GMIT
INSTITIÚID TEICNEOLAÍOCHTA NA GAILLIMHE-MAIGH EO
GALWAY-MAYO INSTITUTE OF TECHNOLOGY

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

GMIT HEA
Strategic Dialogue Cycle 3
Self Evaluation Report

Submitted: 28th June 2016

www.gmit.ie

Strategic Dialogue Cycle 3

HEI Self Evaluation Report and Critical Reflection

Each higher education institution is required to complete a self-evaluation report setting out a review of institutional performance against the second set of interim targets, as at year end 2015.

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 2015 and having regard to (c) March 2016 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 and demonstrate any learnings from the process. 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

For Galway-Mayo Institute of Technology 28th June 2016

Dr Fergal J. Barry
PhD, Executive MBA, Hons BSc (ACQUA), NatDipSc, NatCertSc, EurChem, FICI, MIMF, MISE, LRSC
President Galway-Mayo Institute of Technology

Introduction

During the academic year 2015/2016 GMIT reflected in detail on the performance of the Institute and carefully considered the actions the Institute required in order to address institutional issues and, in partnership with the Higher Education Authority support the development of the Higher Education System in Ireland. The compact objectives and targets were revisited with a view to ensuring that they are, in the main, quantitative and outcomes focused. GMIT has also established the mechanisms required to enable the Institute to perform against those metrics. A fully Revisited Mission-Based Performance Compact, a Self-Evaluation Report and Critical Reflection and an Independent Audit of Performance carried out by PWC were submitted to the HEA in March 2016. These three documents also accompany this submission as appendices.

Included in the revisited compact are four objectives (of 31) that were prioritised for 2015/2016 to "arrest student number decline experienced between 2010/2011 and 2013/2014 and grow market share in a growing national demographic, supporting participation levels" so that performance around student numbers is actively managed.

New and Priority High-Level Strategic Institution Objectives to (a):

- improve First Year progression rates; and (b)
- produce graduates to support regional and national economy and society: meeting Ireland's Graduate Demand through Higher Education Capacity Building

were also set to support capacity building and delivery from our higher education system.

Against a backdrop of a very challenging but improving financial position, GMIT has set a new and priority high-level strategic institution objective of returning the Institution to financial balance and protecting the long-term performance of the Institution. This objective will feature in this and future compacts. In this way, the Institute's reserves can be employed to support our vision of developing into a Technological University and co-invest with central government funds in campus development. Addressing this underlying structural issue is a critically important aspect of realising the potential added value of pursuing Technological University status in collaboration with partner institutions. The Institute is therefore delaying some of the earlier strategic actions so as to address the financial alignment with the strategy of the institute.

In the resubmitted compact, several objectives were revised at outcome oriented objectives ("Revised Institution Objectives") and some new objectives were also added ("New Institution Objectives"). The President will oversee the implementation of these metrics and responsibility for achieving the revised metrics has been assigned to executive owners as detailed throughout this Self-Evaluation Report.

Table of Contents

INTRODUCTION 3
FOUR PRIORITY HIGH-LEVEL STRATEGIC INSTITUTION OBJECTIVES 6

1. REGIONAL CLUSTERS (5 OBJECTIVES – 3 SHARED ACROSS THE WEST/NORTH WEST CLUSTER) 12

ESTABLISH A REGIONAL CLUSTER IN THE WEST/NORTH-WEST REGION, WITH APPROPRIATE GOVERNANCE STRUCTURES 15
DEEPENING ENGAGEMENT WITH THE FURTHER EDUCATION SECTOR AND EDUCATION AND TRAINING BOARDS (ETBS) 15
DEEPENING ENGAGEMENT WITH OTHER GOVERNMENT AGENCIES IN THE REGION 16
NEW FORMAL COLLABORATIONS IN THE REGION INITIATED IN 2015 16
COORDINATED ACADEMIC PLANNING 16
DEVELOPING REGIONAL LEARNING PATHWAYS WITH PARTNERS & FES TO PROVIDE CLEARLY ARTICULATED PROGRESSION OPPORTUNITIES AMONG HEIS 18
BUILDING BRIDGES ACROSS REGIONAL CLUSTERS 19
DEVELOP OF SUSTAINABLE THEMATIC CLUSTERS THAT ENHANCE SELECTED STRENGTHS OF THE INSTITUTE IN SERVING REGIONAL & NATIONAL NEEDS 19

