation to the mergers, which are being discussed with St. Angela's and Shannon College at present. The involvement of the HEA in the process will be required related to NUI Galway's requirement that it not be adversely affected by the integrations, academically or financially.

## 6. Annual Compliance Statement

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

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

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

## 7. Performance Funding

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Having regard to the performance of NUI Galway in the strategic dialogue process leading to this compact, performance funding of

**€ 409,000**

has been allocated to the university.

## 8. Agreement

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

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

Signed:

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Chief Executive, Higher Education Authority

Date:

Signed:

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Chief Officer, NUI Galway

Date:

## Appendices

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We, NUI Galway, include the following appendices with our performance compact.

List the appendices here:

<input type="checkbox"/>	Appendix 1: Regional clusters
<input type="checkbox"/>	Appendix 2: Participation, equal access and lifelong learning
<input checked="" type="checkbox"/>	Appendix 3: Excellent teaching and learning and quality of the student experience
<input type="checkbox"/>	Appendix 4: High quality, internationally competitive research and innovation
<input type="checkbox"/>	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange
<input type="checkbox"/>	Appendix 6: Enhanced internationalisation
<input type="checkbox"/>	Appendix 7: Institutional consolidation
<input checked="" type="checkbox"/>	Appendix 8: Sample College KPIs
Other Appendices	

## Appendix 1: Regional clusters

No appendix.



## Appendix 2: Participation, equal access and lifelong learning

No appendix.

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

Please see overleaf.

## Appendix 4: High quality, internationally competitive research and innovation

No appendix.

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

No appendix.

## Appendix 6: Enhanced internationalisation

No appendix.

## Appendix 7: Institutional consolidation

No appendix.

## Appendix 8: Sample College KPIs

Please see overleaf.