

## Strategic Dialogue Cycle 2

### HEI Self Evaluation Report

Each higher education institution is required to complete a self-evaluation report setting out a review of institutional performance against the first set of interim targets, as at year end 2014.

The template should largely be populated as per the published compact.

The self-evaluation should include a commentary on progress and description/ explanation of any departures from the expected/agreed performance as set out in the mission-based performance compact 2014 – 2016 with particular reference to (a) institutional objectives and performance indicators, (b) interim targets set as at end 2014 and having regard to (c) March 2015 data returns to the HEA.

The self-evaluation should, where possible, benchmark your institution's performance, either at institutional level or according to a particular objective, with that of chosen national and/ or international comparators. Institutions should also set out the data source against which progress has been reported.

In addition, progress to date on compact targets should be identified in the last column of the template using a colour code as follows:

|  |   |
|--|---|
|  | Target achieved or exceeded   |
|  | Substantial progress made, targets not met in full and reasons identified |
|  | Target not met for identified reasons                                     |

**Example**

| Institution objective            | Performance indicator            | Baseline                         | Interim target, end 2014         | Progress against 2014 target, commentary and data source                         | Interim target, end 2015         | Final target, end 2016           | Summary  |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|--|----------------------------------|----------------------------------|--|
| Details as per published compact | Details as per published compact | Details as per published compact | Details as per published compact | Details of whether interim target achieved, data source, commentary/ explanation | Details as per published compact | Details as per published compact | Colour code according to achievement of target |

## 1. Regional Clusters

| Institution objective   | Performance indicator                             | Baseline   | Interim target, end 2014  | Progress against 2014 target, commentary and data source   | Interim target, end 2015   | Final target, end 2016  | Summary                 |
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| <p><b>1.</b> 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. Also to establish a liaison with the Mid-West cluster.</p> | <p>The establishment of a functioning cluster</p> | <p>Factual list of current formal collaborations in the region of the individual institutions.</p> | <p><b>1.</b> Cluster defined as the West / North-West region in the first instance.<br/> <b>2.</b> Governance agreed<br/> <b>3.</b> Engage with other HEIs in the cluster to agree cluster objectives<br/> <b>4.</b> Engagement with FE sector / ETBs</p> | <p><b>1.</b> Complete- the Cluster Steering Group, Operations and various sub-groups have met on at least 23 occasions over the last year.<br/> <b>2.</b> Complete – governance structures agreed.<br/> <b>3.</b> Complete – The Cluster Operations Group has agreed Cluster objectives and two programme managers have been employed.<br/> <b>4.</b> Complete</p> | <p><b>1.</b> Functioning cluster<br/> <b>2.</b> Achieve short-term cluster objectives. These are now complete.</p>                 | <p><b>1.</b> Review of cluster objectives &amp; performance<br/> <b>2.</b> Achieve medium-term cluster objectives. This is in progress.</p>           | <p>Targets achieved</p> |
| <p><b>2.</b> Co-ordinated Academic Planning</p>   | <p>A co-ordinated Academic Plan produced.</p>     | <p>Individual portfolio of programmes for each HEI in the cluster.</p>                             | <p><b>1.</b> Mapping of programmes in the cluster:<br/> - Full-time<br/> - Lifelong learning<br/> <b>2.</b> Mapping of research activity<br/> <b>3.</b> Mapping of civic engagement initiatives</p>   | <p><b>1.</b> Full time programme mapping, undergraduate and postgraduate complete<br/> <b>2.</b> Mapping of research activity and civic engagement activity complete within areas of Business and Engineering.<br/> <b>3.</b> Mapping of research activity and civic engagement activity in Science, Arts and Health Sciences scheduled for</p>                    | <p><b>1.</b> Mapping of access, transfer and progression (ATP) opportunities. This is complete within Business and Engineering</p> | <p>Ensuring a diverse range of programmes across the region, responding to the needs of the region. This is complete in Business and Engineering.</p> | <p>Targets Achieved</p> |

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|   |   |  |  | completion by year end<br><b>4.</b> Lifelong learning data collated and mapping underway as part of the Regional Skills Forum/ ETB programme mapping   | Disciplines – extended to other subject areas by year end.  | Examination of programme diversity in other areas scheduled for completion by year end towards Planned Programme Provision by end 2016 |                  |
| <b>3.</b> Develop regional learning pathways with partner institutes and further education institutions to provide clearly-articulated progression opportunities among HEIs within the region | <b>1.</b> Review of access, transfer and progression policies and practices across cluster institutions completed.<br><b>2.</b> New entry routes for non- traditional students to full-time and part-time programmes developed.<br><b>3.</b> A joint policy among partner HEIs on the Recognition of Prior Learning for direct entry, module exemption and credit accumulation completed. | Institutional transfer policies and FETAC entry routes in place. | <b>1.</b> Development of a matrix of course provision at undergraduate and postgraduate level across partner institutes.<br><b>2.</b> Review of existing transfer, access and progression policies.<br><b>3.</b> Formal scheme for progression among partner institutes devised and common access and transfer policies developed.<br><b>4.</b> Regional targets for number of transfer places across institutes agreed. | <b>1.</b> Matrix of course provision complete.<br><b>2.</b> Review of existing transfer, access and progression policies complete.<br><b>3.</b> Formal scheme for progression among partner institutes devised and common access and transfer policies complete in Business and Engineering. Other areas scheduled for completion by year-end.<br><b>4.</b> Systemic capture of transfer places from September 2015 agreed and in place. | Transfer system agreed. Transfer policies across Cluster institutions assessed and agreed policies in development in Business and Engineering. Extended to other areas by year end. | Transfer system in place. Transfer policies across all areas to be aligned by year end.  | Targets achieved |

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| <p><b>4. Broadening access to and offering greater flexibility in the delivery of programmes.</b></p>  | <p>Joint academic planning between UL and NUI Galway in relation to co-delivered taught undergraduate and postgraduate programmes.</p> | <p><b>1.</b> 2 x Joint MSc programmes currently offered.</p> <p><b>2.</b> 8 Link to Learn modules shared across both campuses.</p> | <p><b>1.</b> 12 or more Link to Learn joint modules at UG level.</p> <p><b>2.</b> Taught postgraduate programme mapping exercise and accompanying report/recommendations around co-delivered modules and joint programmes.</p> | <p><b>1.</b> Well in excess of 12 joint modules between Link to Learn joint modules at UG level and joint modules on the joint postgraduate programmes.</p> <p><b>2.</b> 3 Joint PG programmes (MSc Environmental Science; MSc Financial Information Systems; Professional Diploma in Mathematics for Teaching)</p> <p><b>3.</b> 2 x joint Structured PhD programmes offered.</p> <p><b>4.</b> Incorporation of CPD (former Atlantic Alliance) under Alliance banner – 3+ programmes.</p> | <p><b>1.</b> 15 or more shared/co-delivered Link to Learn modules at UG level available from academic year 2015/16 onwards.</p> <p><b>2.</b> Four joint postgraduate programmes offered.</p> <p>Alignment of CPD offerings and transition to joint awards for five CPD programmes.</p> | <p>4 joint PG programmes in total offered through UL-NUI Galway Alliance.</p>   | <p>Targets achieved.</p>   |
| <p><b>5. Engaging in strong collaboration and knowledge exchange with strategic partners and contributing to social and economic development through the rapid</b></p> | <p>Shared Technology Transfer Support Services.</p>  | <p>Single face to Industry Technology Transfer web portal for NUI Galway/UL Alliance</p>   | <p>Single fact to enterprise in areas of research and technology transfer (UL/NUI Galway Alliance)</p>   | <p>Tech transfer web portal available with Alliance website but further progress limited given non-alignment with Enterprise Ireland's TTSI 2 cluster and current technology transfer policy developments.**</p>  | <p>Shared Services Action Single fact to enterprise in areas of research and technology transfer (UL/NUI Galway)</p>   | <p>Shared Services Action Single fact to enterprise in areas of research and technology transfer (UL/NUI Galway Alliance)</p> | <p>Target achieved but further progress in doubt in light of national strategy</p> |

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| translation of research. |  |  |  |  | Alliance) |  |  |
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## Commentary

### Regional Clusters

The West / North West Cluster has been existence for over a year. During that time, and working within the guiding principles agreed by the Cluster, the Steering Group, Operations Group, Research Heads Group, Deans, Heads of Business Group, Heads of Engineering Group have met separately on over twenty occasions. Further groups will come together in the coming months; Directors of Flexible Learning, Directors of Support Services, Deans and Heads of Schools of Science, Arts, and Health Sciences will meet.