2. PARTICIPATION, EQUAL ACCESS AND LIFELONG LEARNING (4 OBJECTIVES) 20

ARRESTING STUDENT NUMBER DECLINE 21
TRANSITIONS DEBATE 22
WIDENING PARTICIPATION 23
PROVIDING A RANGE OF ALTERNATIVE ENTRY ROUTES FROM FE PROVIDERS 23
INCREASING PART-TIME FLEXIBLE ENROLMENTS AND APPRENTICESHIP 23

3. EXCELLENT TEACHING AND LEARNING AND QUALITY OF THE STUDENT EXPERIENCE (5 OBJECTIVES) 25

IMPROVING FIRST YEAR PROGRESSION RATES 27
PERFORMANCE IN INDEPENDENT BENCHMARKS MEASURING STUDENT PERCEPTION 29
INCREASE POST-ENTRY SUPPORT FOR STUDENTS ATTENDING GMIT 29
ENSURE STAFF ARE EFFECTIVELY SUPPORTED IN THEIR PROFESSIONAL DEVELOPMENT 30
PROVIDE LEADERSHIP AND SUPPORT FOR INNOVATIVE APPROACHES TO LEARNING AND TEACHING 30

4. HIGH QUALITY, INTERNATIONALLY COMPETITIVE RESEARCH AND INNOVATION (4 OBJECTIVES) 31

SUCCESSFULLY BID FOR RESEARCH FUNDING 33
INCREASING POSTGRADUATE RESEARCH REGISTRATIONS 34
FOCUSING RESOURCES ON A SMALLER NUMBER OF LARGER RESEARCH CENTRES 35
ACADEMIC STANDING AS A PROVIDER OF RESEARCH IN NICHE AREAS 35

5. ENHANCED ENGAGEMENT WITH ENTERPRISE & THE COMMUNITY & EMBEDDED KNOWLEDGE EXCHANGE (3 OBJECTIVES) 37

MEETING IRELANDS GRADUATE DEMAND AND HIGHER EDUCATION CAPACITY BUILDING 39
INCREASING COLLABORATIVE AND CONTRACT RESEARCH AGREEMENTS WITH INDUSTRY 40
EXPANDING OUR BUSINESS START-UP SUPPORT ACTIVITY 41

6. ENHANCED INTERNATIONALISATION (5 OBJECTIVES) 44

INCREASING THE INTAKE OF NON-EU STUDENTS 46
INCREASING THE NUMBERS OF INTERNATIONAL STUDENT OUTBOUND EXCHANGES 47
INCREASING INTERNATIONAL STUDENT WORK PLACEMENTS 48
INCREASING INTERNATIONAL STAFF MOBILITY 49
GROWING THE INTERNATIONAL STUDENT POPULATION 49

7. INSTITUTIONAL CONSOLIDATION (5 OBJECTIVES) 50

RESTORING THE INSTITUTION TO FINANCIAL SUSTAINABILITY 53
PHASED DEVELOPMENT AND IMPLEMENTATION OF IRAM/WLM 54
PURSUIT OF A TRAJECTORY THAT ACHIEVES RE-DESIGNATION AS A TECHNOLOGICAL UNIVERSITY 55
WORKING TO ACHIEVE THE OBJECTIVE OF TU STATUS 56
CONSOLIDATING PROGRAMMES ACROSS ACADEMIC UNITS AND CAMPUSES 56
INSTITUTIONAL BENCHMARKING 57

PERFORMANCE SUMMARY CHART (TOTAL 31 OBJECTIVES) 61

Four Priority High-Level Strategic Institution Objectives

Four Priority High-Level Strategic Institution Objectives set in November 2015 are detailed on pages 3,4,5 & 6 for clarity:

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Final target, 2015/16	Summary
New and Priority Institution Objective (wef) Nov 2015 To arrest student number decline experienced between 2011/2012 and 2013/2014 and grow market share in a growing demographic, supporting participation levels	a. FT First Year undergrad new entrants for GMIT as a % of new entrants for the IOT sector b. FT First Year UG New Entrants as per SRS returns on March 1st c. Total FT Undergraduate Enrolments as per SRS returns on March 1st	a. 9% b. 1817 c. 5366	a. 8% b. 1603 c. 5127	a. 9% b. 1762 c. 5267	**a. 9%** **b. 1754** **c. 5400**	**Changed from Yellow in Cycle 2 to Green in Cycle 3 Reporting**
Progress against 2015 target, commentary and data source	In 2015 GMIT registered 1,762 full-time undergraduate new entrants and the full-time undergraduate enrolments stood at 5,267. Targets on student enrolments did not form part of the Institute's original 2014-2016 compact objectives with the HEA. Concerned by the performance demonstrated by the Institute and recognising that we need to respond to the demand for capacity building in our higher education system through a process of on-going and further improvement, the Institution's Revisited Compact set a New and Priority High-Level Strategic Institution Objective to "arrest student number decline experienced from 2010/2011 to 2013/2014 and grow market share in a growing demographic, supporting participation levels". Full Time (FT) undergraduate (UG) enrolments have grown for two consecutive years 2014/2015 and 2015/2016 (*Data Source: March 2016 data returns to the HEA*). 2016/2017 and 2017/2018 profiles have been added to the Revisited Compact Document.					

Transitions Debate

GMIT is committed to the Transitions Debate that is taking place nationally. It is acknowledged that the Institute of Technology (IoT) sector views the debate differently to the University sector. Evidence within GMIT supports the argument that a move to only undenominated entry on a discipline basis is counter-productive as students applying to IoTs in general and specifically to GMIT are very focused on the applied nature of the programme and the employment opportunities upon graduation.

Nonetheless, GMIT offers undenominated entry to all Science programmes in parallel with denominated entry. In September 2015 GMIT offered a new suite of Business degrees with the unique distinction that the first 90 credits are common, with only 5 credits of a variation up to the first 120 credits on all programmes. This allows transfer opportunities both at the end of stage 1 and stage 2. From September 2016 the Centre for Creative Arts and Media will be offering degree programmes in both Design and Contemporary Arts each offering progression to five and six different streams respectively. From September 2017 the Engineering School will be offering an undenominated entry route that will allow progression to five different streams. In September 2017 the Institute will have undenominated entries in four Schools: Art, Business, Engineering and Science.

Of note also is the method employed in GMIT to programme accreditation over the past number of years. Due to the Institute's commitment to maintaining Level 7/6 provision, proposals for the accreditation of Level 8 programmes must also include corresponding and cognate Level 7 proposals, both as an entry point and as an exit route. Where proposers make the argument that parallel development of Levels 7 and 8 is inappropriate due to the lack of employment opportunities or relevance to the market place, such arguments will be considered by the expert external accreditation panels on a case-by-case basis.

The development of the Institute's portfolio of programmes is in direct response to its regional remit, and engagement with industry, business and community stakeholders. Prior research must be conducted on the need for the programme and evidenced in the programme documentation. A recent engagement by GMIT with the newly appointed Regional Skills Forum Manager for the West confirmed this element of our programme design process wherein she commended the Institute on the manner it was addressing the Action Plan for Jobs through the research conducted with industry and business stakeholders.

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Final target, 2015/16	Summary
New and Priority Institution Objective (wef) Nov 2015 To improve first year progression rates	First Year progression rates, (using HEA methodology)	69%	71%	75% Embed First Year Experience programme across the Institute	**75% Introduce a traffic light KPI system to monitor retention measures and performance**	
Progress against 2015 target, commentary and data source	A new priority objective is included in GMIT's compact since March 2016 in relation to first year progression rates. The Institute is making considerable progress in this area compared to the position it was in 2012/13 as reported in the HEA report 'A Study of Progression in Irish Higher Education, 2012/13 to 2013/14'. Currently it has 25% non-progression overall in first year compared to 29% in 2012/13. The Institute takes this issue very seriously and over recent years has taken the following key actions: 1. We established a retention sub-committee of Academic Council that developed a Retention Policy and Retention Implementation Plan; 2. We appointed a Retention and Engagement Officer to support Schools in devising their own retention plans aligned to the Institute Policy and to roll-out the Institute Retention Plan; 3. We introduced a common first year module (Learning & Innovation Skills) across the Institute with a focus on assisting students in making the transition from second level to third level; 4. In support we have established a Peer Assisted Study Sessions (PASS) programme that has become the national leader in this space, with interest from European countries now emerging; 5. We have an approved Withdrawal policy since June 2016;					