The key achievements of the Cluster can be summarised as follows:

- A relationship of trust among senior management in the four institutions
- The appointment of two programme managers
- Comprehensive programme mapping across all undergraduate and postgraduate Cluster courses with baseline analysis complete
- Agreed proposals to pause programmes and streams, align both student pathways and transfer criteria in pilot areas of Engineering and Business
- A joint award Cluster Masters programme at Level 9 in Medical Technologies Regulatory Affairs, offered by NUI Galway and IT Sligo jointly, and due to begin in September 2015. This programme has been developed specifically to address the needs of the Medical Device industry sectors in Galway and Sligo, and is supported by IMDA, the Irish Medical Device Association.
- Successful joint application between NUI Galway and Letterkenny IT under the Advanced Irish Language Skills Initiative
- Other collaborative Cluster funding applications both submitted and in preparation
- Agreement to establish 'The Wild Atlantic Way Research Group' to direct, fund and facilitate collaborative research in the four institutions
- Structured PhD – Following Cluster agreement, NUIG supervisors engaging with staff in GMIT, LYIT, IT Sligo on over 70 expressions of interest from IoT staff in pursuing structured PhDs in NUIG, with some staff to begin in September.
- Agreement to provide informal mentoring for early career researchers.
- Shared CPD Teaching and Learning and Academic Development.

- Engagement with ETB and FE sector through Regional Skills Fora aligning Cluster activity with Action Plan for Jobs to assess and meet training education and skills needs in the West and North West.

The West / North West Cluster is committed to student-focused higher education built on excellence in teaching, education and learning, inter-institutional collaboration and sustainable, planned programme provision in the most geographically diverse Cluster region in the country.

### **\*\*Shared Technology Transfer Support Services**

A shared Technology Transfer service was an objective of the NUI Galway – University of Limerick Strategic Alliance when the Alliance was initiated in 2010. Since then, national strategy has changed direction, and under Phase 2 of Knowledge Transfer Ireland's (KTI) Technology Transfer Strengthening Initiative (TTSI2) consortia were created which obviated the need for a TTO alliance between UL and NUI Galway. The TTSI2 consortia were formed in 2013 with UL acting as lead of a consortium with Limerick IT, Tralee IT while NUI Galway took the lead in a consortium with Galway Mayo IT, Sligo IT and Letterkenny IT. Both consortia have targets to increase external focus and provide a consistent, high quality level of technology transfer services for their respective regions.

So while the objective of a joint web portal for NUI Galway and UL TTO has been achieved, national policy means that further progress in this area is unlikely to be made over the next two years as both institutions are committed to serving their cluster-based consortia in the first instance. **We propose revising this objective to reflect our progress in the TTSI2 consortium instead.**

## 2. Participation, equal access and lifelong Learning

| Institution objective  | Performance indicator  | Baseline  | Interim target, end 2014   | Progress against 2014 target, commentary and data source   | Interim target, end 2015                    | Final target, end 2016                      | Summary         |
|--|--|---|--|--|---|---|-----------------|
| 1. Broaden the range and scope of flexible, part-time programmes in diverse disciplines in response to regional development needs and labour market initiatives. | Existing outreach and part-time programmes developed;<br>New flexible, modular learning programmes developed;<br>Increased number of part-time students on flexible learning programmes;<br>Increased number of students on continuing professional development programmes | 2,746 part-time students                                    | 2,825 part-time students   | 2013/14 numbers – 2,976 (Source: HEA Returns March 2014)<br>There are a number programmes in development which are available via online and blended learning and many full-time, classroom-based programmes are now being made available in a part-time mode to increase the choice of programmes for students. New part-time programmes available in Italian, Leadership Development, Geology, Youthwork Practice, Irish Studies. | 2,900 part-time students                    | 3,000 part-time students                    | Target exceeded |
| 2. Maximise the University's competitive market position in the development and delivery of technology-  | 1. Increased profile of the University's expertise in elearning;<br>2. Expanded and enhanced online and blended learning   | 7.2% online and blended learning enrolments (82 programmes) | 9% online and blended learning enrolments as a % of total student population | 1. Currently, 1,486 students registered for a part-time programme delivered via blended or online learning.<br>2. New part-time, online programmes for delivery in Italian, Leadership   | 7.8% online and blended learning enrolments | 8.0% online and blended learning enrolments | Target exceeded |



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| enhanced education.  | programme provision;<br><b>3.</b> Development of academic and academic support skills in design and development of elearning programmes;<br><b>4.</b> Increased enrolments on online learning programmes. |   |                                  | Development, Irish Studies, Archaeology, BA in Humanities and Social Sciences.<br><b>3.</b> Developed online training materials on Teaching Online as part of an international consortium<br><b>4.</b> Initiated a full 10 ECTS module for staff on Teaching Online, with 10 participants in first pilot cohort.<br><b>5.</b> Successfully obtained funding from National Teaching Enhancement Fund for two NUI Galway-led projects, and partners in 2 further projects, on the use of technology in educations. |                                  |                                  |                  |
| <b>3.</b> Maintain outreach programmes to access target group SED and mature students                    | Continuation of the existing work where the University develops outreach to the community   | 3 outreach centres:<br><ul style="list-style-type: none"> <li>• Ballinasloe</li> <li>• Connemara</li> <li>• Sligo: St Angela's College</li> </ul> | 3 outreach centres               | 3 outreach centres progressed as planned.<br>Ballinasloe 19 students (representing 68% progression to Higher Education)<br>Connemara 9 students (56% progression)<br>Sligo: St. Angela's College 22 students (82% progression)   | 3 outreach centres               | 3 outreach centres               | Targets achieved |
| <b>4.</b> Provide developmental programmes targeting disadvantaged and excluded students in DEIS primary | Number of schools and students participating  | 21 schools and 1200 participants  | 22 schools and 1250 participants | 16 schools and 1659 participants (target exceeded by 409 participants). Approach taken focused on embedding support programmes and responding to the specific needs of staff / community   | 23 schools and 1300 participants | 23 schools and 1300 participants | Targets achieved |

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| and second-level schools  |   |  |   |   |   |  |   |
| <b>5.</b> Enhance impact of widening participation activities by aligning Disability Support Services and Access Office | Establish widening participation advisory group; Develop joint widening participation action plan; Create combined communication strategy; Identification and training of widening participation advisors | Access Office integrated into existing Student Services, December 2012 | Establish widening participation advisory group. Widening participation action plan informed by National Access Plan to be launched, November 2013                                  | In March 2013 Access Office and Disability Support Service commenced integration process. Whole team days were held, supported by external review of Student Services by Athru Consultants. Both services committed to a joint operational plan, with a single Centre completed by September 2015. Advisory Group suspended until outcome of the University Strategic Plan, and is scheduled to meet in September 2015. | Trained widening participation advisor in some Schools who will provide other academic staff and students in that School with appropriate advice                        | Widening participation advisers in each School. Increased awareness by students of supports available to them.   | Targets partially achieved. Timescale delayed due to awaiting new Strategic Plan, Vision 2020. Widening participation action plan in train. |
| <b>6.</b> Broaden reporting practices to better capture access, retention and completion of students with disabilities. | Review application processes to ensure they include option to disclose; Create reporting template;  | Tracking of students who register with Disability Support Service      | Tracking access, retention and completion (2012-2014) of students who disclose disabilities (CAO, PAC, Foundation Course, HEAR, DARE, lifelong learning and international students) | A project tracking access, retention and completion was scoped, now requiring a further collaborative project between Admissions, Information Services and Solutions, and the Disability Support Service (DSS). Extended maternity leaves in the Disability Support Services curtailed further progression.   | Tracking access, retention and completion of students who disclose disabilities (CAO, PAC, Foundation Course, HEAR, DARE, lifelong learning and international students) | 3 year Report on access, retention and completion of students who disclose disabilities CAO, PAC, Foundation Course, HEAR, DARE, lifelong learning and international students) | Targets partially achieved due to staff vacancies.  |

## **Commentary and Benchmarking**

NUI Galway's policy on equality of access and lifelong learning is embedded in its 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. 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. The Student Services Centre includes the newly merged Access Office, Mature Students Office and 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.

Over the last year, restructuring has resulted in a new Centre for Adult Learning and Professional Development to promote and support 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.

Progress against targets in this area has been broadly on track. In the Disability Support Services area, a number of simultaneous maternity leaves has resulted in a temporary shortage of staffing for 2014 which has slowed progress on the project to track the progression of students with a disability. This project is in train and expected to be back on track for the 2015 return.

### **Benchmarking Part-time student numbers**

According to the HEA's Statistical Profile for all HE institutions, the following benchmarks exist nationally for part-time student numbers:

Flexible, part-time student numbers:

1. University sector: 16% of student cohort
2. Colleges: 23%
3. IoTs: 21%

NUI Galway's percentage, based on the 2012/13 baseline returns is 18% so it performs above average on the standard University figure.

**Online and Blended Courses** During the consultation and research phase for the National Digital Roadmap, the National Forum for the Enhancement of Teaching and Learning compiled a detailed listing of all online and blended learning programmes provided by each HEI in the country. This data indicated that NUI Galway has the largest number of such programmes in the country. The University is committed to further extending its portfolio of online programmes over the next three years.

### 3. Excellent teaching and learning and quality of the student experience<sup>1</sup>

| Institution objective   | Performance indicator   | Baseline                         | Interim target, end 2014  | Progress against 2014 target, commentary and data source  | Interim target, end 2015                              | Final target, end 2016                               | Summary   |
|---|---|----------------------------------|---|---|---|--|---|
| 1. Update and maintain the currency of the institution-wide Learning, Teaching & Assessment Strategy. | LTA Strategy approved and in place.                                       | Current LTA Strategy (2012-2014) | Appropriate percentage of action items achieved.<br>Revised Strategy in place for 2015-2017 | LTA Strategy for 2012-2014 extended into 2015 to enable new version reflecting the priorities identified in the new Strategic Plan 2015-2020. New version currently being drafted, in line with new Strategic Plan, for roll out at end of 2015.<br><br>Majority of action items in previous LTA Strategy achieved, many via institution-wide Academic Simplification project and new policies. | n/a   | n/a  | Targets for LTA Strategy achieved. New strategy in train. |
| 2. Develop and approve a set of desired graduate attributes.  | Availability of documentation; implementation in all colleges; Mapping to | Draft document circulated        | Attributes statements approved by Colleges  | Timescales shifted due to drafting of Strategic Plan 2015-2020. Graduate Attributes included as the key priority  | Establish support structures and roll-out to students | Full implementation monitoring and evaluation report | Targets partially achieved–timescale shifted              |

<sup>1</sup> As per the compact, this section should have regard to the vision underpinning the portfolio of undergraduate programmes; approaches being taken to improve overall performance; how planned provision is aligned to institutional mission.

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|  | programme outcomes.  |   |   | for Teaching and Learning in institutional Strategic Plan (Vision 2020). Graduate Attributes linked to recently funded (National Forum) project to provide practical mechanism for implementation.  |  |  | due to awaiting new Strategic Plan, Vision 2020.                                    |
| <b>3. Embed a culture of excellence in teaching and the nurturing of student learning.</b> | Number completed PG Cert T&L; Annual Teaching Awards scheme in place and academic promotions recognizing high-quality teaching and commitment to learning innovation. Number of Graduate Teaching Assistants (GTAs). | Annual completion of PG Cert = 28 (2010/11) | 30 PG Cert completions<br><br>50 GTA per annum (Graduate Teaching Assistants) | <ol style="list-style-type: none"> <li><b>1.</b> Teaching recognised overtly in Senior Lecturer promotion round, 2014 – through weighting opportunity and detailed scoring scheme. Further progress anticipated in revised scheme including to Professorial level.</li> <li><b>2.</b> Annual Teaching Awards scheme – continues.</li> <li><b>3. PG Certs - 12 awarded (undershot target due to staffing vacancies)</b></li> <li><b>4.</b> GTA (Graduate Teaching Assistant) training – now part of a full credit bearing module within the Structured PhD programme and taught using a mixture of online learning and practical activities. <b>Target exceeded in AY 2013-2014: 60 (vs 50), and 70</b></li> </ol> | 30 PG Cert completions<br>50 GTA per annum | 30 PG Cert completions<br>50 GTA per annum | Target partially achieved due to staffing shortages which have since been resolved. |

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|   |   |   |   | achieved in 2014-2015 academic year.   |   |  |                                     |
| <b>4.</b> 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. | New/revised programme structures and offerings in place. Actions based on the Irish Survey of Student Engagement (ISSE) on a College basis. | Ongoing completion of the Simplification of academic administration and systems.<br><br>Initial review of programmes in Arts, Ascience, Business and Engineering. | <b>1.</b> Detailed proposal for the reform of the BA and draft proposals for consideration in other Colleges.<br><br><b>2.</b> Analysis of ISSE on a College basis. | <b>1.</b> BA reform completed ahead of schedule. Full new programmes currently recruiting and first cohort to commence September 2015.<br><b>2.</b> Other colleges have begun reviewing offerings, part in response to Academic Simplification and in association with flexible programme targets: eg new online Bcomm; revised structures for full time Commerce, Corporate and Civil Law programmes for entry Sept 2016; new Children’s Studies BA for Sept 2016.<br><b>3.</b> ISSE analysed at institutional level – response rate too low nationally to analyse at Collge level. | Rollout of structures and processes for the BA. Selected reform in other colleges, identified by Strategic Plan.<br><br>ISSE to inform curricular review. | Recruitment of first cohort on revised BA. Timeline for review and reform of other offerings. Reinforce feedback loop on ISSE. | Targets achieved ahead of schedule. |
| <b>5.</b> Attract and support high-performing students on undergraduate and taught masters programmes.  | Maintain and increase CAO tariffs on undergraduate programmes. Higher ratio of H1 and H2:1 degrees awarded.                                 | Youth Academy pilot completed. Scholarships in place for high-achieving undergraduate and postgraduate  | <b>1.</b> 250 participants in Youth Academy.<br><br><b>2.</b> Scholarship schemes in place.   | <b>1.</b> Over 400 participants in Youth Academy for academic year 2013-14<br><br><b>2.</b> Excellence Scholarships Scheme in place for high achieving undergraduate   | 300 participants in Youth Academy.<br><br>Scholarship Schemes in place.   | 350 participants in Youth Academy.<br><br>Scholarship Schemes in place   | Targets exceeded                    |

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|   | Higher progression rates for H1 students to Masters programmes.  | applicants.  |  | applicants. Postgraduate scholarship scheme in place for PG applicants with H1 undergraduate degree.<br>Bonus points schemes in place for undergraduate applicants excelling in the Creative Arts and Sports performance.  |   |                                 |                  |
| <b>6.</b> Continue to build on the commitment to civic engagement via articulation in strategic and operational plans, graduate attributes and support of service learning, student volunteering, community based research and outreach work. | Development of a set of appropriate KPIs based on international research on measure of civic engagement adapted to Galway Ireland context. | 2010/2011 – 500 ALIVE Certificates awarded.<br><br>Design of training materials and short courses on civic engagement. | 600 ALIVE certificates awarded.<br><br>Design of training materials and short courses on civic engagement. | 950 ALIVE Volunteering Certificates Awarded<br><br>1600 students awarded credit through service learning community work.<br><br>Campus Engage established by NUIG and mainstreamed within the IUA to respond to National Strategy of HE to 2030.<br><br>15 Registered PG Students on PG Dip Academic Practice in Civic Engagement module from LYIT, NUIG, GMIT.<br><br>Community based research piloted in 3 Masters programmes with 4 community partners.<br>Knowledge exchange | 600 ALIVE Certificates awarded. Delivery of a range of short courses and workshops on civic engagement.<br>Civic engagements dimensions incorporated into graduate attributes, strategic and operational plans. | 600 ALIVE Certificates awarded. | Targets exceeded |



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|  |  |  |   | public events ran with 8 community partners.  |   |  |                         |
| <p><b>7.</b> Continue to build on NUI Galway's commitment to support all its students and create a culture of inclusivity.</p> | <p>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 Advisor role. Levels of use and effectiveness of student assistance fund to improve identification and support of students at risk due to financial issues.</p> | <p><b>1.</b> 80% uptake of the current orientation programmes.<br/> <b>2.</b> No integrated taught masters orientation.<br/> <b>3.</b> Mentors and academic advisors in place for all first year students.<br/> <b>4.</b> Academic supports in place.<br/> <b>5.</b> Student assistance fund awarded on a confidential scored basis.</p> | <p><b>1.</b> 85% uptake of orientation programmes.<br/> <b>2.</b> Seek and respond to feedback on existing orientation sessions and extend to taught masters.<br/> <b>3.</b> Introduce framework for mentor-mentee interactions.<br/> <b>4.</b> Advertise academic supports more widely and measure uptake.<br/> <b>5.</b> Develop process for multi-annual awards of student assistance fund.<br/> <b>6.</b> Joint focus with Students' Union on themed weeks.</p> | <p><b>1.</b> Uptake of First Year Undergraduate Orientation was on target at 85% . Orientation extended from 2 day to week-long in Sept. 2014 based on feedback.<br/> <b>2.</b> 75.9% of students attended the scheduled Mentor/Mentee Meeting (<i>Acceptors Survey, Nov., 2014</i>).<br/> <b>3.</b> Mentoring programme restructured, cascade model with Programme Co-ordinator, Mentors Leaders and Mentors. A web-based, active programme management tool developed and piloted in 2014/15.<br/> <b>4.</b> Nine e-zines issued to First Years to support transition to university with timely information about supports.<br/> <b>5.</b> A structured, standardised, needs based evaluation and allocation system was developed for the Student Assistance Fund.<br/> <b>6.</b> Collaboration with</p> | <p><b>1.</b> 90% uptake of orientation programmes.<br/> <b>2.</b> Surveys completed of existing supports and changes made arising from feedback.<br/> <b>3.</b> Monitor of effect on recipients of student assistance fund with regard to progression and completion.<br/> <b>4.</b> Increased interaction of student services and Students' Union in developing appropriate supports.<br/> <b>5.</b> Student Mentor Programme.</p> | <p><b>1.</b> 95% uptake of an extended period of orientation programmes.<br/> <b>2.</b> Regular student feedback on all student supports.<br/> <b>3.</b> Closer working relationships with Students' Union.<br/> <b>4.</b> Use of outcomes on student assistance fund to establish criteria for award.</p> | <p>Targets achieved</p> |