6. We are planning to develop an Attendance policy;

7. We introduced an extended and structured Induction Programme: the First Year Welcome Programme (FYWP), which is delivered over a five-week period;

8. We have collaborated in 2015/2016 with the local ETB running a dedicated programme to get students who dropped out 'back on course' for the following September;

9. We have introduced a traffic light system with stretch targets for each programme for reviewing the effectiveness of all initiatives. Since November 2015 retention statistics are now monitored as part of the Institute's Growth and Retention Strategy at Institute, School, Department, Programme and Stage Level and corrective action is taken if this analysis indicates anomalies. For example, in the School of Business retention indicators have resulted in restructuring the programme delivery so that certain modules are now delivered in later semesters and stages;

10. We are supporting local discipline based initiatives. For example, the College of Tourism and Arts and the School of Engineering have both added a revision week prior to Autumn Repeat Examinations. Three Schools (incl. Science) now offer this support to repeat students.

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Final target, 2015/16	Summary
New and Priority Institution Objective (wef) Nov 2015 Contribute graduates to support regional and national economy and society: meeting Ireland's Graduate Demand through Higher Education Capacity Building	Annual numbers graduating increased, in line with stabilised and rising enrolment trends	1846 (Undergraduate and postgraduate total)	2044 (Undergraduate and postgraduate total)	2011 (Undergraduate and postgraduate total)	**1887 (Undergraduate and postgraduate total – excluding overseas and FETAC Awards) :Total 2040**	
Progress against 2015 target, commentary and data source	GMIT has a strong record of engagement with the local community, local/regional business and industry, both through student and staff involvement. Such engagement can occur through graduate employment, internships/work placements, student participation in civic engagement activities, volunteering and community based projects. GMIT supplied over 1,800 skilled graduates per year to society in 2014, rising to over 2,000 by 2016. The supply of graduates and interns by GMIT is our most significant form of permanent knowledge and skill transfer in and beyond our region. We regularly monitor this through our First Destinations Survey and liaison with industry throughout our catchment area. Almost 94% of GMIT graduates are in employment or further study within 9 months of graduation. Continuing relevance of our programmes is ensured through consultation and needs analysis amongst industry and community stakeholders, so that Ireland's Graduate Demand Capacity is met.					

<table>
<tr><th>Institution objective</th><th>Performance indicator</th><th>Baseline</th><th>Interim target, 2013/14</th><th>Interim target, 2014/15</th><th>Final target, 2015/16</th><th>Summary</th></tr>
<tr><td><u>New and Priority Institution Objective</u>
<u>(wef) Nov 2015 to be continued through compacts until 2020</u>
Budget management process and priorities to return the Institution to financial balance and protect the long-term performance of the Institution</td><td>2.5 % of annual recurrent budget available for investment by 2020</td><td>€ -243 K Budget Deficit (2011/2012)</td><td>€ -2.7M (2013/2014)</td><td>€ -2.5M (2014/2015)</td><td>€ -2.0M
Plan to Return Institute to Balance in 2018
Five Year Financial Plan Presented to HEA
<table><tr><td>2015/2016</td><td>€ -2.0M</td></tr><tr><td>2016/2017</td><td>€ -1.0M</td></tr><tr><td>2017/2018</td><td>€ -0.1M</td></tr><tr><td>2018/2019</td><td>€ 0.6M</td></tr><tr><td>2019/2020</td><td>€ 1.3M</td></tr></table></td><td>Changed from Red in Cycle 2 to Yellow in Cycle 3 Reporting</td></tr>
<tr><td>Progress against 2015 target, commentary and data source</td><td colspan="6">External higher education financial expertise was engaged by the Institute in 2015/2016 to assist the Institute's Executive and Governing Body in delivering a balanced budget by 2018 and a surplus by 2020. An overall framework for this has been determined while maintaining a capital development cushion. The impact of the national agreement for the withdrawal of ‘flex up’ hours is estimated to cost GMIT circa €900,000 per flex up hour. This has not been reflected in the targets as the expectation is that this cost will be funded by the Exchequer. The President is overseeing this plan and has designated executive responsibility for implementing this plan to the Vice President Finance and Corporate Services. In Q1 2016 there was a coherent focus on reducing the Institute's Non Pay Expenditure for 2016 and correspondingly in subsequent years; and in Q2 and Q3 in optimising the Institute’s ECF and Pay Expenditure for 2016/2017, 2017/2018 and beyond. A headcount reduction of 15 posts will be delivered by Sept. 2016. The Institute is on target to achieve a planned deficit of €2.0m for 2015/16 (<u>Data Source: Audited Accounts</u>). GMIT holds that the “Recurrent Grant Allocation Model” (RGAM) being applied by the HEA does not provide a sustainable funding model for the multi-campus business model of GMIT. Consequently, we recommend that the RGAM be reviewed by the HEA or alternatively GMIT may have to review its multi-campus model.</td></tr>
</table>