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|   |  |  |  | Students' Union to deliver Annual Health Fair, Mental Health Week and First Year Undergraduate Orientation  |   |  |                  |
| <b>8. 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.</b> | <ol style="list-style-type: none"> <li><b>1.</b> Strategic advisory group for employability (SAGE) established.</li> <li><b>2.</b> First Destination of Graduates Survey (FOGS) data used in academic planning.</li> <li><b>3.</b> Build on examples of best (internal and external) practice in employability development</li> <li><b>4.</b> Increase the contribution of alumni re: employability and career development.</li> <li><b>5.</b> Extend student work-based learning opportunities</li> </ol> | <ol style="list-style-type: none"> <li><b>1.</b> Advisory Group for Employability established</li> <li><b>2.</b> FOGS results available to Colleges, published online.</li> <li><b>3.</b> Research on employability initiatives disseminated.</li> </ol> | <ol style="list-style-type: none"> <li><b>1.</b> Draft institutional employability strategy.</li> <li><b>2.</b> SAGE contributes to NUI Galway Strategic Plan</li> <li><b>3.</b> Benchmarking of employability, KPIs established</li> <li><b>4.</b> Research and measure (a) the contribution of formal placement programmes to graduate employment; (b) Research career readiness and engagement</li> </ol> | <ol style="list-style-type: none"> <li><b>1.</b> Draft Employability Strategy prepared for review and project plan in place.</li> <li><b>2.</b> Three meetings of the Strategic Advisory Group on Employability held. Recommendations fed directly to University's Strategic Plan. New Plan includes two objectives relating to employability (increase % of programmes with work placement component; employer reps on all programme boards)</li> <li><b>3.</b> Benchmarking of employability, KPIs established.</li> <li><b>4.</b> Completed assessment of employability opportunities available to students on campus.<br/><a href="http://www.nuigalway.ie/careers/internal/boostemployability.html">www.nuigalway.ie/careers/internal/boostemployability.html</a></li> <li><b>5.</b> Completed assessment of work placements across all courses and established</li> </ol> | <ol style="list-style-type: none"> <li><b>1.</b> Disseminate recommendations on student and employer engagement to all staff.</li> <li><b>2.</b> Extend numbers of students with work-based learning experience and alumni contribution by 5%.</li> <li><b>3.</b> Customer Relations Management System (CRM) for employer engagement in place.</li> </ol> | <ol style="list-style-type: none"> <li><b>1.</b> Employability KPIs reviewed and recommendations implemented.</li> <li><b>2.</b> Work-based learning increased by 5%.</li> </ol> | Targets achieved |

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|  |  |  |  | <p>metric to increase to 80% - integrated into University's Strategic Plan.</p> <p><b>6.</b> Research on placement programme contribution completed:</p> <p>(i) <i>'Work Placement Conversion to Graduate Jobs Survey'</i> -29% were offered a graduate job .</p> <p>(ii) Research Career readiness and engagement – student survey completed in Nov 2014.</p> <p><b>7.</b> Baseline measurement for Alumni engagement established and KPI established to increase Alumni engagement in Career related events by 20%</p> |  |  |
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## Commentary and Benchmarking

### Learning and Teaching Strategy

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. The LTA Strategy outlines the 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.

The LTA Strategy for 2012-2014 was extended into 2015 to ensure the new version of the strategy would reflect the priorities identified in the new Strategic Plan 2015-2020. A new version of the LTA Strategy is currently being drafted, for roll out at end of 2015.

### **Academic Simplification**

The majority of action items in previous LTA Strategy have been achieved, many via an institution-wide Academic Simplification project and new policies.

Over the last four years, NUI Galway has been engaged in a major Academic Simplification project to reduce the complexity of our academic practices, and set up fit for purpose systems and processes. The project involved detailed benchmarking with Edinburgh University who were selected as an international benchmark partner for excellent academic administration, and with UCD as a national benchmark partner, having recently undertaken a similar radical overhaul of their academic processes.

Academic Simplification has resulted in many very significant improvements to academic processes and assessment practices, which have led to greater transparency and a better experience for students; it has also prompted curricular reform across a number of programme areas.

Key achievements of the project include:

- Simplification and standardisation of Rules & Regulations (237 Marks and Standards reduced to 3)
  - Standardisation of programme and module descriptions (from 37 ETCs weightings in use to one, using building blocks of five credits)
  - Creation of single “Module Repository”
  - All examinations are now 2-hour examinations (previously 7 different durations)
  - Reduction in examination period from 12.5 weeks to 5 weeks
  - Increased emphasis on continuous assessment, in line with LTA Strategy
  - Autumn Exam results released before start of following academic year – which is beneficial to successful repeat students
  - A new much improved exam board process
  - An improved student experience through greater transparency, more timely release of exam results, greater clarity on learning outcomes.
  - A robust ICT systems platform now in place
  - Annual review of impacts and adjustments to ensure continuous process of improvement is in place.
  - The opportunity for Colleges to critically review and re-think curricular structures, core learning outcomes and delivery approaches.
-

### **Curricular Reform**

Curricular reform is ahead of schedule with a revised Bachelor of Arts programme due to take its first intake in September 2015. Changes include the move from a 4-subject to a 3-subject first year, and the introduction of core subject-based skills modules, with a focus on employability, throughout the degree.

NUI Galway will introduce three new programmes for intake in 2016 – a BComm (Global Experience) programme to include a year of work placement and/or international exchange; a new BA in Children’s Studies, and a revised BA (Child, Youth and Family: Policy and Practice). Changes to the Civil Law and Corporate Law programmes are also in train for intake September 2016.

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### **National benchmarking of Teaching Excellence**

Embedding a culture of excellence in teaching and the nurturing of student learning is a key part of the University’s LTA Strategy. Progress against this objective has been measured annually through the President’s Awards for Teaching Excellence which continue to attract a high volume of applications and an exceptionally high calibre of awardees. Performance has been benchmarked annually through the NAIRTL Awards, where NUI Galway has consistently performed well against national comparators, winning a NAIRTL Award every year the programme was in operation (the programme has since been subsumed within the National Forum). NUI Galway academic colleagues won 6 out of the 28 awards made (21%).

The University’s Postgraduate Certificate in Teaching and Learning in Higher Education, aimed at academic staff, was the first to be launched in the university sector and to date has yielded over 250 graduates, many of whom have undertaken further study to complete a Postgraduate Diploma or MA in Academic Practice. Staffing shortages due to maternity leaves has meant that fewer staff completed the PG Cert in Teaching and Learning programme in 2013/14 than projected, however the number of trained Graduate Teaching Assistants exceeded the target set. NUI Galway also performs well nationally in the GradIreland Postgraduate Course of the Year competition, which recognises innovation and employability focus in postgraduate taught programmes. NUI Galway has secured 5 of 15 Awards since 2013.

NUI Galway’s Centre for Excellence in Learning and Teaching has also hosted a well-established annual Symposium on Higher Education, since 2003, with invited international presenters and a typical attendance level of 200 attendees, many traveling from across Ireland and further afield for what has become a fixed feature on the Irish HE calendar.

### **Graduate Attributes**

Progress on the development of an agreed set of Graduate Attributes for each College has been slowed down by the development of a new Strategic Plan for 2015-2020. However, the Graduate Attributes project has been included as the key priority for Teaching and Learning in the institutional Strategic Plan (Vision 2020), and will be progressed over the next academic year. Funding has also been won from the National Forum for the Enhancement of Teaching and Learning to advance some online aspects of the Graduate Attributes project.

### **Civic Engagement**

NUI Galway has occupied a leadership position nationally in the civic engagement arena for many years. Run through the Community Knowledge Initiative, the University continues to lead developments in volunteering, service learning, community-based research and knowledge exchange.

Campus Engage, a national network to promote civic engagement as a core function of Higher Education on the island of Ireland, was established by NUI Galway, then mainstreamed within the IUA and nationalised to respond to the National Strategy for Higher Education to 2030.

### **Youth Academy**

NUI Galway's very successful Youth Academy, offering gifted and talented 10 to 12 year olds a university experience, was established as a pilot in 2012 and has gone from strength to strength ever since. Starting with 63 students in 2012, the Academy now graduates over 500 graduates each year (2014-15 numbers). Demand for its programmes continues to grow, with two intakes of the Academy programme annually, as well as a popular Summer Camp, now going into its second year. A jointly-run Youth Academy Summer Camp was also held at St Angela's College Sligo in July 2014. Nationally, the Youth Academy benchmarks with DCU's renowned CTYI, Centre for Talented Youth Ireland, and the Director of CTYI is a key member of the Youth Academy's Advisory Board.

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

| Institution objective   | Performance indicator  | Baseline   | Interim target, end 2014   | Progress against 2014 target, commentary and data source   | Interim target, end 2015   | Final target, end 2016                                   | Summary   |
|---|--|--|--|--|--|--|---|
| 1. NUI Galway will be recognised internationally for its leadership position in its priority research areas.      | Review of current Strategy for Research and Innovation including research priorities. Development of a Strategy for Research and Innovation 2020 | Strategy for Research and Innovation to 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 | Pre-existing strategy, including research priority areas, was reviewed. Benchmarking completed. Strategy for Research and Innovation 2020 developed. | Implementation of Strategy Development of strategic partnerships | Implementation of Strategy                               | Research and Innovation Strategy 2015-2020 published as part of Vision 2020 |
| 2. NUI Galway will be recognised internationally for its leadership position in its priority research areas. This | Total citations/<br>academic FTE<br><br>Citation Impact  | Citations/<br>academic:<br>18.82 (2010/11)<br><br>Citation impact:<br>5.20 | Citations/<br>academic: 26.0<br><br>Citation impact:<br>6.2  | Citations/<br>academic: 35.34<br><br>Citation impact:<br>6.99<br>Data source – <i>Web</i>  | Citations/<br>academic: 28.0<br><br>Citation impact:<br>6.6      | Citations/<br>academic: 30.5<br><br>Citation impact: 7.0 | Target exceeded   |

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| recognition will stem from the quality of its research outputs as measured by the research impact. |  |   |  | <i>of Science</i> for citation data and <i>HEA returns</i> for academic staff numbers            |  |  |                 |
| <b>3.</b> To expand and diversify the funding sources for our research programmes                  | EU research funding/<br>research funding                 | 11% of University's research income (2010/11) from EU programmes.         | 15% of research income from EU programmes.       | 18% of research income from EU programmes.   | 18% of research income from EU programmes.       | 22% of research income from EU programmes.       | Target exceeded |
| <b>4.</b> Increase number of doctoral graduates to a sustainable level                             | Doctorates conferred p.a.                                | 191 doctorates conferred in 2011  | 180 doctorates conferred in 2014                 | 214 doctorates conferred in 2014 ( <i>calendar year</i> )  | 190 doctorates conferred in 2015                 | 200 doctorates conferred in 2016                 | Target exceeded |
| <b>5.</b> Improve Quality of Research Programmes   | PhD completion rate within time limit                    | 19% of PhD student who registered in 2006/07 completed on time in 2010/11 | 20% of PhD students completed within time limit  | 20% of PhD students completed within 4 years.  | 25% of PhD students completed within time limit  | 30% of PhD students completed within time limit  | Target achieved |
| <b>6.</b> Increase proportion of PhDs on structured programmes                                     | % of full time PhD students on structured PhD programmes | 39% of PhD students on structured PhD programmes in 2011/2012             | 50% of PhD students on structured PhD programmes | 85% of full time PhD students on Structured programmes ( <i>Source: 1 Mar 2014 HEA returns</i> ) | 60% of PhD students on structured PhD programmes | 70% of PhD students on structured PhD programmes | Target exceeded |



## Commentary and Benchmarking

**Objective 5.4.1:** The Strategy for Research and Innovation to 2014 was reviewed through a consultation process which focused on seven main pillars. These were Excellence, Impact, Innovation and entrepreneurship, Partnership, Research Visibility, Academic Engagement, and Research Structures and Support. The consultation process also addressed the priority areas and assessed whether there were new areas for growth, or niche areas where NUI Galway can make an impact. The resulting Research and Innovation Strategy was published in March 2015 as part of Vision 2020. NUI Galway will continue its focus on 5 prioritised inter-disciplinary research themes which are underpinned by areas of cross-disciplinary research excellence. The University is committed to continuing to measure, review and challenge these priority areas regularly, allowing for renewal and regeneration, and at the same time, facilitating the development of emerging areas. The objectives defined in the Research and Innovation Strategy are linked to defined measures of success. We have compared data available to us against peer institutions at a national level, and NUI Galway's intent is to enhance its reputation as a research institution that is excellent and globally collaborative in its areas of expertise.

**Objective 5.4.2:** NUI Galway has exceeded significantly the total citations/academic FTE and the citation impact targets for 2013/14

**Objective 5.4.3:** The research income from EU sources in 2013/14 was 18% of total direct research funding, a significant increase on the 2010/11 baseline of 11% and ahead of the 15% targeted for 2013/14. To date, NUI Galway has attracted the highest amount of H2020 funding of all of the Irish universities, and we remain committed to expanding and diversifying the funding sources for our research programmes. In 2014, the Research Office established an EU Funding Support Team, to drive and support EU funding initiatives, and NUI Galway remains committed to diversifying the funding sources to other non-exchequer sources also.

**Objective 5.4.4:** The 2014 target has been exceeded. The HEA data report on Trends in Postgraduate Research Education (April 2014) indicates a steady increase in PhD graduates from 2008 to 2012. However, the number of doctorates conferred is proportional to the number of doctoral students that started their programmes in previous years. The report shows a decrease in full-time PhD enrolments of 10% between 2011/12 and 2012/13 and points to expected 'further drops in overall PhD enrolments over the coming years'. The peak of full-time PhD student enrolments at NUI Galway was also in 11/12 (893), with a decrease to 816 in 12/13 (- 8.6%).

**Objective 5.5.5:** The 2014 target of PhD completions within a 4 year timescale has been exceeded. A thorough review of the method of data collection and analysis for this target is ongoing with a view to developing a more informative set of data. Changes to research income type

and availability for PhD students have impacted on the number of PhD students in the University and also on the funding situation of students which in turn delays completion time.

**Objective 5.4.6:** The 2014 target has been exceeded. The roll-out of Structured PhD programmes across all five Colleges continues apace.

## Benchmarking our Research Performance

NUI Galway benchmarks all aspects of its research performance on a continuous basis, including research outputs – publications and citations, PhD students, impact factors, our performance on major competitive research funding programmes such as Horizon 2020. See below a recent analysis of the performance of Irish HEIs in the first year of Horizon – to date, NUI Galway has secured more funding from H2020 than any other Irish institution. Our success rate on bids is also the highest of the Irish HEIs.

The Times Higher Ranking and the QS World University Ranking systems also ensure NUI Galway remains focused on our performance relative to competitors in the external environment.

|                 | FP6          | FP7          | H2020               |                  |                |                   |                   |                                   |
|-----------------|--------------|--------------|---------------------|------------------|----------------|-------------------|-------------------|-----------------------------------|
| HES Institution | Funding (€M) | Funding (€M) | No. of Applications | No. of Successes | % Success Rate | No. Securing >€1M | Funding (€)       | Total EC Funding to Projects (€M) |
| <b>NUIG</b>     | <b>24.1</b>  | <b>38.8</b>  | <b>137</b>          | <b>33</b>        | <b>24.1</b>    | <b>4</b>          | <b>15,157,693</b> | <b>100,124,169</b>                |
| <b>UCC</b>      | 30.1         | 67.4         | 148                 | 28               | 18.9           | 4                 | <b>15,062,572</b> | 107,415,550                       |
| <b>TCD</b>      | 28.6         | 76.2         | 162                 | 26               | 16             | 5                 | <b>14,307,423</b> | 94,095,839                        |
| <b>UCD</b>      | 22.6         | 68.4         | 154                 | 21               | 13.6           | 4                 | <b>11,950,718</b> | 80,469,639                        |
| <b>DCU</b>      | 9.4          | 27.2         | 76                  | 17               | 22.3           | 3                 | <b>8,750,786</b>  | 52,765,562                        |
| <b>RCSI</b>     | 2.7          | 12.2         | 24                  | 4                | 16.6           | 0                 | <b>800,215</b>    | 4,319,387                         |
| <b>UL</b>       | 5            | 17.2         | 59                  | 2                | 3.3            | 0                 | <b>737,384</b>    | 8,220,095                         |
| <b>CIT</b>      | 0.6          | 2.9          | 17                  | 1                | 5.9            | 0                 | <b>398,500</b>    | 7,494,196                         |
|                 | 3.1          | 9.6          | 32                  | 2                | 6.2            | 0                 | <b>189,513</b>    | 5,484,852                         |

|             |  |  |  |  |  |  |  |  |
|-------------|--|--|--|--|--|--|--|--|
| <b>NUIM</b> |  |  |  |  |  |  |  |  |
|-------------|--|--|--|--|--|--|--|--|

Source: European Commission data on H2020 grants won by Irish HEIs, 2014

## International Benchmarking of performance against Teaching and Research KPIs

In December 2013, NUI Galway commissioned the Hanover Research Institute to undertake an international benchmarking review of the University's performance on selected key performance indicators against a set of international peer institutions in the United States, Canada, Australia, the United Kingdom, and New Zealand.