1. Regional Clusters (5 Objectives – 3 Shared Across the West/North West Cluster)

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Final target, 2015/16	Summary
To establish a Regional Cluster of the HEIs in the West/North-West region (NUIG, GMIT, ITS, LYIT), with appropriate governance structures **A liaison will be established with the Mid-West cluster**	The establishment of a functioning cluster	Factual list of current formal collaborations in the region of the individual institutions	• Cluster defined as the West / North-West region in the first instance • Governance agreed • Engage with other HEIs in the cluster to agree cluster objectives • Engagement with FE sector / ETBs	• Functioning cluster • Achievement of short term cluster objectives	• Review of cluster objectives and performance • Achievement of medium term cluster objectives	
Coordinated academic planning	Improved coherence and capabilities of 3rd level in region	Individual portfolio of programmes for each HEI in the cluster	• Mapping of programmes in the cluster for full-time and life-long learning students • Development of a matrix of programme provision at undergraduate	Mapping of Access, Transfer and Progression (ATP) opportunities	Ensuring a diverse range of programmes across the region, responding to the needs of the region	**Changed from Yellow in Cycle 2 to Green in Cycle 3 Reporting**

			and postgraduate level across partner institutes • Mapping of research activity • Mapping of civic engagement initiatives			
Develop regional learning pathways with partner institutes and further education institutions to provide clearly articulated progression opportunities among HEIs within the region	Review access, transfer and progression policies and practices across cluster institutions Creation of a matrix of course provision at undergraduate and postgraduate level across partner institutes, map common areas, specialist areas, progression opportunities Develop new entry routes for non-traditional	Institutional transfer policies and FETAC entry routes	Review existing access, transfer and progression policies Devise formal schema for progression among partner institutions and develop common access and transfer policies Agree on regional targets for number of transfer places across institutions	Transfer system in place	New entry routes in place	

	students to full-time and part-time programmes Harmonise and develop agreements to enable students with prior formal and experiential learning to gain direct or advanced entry to particular programmes					
Building bridges across Regional Cluster	The establishment of a strategic alliance with LIT	One strategic alliance	Establish MOU and governing structures	Implementation plan for LIT strategic alliance	Review of pilot projects on retention.	
Develop sustainable thematic clusters that enhance selected strengths of the Institute in serving the regional and national needs	Mapping of thematic clusters across the region	• SMART (a marine/maritime training project) • Ignite West (a technology transfer and intellectual property project) • New Frontiers Entrepreneur Development Programme	Mapping of thematic clusters across the region and beyond	Establish a sustainable model for thematic clusters Secure seed-funding for new thematic clusters	Review of thematic clusters for sustainability	

Progress against 2015 target, commentary and data source	The first three objectives under Regional Clusters are agreed between the 4 Higher Education Institutes (HEIs) in the cluster (National University of Ireland Galway (NUIG), Galway-Mayo Institute of Technology (GMIT), Institute of Technology Sligo (IT Sligo) and Letterkenny Institute of Technology (LYIT). A Progress report for 2014/15 agreed by the Cluster Operational Group with the assistance of the two programme managers for these three common objectives is now included as an appendix to the Compact. **Establish A Regional Cluster in the West/North-West Region, with Appropriate Governance Structures** Governance Structures have been put in place: • Steering Group and Operations Group established (2014); • Two Programme Managers appointed (in role since 2015); and • An agreed Academic Planning Process is in place. The Cluster is functioning and regular meetings of both the Steering Group and Operations Group have taken place over the period 2014-2016 (e.g. Next Steering Group Meeting Scheduled for August/September 2016). The following meetings took place in 2015: • Steering Group meetings (3 meetings in 2015); • Operations Group meets (6 meetings 2015); • Heads of Research group established (2015); • Meetings of Heads of Discipline across all discipline areas (2015-2016). **Deepening Engagement with the Further Education Sector and Education and Training Boards (ETBs)** • Cluster partners shared information on FE/ETB engagement and activities (2015-2016); • Memorandum of Understanding signed between LYIT and Donegal ETB (2015/16); • High level Regional HE-FE Planning Group to develop regional learning pathways (LYIT and Donegal ETB) (2014/2015); • IT Sligo pilot project on ETB engagement (2015-2016); • LYIT Access Programme with Donegal ETB (2015 and 2016); • NUI Galway and GMIT engaging through Regional Skills Forum (Cluster Programme Manager as Chair) (2015-2016); • Coordination with North West and West Regional Skills Fora (Programme Managers sit on each steering group) (2015-2016); • Next step identified, Cluster/ETB MOU (Planned 2016-2017); • Next step, Programme mapping GR ETB and Donegal ETB (2016); • Next step, GMIT- GR ETB Re-engagement Foundation Programme (2016).