A key objective of NUI Galway's new Strategic Plan is to become a top 200 university in at least one international ranking by 2020. The institutions selected by the Hanover Research Institute were chosen on the basis of their size (between 12,000 and 30,000 students to be relevant to NUI Galway); Focus - fully comprehensive (Five faculty areas plus medical school); and Research Output: (High level of research relative to size and focus) and were assessed on performance on research and teaching metrics in both the QS and THE World University Rankings. Details are included in the table below and the full report is included in Appendix One.

The data provided NUI Galway with an assessment of institutional success on selected Key Performance Indicators (KPIs) against a relevant international peer group, and will be used to inform strategy over the course of the next Strategic Plan.

| UNIVERSITY                          | QS World Ranking | QS Comparator | THE World Ranking | THE Comparator |
|-------------------------------------|------------------|---------------|-------------------|----------------|
| <b>NUI Galway</b>                   | <b>284</b>       |               | <b>314</b>        |                |
| <b>United States</b>                |                  |               |                   |                |
| University of California, Riverside | 268              | 16            | 148               | 166            |
| Florida State University            | 421-430          | -141          |                   |                |
| Georgetown University               | 189              | 95            | 160               | 154            |
| <b>Canada</b>                       |                  |               |                   |                |
| Dalhousie University                | 244              | 40            | 251-275           | 51             |
| University of Calgary               | 201              | 83            | 200-225           | 102            |
| <b>Australia</b>                    |                  |               |                   |                |

|                                 |     |     |         |     |
|---------------------------------|-----|-----|---------|-----|
| Griffith University             | 341 | -57 |         |     |
| Macquarie University            | 263 | 21  | 276-300 | 26  |
| University of Newcastle         | 298 | -14 | 251-275 | 51  |
|                                 |     |     |         |     |
| <b>United Kingdom</b>           |     |     |         |     |
| Queen Mary University of London | 115 | 169 | 114     | 200 |
| Queens, Belfast                 | 172 | 112 | 251-275 | 51  |
| University of Leicester         | 202 | 82  | 161     | 153 |
|                                 |     |     |         |     |
| <b>New Zealand</b>              |     |     |         |     |
| University of Auckland          | 94  | 190 | 164     | 150 |
| University of Otago             | 155 | 129 | 226-250 | 76  |

## Additional Institutional Objective added to reflect Strategic Plan 2015-2020

NUI Galway proposes to add the following institutional objective, relating to entrepreneurship and innovation amongst students, to its list of targets in the Research and Innovation section of the Compact.

The University has recently won a major grant from the US-based Blackstone Charitable Foundation to develop a €1.5 million entrepreneurship programme for undergraduate students, to begin in September 2015. As a result, a focus on student entrepreneurship and innovation will become a key strand of the University's innovation offering over the lifetime of the Compact.

| 7. | Institute Objective      | Embed a culture of entrepreneurship and innovation among students   |
|----|--------------------------|---|
|    | Performance indicator    | New programme structures and offerings in place.<br>New structures in place to generate new networks of entrepreneurs and innovators to support student start-ups.  |
|    | Baseline 2014            | Delivery of module in Innovation, Enterprise and Entrepreneurship.<br>Campus Entrepreneurship Enterprise Network established.<br>Delivery of the Bioinnovate Medical Device programme.<br><a href="#">Explore</a> , a model of open innovation between students and staff, established.<br>Membership of the global <a href="#">Enactus</a> initiative.<br>Ryan Award for Innovation established.<br>Student Entrepreneurial Society established.<br>Students Union Enterprise Awards scheme established. |
|    | Interim target, end 2015 | Development of Key Enabling Technologies module for Structured PhD programmes.<br>Development of Structured Research Masters Programme in Key Enabling Technologies.<br>Establish student entrepreneurial space.<br>5% of full-time students participating in entrepreneurship programmes.  |
|    | Interim target, end 2016 | Development of Creative Difference module.<br>Enrolment on Structured Research Masters Programme in Key Enabling Technologies.<br>Development of student entrepreneurial space.<br>10% of full-time students participating in entrepreneurship programmes.<br>Establish seminar series on entrepreneurship.<br>Develop network of entrepreneurs - engage with Galway University Foundation and alumni to develop this.  |

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

| Institution objective   | Performance indicator                   | Baseline   | Interim target, end 2014         | Progress against 2014 target, commentary and data source  | Interim target, end 2015         | Final target, end 2016           | Summary   |
|---|---|--|----------------------------------|---|----------------------------------|----------------------------------|---|
| <b>1.</b> Transfer University technologies into industry through licensing, and manage and protect intellectual property assets as appropriate. | Number of licence and option agreements | 10 licence and option agreements (20 10 figures)                   | 10 licence and option agreements | Total = 15 (10 licence agreements, 5 options)<br>Predominantly with existing client base in medical diagnostic/device field   | 13 licence and option agreements | 15 licence and option agreements | Target Exceeded   |
| <b>2.</b> Promote and assist the development of start-up companies and ensure access for them to various supports                               | Number of new start-up companies        | 4 (2011/12 figure)   | 5 new start-ups                  | 2 new start-ups (Sedicii Innovations; Embo Medical)   | 5 new start-ups                  | 5 new start-ups                  | Target partially met due to Staff vacancies in TTO which have since been filled.* |
| <b>3.</b> Developing a range of community education capacity building initiatives through collaboration with local development partnerships and | Number of programmes delivered          | One programme (2011/12) Diploma in Community Development Practice. | 3 programmes                     | <b>1.</b> L7 course – An Dioplóma sa Ghaeilge & Ríomhaireacht provided to 40 participants in 2013-2014 & 2014-2015 in An Cheathrú Rua in conjunction with Galway Roscommon Education Training Board, GRETB;<br><b>2.</b> Ríomhaireacht d’Aosaigh – an | 4 programmes                     | 5 programmes                     | Target exceeded   |

|  |  |                           |                                       |   |  |   |  |
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| <p>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.</p> |  |                           |                                       | <p>8 week introductory computing course for older citizens provided to 20 participants in Ionad Ghaoth Dobhair, 2013-2014 in collaboration with Comharchumann Forbartha Ghaoth Dobhair.</p> <p><b>3.</b> An Clár i gCultúr Áitiúil - a 20 week basic literacy &amp; computing skills provided to 19 participants in Ionad Charna January – May 2014 in conjunction with SOLAS.</p> <p><b>4.</b> Microsoft Office Specialist – a 24 week computing course for 10 community participants in Ionad na Ceathrún Rua, 2014-2015.</p> <p>Data source: Acadamh, GRETB</p> <p><b>5.</b> Community and Voluntary Workshop Series offered in June 2014;</p> <p><b>6.</b> Diploma in Youth and Community Development Practice (provided in Partnership with the Galway and Roscommon Education and Training Board) – 19 students</p> <p><b>7.</b> Community, Youth and Family Groups modules offered as part of a Summer School programme June 2014.</p> |  |   |  |
| <p><b>4.</b> Develop strategic, sustainable</p>  | <p>Development of formal schema for industry and</p> | <p>To be established.</p> | <p>Develop schema of partnerships</p> | <p>Acadamh na hOllscolaíochta has formed the following agreements and partnerships:</p>   | <p>Development of partnership database</p> | <p>10 strategic partnership agreements.</p> | <p>Target partially met due to staff</p> |



|  |   |  |   |  |  |               |  |
|--|---|--|---|--|--|---------------|--|
| 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. | community partnership;<br>Development of a partnership database;<br>Number of partnerships; |  | and interactions.   | (i) GRETB contract 2013-2014<br>(ii) GRETB contract 2014-2015<br>(iii) SOLAS contract 2014<br>(iv) TG4 Deis scheme 2014<br><br>Due to staffing vacancies in the TTO Office, a formal schema of partnerships and interactions has not yet been developed.   | building on existing institutional models. |               | vacancies which have since been filled.* |
| 5. 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.  | Number of programmes  | 5 programmes (see below for agreed programmes)** | 7 programmes Including 2 new programmes – Cert in Youthwork Practice and Diplóma sa Phleanáil Teanga<br><br>4 other initiatives in the Acadamh through shorter courses and expansion of | 1. Certificate in Youth Work Practice developed - provides a high quality youth work course to enable people working within the youth work sector to acquire access to additional skills or knowledge in response to the changing youth work context. Designed in collaboration with organizations/ employers in the wider youth work sector to ensure that students are equipped to work in a variety of settings.<br>Currently being provided in the Midlands for the Midlands Regional Youth Services to meet the professional training | 10 programmes                              | 12 programmes | Target exceeded                          |

|  |                                 |                            |   |  |                  |                  |                 |
|--|---------------------------------|----------------------------|---|--|------------------|------------------|-----------------|
|  |                                 |                            | existing courses to a wider group (i.e. teachers) | requirements of their CE and Core Staff – 26 students.<br>2. Acadamh na hOllscolaíochta has developed the following new programmes:<br>(i) Diplóma sa Phleanáil Teanga for 12 Údarás na Gaeltachta & Foras na Gaeilge Employees 2013-2015<br>(ii) 34 in-field teachers registered as Occasional Arts students on BA sa Ghaeilge Fheidhmeach seeking to enhance Irish language qualifications.<br>(iii) Shorter in-house courses in 2014 include: Business Writing Workshop for Department of Arts, Heritage & Gaeltacht, June 2014<br>(iv) Foras na Gaeilge Communications Workshop, December 2014 |                  |                  |                 |
| 6. Enhance graduate employability in Media, AV and Creative Industries through structured placements at L8 & L9 with regional enterprises. | Number of structured placements | 2012-2013: 15 placements   | 18 placements                                     | 15 students on BA sa Chumarsáid placed with Media, AV & Creative Enterprises during 2013-2014<br><br>12 students on BA sa Chumarsáid placed with Media Companies during 2014-2015<br>Data source: Acadamh  | 18 placements    | 20 placements    | Target exceeded |
| 7. Maintain and develop Gaeltacht  | Number of participants in L7-   | 2012-2013: 45 participants | 100 participants                                  | (i) 101 students registered on BA sa Ghaeilge Fheidhmeach in   | 120 participants | 150 participants | Target exceeded |

|  |   |                      |                |   |                |                 |                 |
|--|---|----------------------|----------------|---|----------------|-----------------|-----------------|
| and Irish language regional learning networks using blended learning programmes across L7-L9   | L8-L9 blended learning programmes                                   |                      |                | <p>2013-2014</p> <p>(ii) 155 students registered on three blended learning programmes in 2014-2015: BA sa Ghaeilge Fheidhmeach, An Diplóma sa Phleanáil agus Buanú Teanga, An Diplóma sa Chultúr Dúchais.</p> <p>(iii) MA sa Léann Teanga to be offered on a blended learning basis in 2015-2016.<br/>Data source: Acadamh</p>  |                |                 |                 |
| 8. Support Embedded Knowledge Exchange in Western Region through collaboration with TG4, RTÉ, Údarás na Gaeltachta, Skillnet, IBEC, SPI. | Number of Formal Collaborations/Documented Partnership Arrangements | 2013: 3 partnerships | 5 partnerships | <p>Formal agreements, partnerships and contracts established or renewed during 2013-2014.</p> <p>(i) TG4 Fios Físe Agreement<br/>(ii) Foras na Gaeilge Lexicography Project Agreement<br/>(iii) Department of Arts, Heritage &amp; Gaeltacht SLA<br/>(iv) Údarás na Gaeltachta Pleanáil Teanga Contract<br/>(v) EU Conference Interpreting Memorandum<br/>(vi) Hibernia College Gaeltacht Placement Contract<br/>(vii) St Patrick's College (DCU) Gaeltacht Placement Contract<br/>(viii) Marino Institute of Education Gaeltacht Placement</p> | 7 partnerships | 10 partnerships | Target exceeded |

## Commentary

**\* Objectives 2 and 4:** Targets have been partially achieved only in these areas due to staffing vacancies over a sustained period in the Technology Transfer Office at NUI Galway. The Director of Technology Transfer role has been vacant for some time which prevented the Office from operating at full capacity. The Director post has recently been filled and the University expects to bring targets back on track in 2015.

**\*\*Objective 5: Expand the range of personal and professional development programmes:**

### List of agreed programmes:

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|--|
| <p><b>Dioplóma sa Ghaeilge (B2)</b> – St Angela’s College of Education, Sligo<br/>New stream (September 2012) of 30 ECTS Language Acquisition Programme to assist ITE students achieve language competency</p>   |
| <p><b>Dioplóma i Scileanna Aistriúcháin (2012-2014)</b> – NUI Galway campus<br/>6/11 participants working in Irish language sector (e.g. Department of Arts, Heritage &amp; Gaeltacht/Údarás na Gaeltachta/Gaillimh le Gaeilge) on a 30ECTS translation skills programme.</p>  |
| <p><b>MA/Postgraduate Diploma in Conference Interpreting</b> – NUI Galway campus<br/>New stream (2012, taught through English) of professional 60/90ECTS programme previously located in University centre in An Cheathrú Rua. 9 participants in 2012-2013, 11 participants in 2013-2014.</p>  |
| <p><b>MA/Dioplóma Iarchéime sa Chumarsáid</b> – Ionad Ollscoile na Ceathrún Rua<br/>New 60/90ECTS programme (2012) replacing ADCF aimed at providing graduates with IT &amp; Digital Media skills for employment in broadcast industry. 6 participants 2012-2013<br/><b>Diploma in Community Development Practice</b> – 30 credit diploma, offered independently by NUIG or in conjunction with community and development organisations eg Leader. A variation of this programme (i.e. Diploma in Community and Youth Work Practice) is run in conjunction with Galway-Roscommon Education Board to train youth workers for community setting work placements. (31 and 20 students respectively on these courses in 13/14)<br/><b>Science and Technology Specialist Diplomas:</b> a range of courses are offered (i.e. 13/14 - Medical Device Science - 40, Environmental Sustainability - 6, Lean &amp; Quality Systems - 34), which directly respond to the professional development needs of employees within the region.</p> |

## 6. Enhanced internationalisation

| Institution objective   | Performance indicator   | Baseline  | Interim target, end 2014  | Progress against 2014 target, commentary and data source   | Interim target, end 2015   | Final target, end 2016   | Summary         |
|---|---|---|---|--|--|--|-----------------|
| 1. 18% of full-time students international, representing diverse spread of nations; at least 50% of international students to come from outside the EU. | Percentage of full-time international students enrolled in March as per census submission*. Number of countries represented. Proportion from non-EU.            | 14%, from 90 countries, 68% of whom non-EU  | 15%, from 95 countries, 68% of whom non-EU  | 19.57%, from 113 countries, 62.93% of whom non-EU<br><br><b>Commentary: The shortfall in percentage of non-EU is a function of higher than expected overall numbers, and reflects underlying actual growth (1,762 non-EU students in 2014 compared to 1,535 in 2013).</b><br><br>Data source: Institutional Research Office (NUI Galway HEA census return, March 2014) | 16%, from 100 countries, 68% of whom non-EU  | 18%, from 100+ countries, 68% of whom non-EU   | Target exceeded |
| 2. At least 275 international students enrolled on PGT programmes, 60% of whom from outside EU<br><br>At least one third of PhD students                | Number of full-time students enrolled on PGT programmes in March as per census submission.<br><br>Percentage of PhD students international, and proportion from | 179 international PGT students, of whom 30% non-EU<br><br>27% of PhD students international, of whom 50% non-EU | 240 international PGT students, of whom 33% non-EU<br><br>27% of PhD students international, of whom 50% non-EU | 274 international PGT students, of whom 74.0% non-EU<br><br>29.8% of PhD students international, of whom 68.5% non-EU<br><br><b>Commentary: The numbers for</b>  | 250 international PGT students, of whom 35% non-EU<br><br>30% of PhD students international, | 260 international PGT students, of whom 35% non-EU<br><br>27% of PhD students international, | Target exceeded |

|  |  |   |   |   |  |   |                 |
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| international, at least 60% of whom from outside EU.   | outside EU.  |   |   | <b>non-EU exceed those projected, reflecting deliberate marketing efforts to maximise this subgroup.</b><br>Data source: Institutional Research Office (NUI Galway HEA census return, March 2014)   | of whom 55% non-EU   | of whom 60% non-EU  |                 |
| 3. Increased outbound international mobility by students and staff<br><br>Increased inbound international mobility by 'study abroad' students, in both numbers and regions represented<br><br>That productive research linkages with international collaborators be fostered an expanded | Numbers of students and staff participating in outbound mobility<br><br>Number of inbound 'study abroad' students, and number of regions represented<br><br>Supports for engagement by academic staff in productive international research collaboration | Outbound students/staff: ratio 200/14<br><br>Inbound students: 730, mainly Europe and North America<br><br>Institution-level strategic alliance with Georgia Tech | Outbound students/staff: 230/17<br><br>Inbound students: 800, from Europe, North America, and South America<br><br>Additional institution-level strategic alliance with South American university | Outbound students/staff: 332/19<br><br>Inbound students: 994, from Europe, North America, and South America<br><br>Institution-level strategic alliance with Universidade Federal do Rio Grande do Sul (UFRGS), Brazil<br><br><b>Commentary: The numbers outbound exceeded projections due to specific targeting in anticipation of new university Strategic Plan objectives; the South America component of inbound mobility is accounted for by significant participation</b> | Outbound students/staff: 240/20<br><br>Inbound students: 825, from Europe, North America, and South America<br><br>Additional institution-level strategic alliance with Asian university | Outbound students/staff: 240/23<br><br>Inbound students: 850, from Europe, North America, South America, Asia<br><br>Additional institution-level strategic alliance with a regionally strong university in North America | Target exceeded |

|  |   |  |  |  |   |  |                        |
|--|---|--|--|--|---|--|------------------------|
|  |   |  |  | <p><b>in Brazil's Science Without Borders scheme.</b><br/>Data source: Internal records</p>  |   |  |                        |
| <p>4. To maximise NUI Galway's positive impact on international development goals</p> <p>To foster links with, and serve needs of, local immigrant communities</p> | <p>Extent and visibility of activities promoting international development goals</p> <p>Links with, and visibility to, local immigrant groups</p> | <p>Aspiration to 'promote sustainable international development' included in internationalisation strategy</p> | <p>Establishment of institution-wide working group with brief to formulate action plan on appropriate curricular, research, outreach, and promotional innovations</p> <p>Emphasis on international development activity embedded into institutional branding and advertising</p> <p>Formal links with representatives of immigrant communities</p> | <p>Internationalisation Sub-Committee (ISC) revised and expanded in membership to enable the formulation of appropriate action plans, in line with the identification of these responsibilities within the new university Strategic Plan 2015-2020</p> <p>University activities in international development now featured in prospectuses, and highlighted within the Strategic Plan 2015-2020 corporate presentation</p> <p>Formal contact established with two local organisations (the Irish Chinese Society Galway and the Galway Indian Community) in the first instance; development of action plan with the Embassy of Ethiopia</p> <p><b>Commentary: NUI Galway's responsibility for promoting international development and diversity objectives as part of its core mission has been</b></p> | <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> | <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> | <p>Target achieved</p> |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  | <p><b>explicitly embedded into the new Strategic Plan 2015-2020 as a key institutional principle.</b></p> <p>Data source: Internal records</p> |  |  |  |
|--|--|--|--|--|--|--|--|

\*'International' defined as students with domicile home address outside Republic of Ireland; 'non-EU' status defined with reference to non-EU domicile home address; to include all full-time students, including JYA, Erasmus, etc.; all actually enrolled students counted equally (i.e. no FTE weightings applied)

### Benchmarking observations:

- The most recent institution-level data posted to the HEA website (press release relating to March 2013) showed NUI Galway to be the leading university in Ireland in terms of full-time international student enrolment. NUI Galway's enrolment has increased since, and currently stands at 19.57% of full-time students (March 2014; 2,800 students from total enrolment of 14,306). The relevant underlying statistic refers to the most rigorous definition of "international student" typically used in the sector: namely, **the enrolment of students ordinary domiciled outside the Republic of Ireland to study on a full-time onshore (i.e., home campus) basis**. It does *not* include (a) students who are enrolled for part-time study, (b) students enrolled on short sub-degree courses, (c) students studying at overseas branch-campuses, (d) students taking online programmes or MOOCs, (e) students enrolled solely on English-language classes or similar, or (f) students of non-Irish nationality living permanently in Ireland.
- The most recent sectoral data posted to the HEA website (relating to March 2013) show the average undergraduate, postgraduate, and total full-time international student recruitment enrolments across the Irish universities to be 8.19%, 20.60%, and 11.81%, respectively. For NUI Galway, the corresponding enrolments are 19.35%, 25.82%, and 19.57%, respectively.
- The incorporation of Shannon College students into the mainstream NUI Galway enrolment will be a complicating factor in the projection, auditing, and benchmarking of international student numbers from September 2015. However, it can be noted that the impact of this incorporation will likely enhance the University's ability to meet ambitious internationalisation targets, given the strong record of Shannon College in international student recruitment.



## 7. Institutional consolidation

| Institution objective   | Performance indicator  | Baseline  | Interim target, end 2014              | Progress against 2014 target, commentary and data source   | Interim target, end 2015  | Final target, end 2016 | Summary         |
|---|--|---|---------------------------------------|--|---|------------------------|-----------------|
| 1. Integration of Shannon College of Hotel Management into NUI Galway | SCHM fully integrated as a School withn NUI Galway's College of Business, Public Policy and Law  | Long term partnership between NUI Galwat and SCHM.                | 30 June 2014 Final Heads of Agreement | Heads of Agreement have been signed and exchanged between NUI Galway and Shannon Airport Group.      | 31 January 2015 agreement and signing of full incorporation agreement | Full incorporation     | Target achieved |
| 2. Integration of St. Angela's College Sligo into NUI Galway          | St Angela's College, Sligo fuly integrated into NUI Galway, merged with the School of Education. | Long term partnership between NUI Galway and St Angela's College. | 30 June 2014 Final Heads of Agreement | Heads of Agreement have been signed and exchanged between NUI Galway and St. Angela's College Sligo. | 31 January 2015 agreement and signing of full incorporation agreement | Full incorporation     | Target achieved |

### Commentary

#### Integration of Shannon College of Hotel Management

Financial and legal due diligence on the incorporation is nearing completion. The ISS discovery project is complete and work on implementation has begun. A HEAnet connection has been brought to SCHM and NUIG systems will be online by the end of July. A broad project plan covering all aspects of integration, including integration into the School of Business, Public Policy and Law is largely complete, following extensive consultation across the administrative units and with SCHM.

The integration was marked by A Day of Welcomes, hosted by the President Dr Jim Browne on Tuesday April 28<sup>th</sup> in NUIG when all Shannon staff spent a day on campus. Full integration of Shannon College into NUI Galway is now complete and staff and students of Shannon College will become NUI Galway staff and students by September 2015.

### **Integration of St Angela's College Sligo**

A clear incorporation timetable has been agreed between NUI Galway and St. Angela's College Sligo. The completion of due diligence, as part of that process, will allow for engagement with staff representatives and unions under TUPE legislation. Progress towards integration has also been helped considerably by revised contracts and career pathways for University Lecturers within the University. A Steering Group, made up of senior staff from both NUIG and STACS, has been monitoring implementation of the project plan and progress made by the integration working groups across administrative and academic areas. The IS / IT discovery project in STACS is complete and has identified the needs, costs and likely timeframe for IS/IT systems alignment.

Preparations to allow for students to begin courses in St. Angela's as NUI Galway students in September 2016 are under way, with administrative and academic integration by Q4 2015 / Q1 2016 to allow for that. The President and members of NUIG senior management visited St. Angela's in May to meet with all staff and answer or clarify any queries raised. The visit is part of a communications plan to engage with St. Angela's staff, as a group, within working groups and on a one-to-one basis. The communication plan also includes engagement with external stakeholders, public representatives among them to ensure that they have the most up-to-date and accurate information on the progress towards integration.

An identified date as part of a Ministerial Order would help greatly in clarifying for staff in both institutions the integration pathway over the coming eighteen months.

## 8. Institutional Objective - Gender Equality

| Institution objective   | Performance indicator   | Baseline   | Interim target, end 2015  | Final target, end 2016  | Summary  |
|---|---|--|---|---|--|
| To afford men and women equality of opportunity in their careers. | <ol style="list-style-type: none"> <li>Higher percentages of female staff in senior academic and support roles.</li> <li>Greater gender balance in the outcome of promotion rounds.</li> <li>Greater female representation on key decision-making committees.</li> <li>All staff involved in recruitment and promotion processes have completed unconscious bias training.</li> </ol> | <p><b>1. Academic Grades</b><br/>           Established Professors - 12% female<br/>           Associate Professor - 10%<br/>           Senior Lecturer 32%<br/>           Lecturer Above Bar - 50%<br/>           Lecturer Below Bar 52%<br/> <b>2. Academic Promotions:</b><br/> <b>Senior Lecturer</b> (2014) – 39% female<br/> <b>Professor</b> – (2012-14) – 6% female<br/> <b>3. Administrative Grades</b><br/>           Secretary /Assoc Sec – 33%<br/>           Assistant Sec – 71%<br/>           Director – 20%<br/>           Admin Officer – 55%<br/>           Grade 5- 65%<br/>           Grade 2- 97%<br/>           Grade 1 – 83%<br/> <b>4. Committee Composition</b><br/>           Údarás na hOllscoile – 40% female<br/>           UMT – 25%<br/>           AMT – 12%<br/>           APRC – 50%<br/>           FRC – 20%</p> | <ol style="list-style-type: none"> <li>Recruitment process for VP Equality and Diversity in train.</li> <li>Unconscious bias training programme developed and roll out begun.</li> <li>Review of composition of key committees in train.</li> <li>Gender equality review of promotion processes started.</li> </ol> | <ol style="list-style-type: none"> <li>VP Equality and Diversity appointed</li> <li>Unconscious bias training rolled out to all staff involved in recruitment and promotion processes.</li> <li>40% female membership of all major decision-making committees.</li> <li>Gender equality review of all promotion policies and procedures completed.</li> </ol> | Colour code according to achievement of target |