Deepening Engagement with Other Government Agencies in the Region

We are continuing to build on existing formal collaborations in the Region involving other Government Agencies such as Enterprise Ireland through their enterprise support and development programmes:

- New Frontiers (LYIT/ITS/GMIT);
- 'Ignite West' Technology Transfer Consortium.

New Formal Collaborations in the Region Initiated in 2015

- Coordination with North West and West Regional Skills Fora (2015);
- Centre of Excellence for Irish (membership includes NUI Galway and LYIT) (2015);
- Collaboration across the Cluster with National Forum for the Enhancement of Teaching and Learning- four collaborative projects funded (2015);
- Medical Academy Mayo (Castlebar Campus of GMIT) (NUI Galway/GMIT)(2015);
- Medical Academy Donegal (Letterkenny IT Campus) (NUI Galway/LYIT)(2015).

Some next steps include more meaningful engagement with Western Development Commission (WDC) and Fáilte Ireland (2016). GMIT plans to sign a formal MOU with the WDC on matters relating to research and enterprise development.

Coordinated Academic Planning

Coordinated Academic Planning Under a Regional Lens continues to make measured progress consistent with the Enhancement of Student Transitions Relating to Student Pathways.

An agreed joint academic planning process is in place. Key elements include:

1. Sharing information on new programme development;
2. Sharing information on planned pausing of programmes;
3. Evidence based review and refreshing of programme offerings and student pathway.

Specific Outputs on Co-ordinated Academic Planning include:

- Full time programme mapping, undergraduate and postgraduate complete (2014/2015);
- Lifelong learning data collated (2014/2015);
- Joint Academic Planning procedures agreed (2015);
- Detailed analysis of programme provision from level 6-level 10 in the discipline areas of business and engineering (2015);
- Detailed analysis of programme provision from level 6- level 10 in all other discipline areas (2015 – April 2016).

Research and Civic Engagement progress included:

- Mapping of research activity and civic engagement in business and engineering (2015);
- Mapping of research activity and civic engagement in all other discipline areas (2015 –April 2016);
- Detailed pilot area review of research activity and civic engagement related to the Wild Atlantic Way (2015);
- Pilot PhD programme: LYIT, IT Sligo, GMIT staff registering for NUI Galway PhDs (2015-2016);
- Wild Atlantic Way Research Group scoping study complete (2015) with circa €20k in funding secured from Failte Ireland (2015);
- Next steps: establish formal Regional Research Centre on Wild Atlantic Way with strategic partners including Western Development Commission and Fáilte Ireland;
- Heads of Research Group established(2015);
- Mapping of research across discipline areas(2015 -2016).

In March 2016, the new International Engagement Office of GMIT initiated meetings with NUIG and the International Offices of the CUA partners to plan collaboration on international activities and shared services. 2016 also saw the development of the Wild Atlantic Way Research group, a group which has been formed by the Cluster and reaches across disciplines in the University and three IOTs. The annual Tourism Careers Fair organised by GMIT is now an event in which the CUA partners participate. In addition to employment opportunities, this event also supports work placement activities as neither IT Sligo nor LYIT have a 'Links Office' and this activity provides opportunities for students from these Institutes.

Developing Regional Learning Pathways with Partners & FEs to Provide Clearly Articulated Progression Opportunities Among HEIs

Regional Learning Pathways progress includes:

- Programme Mapping with Benchmark year 2014 (2014);
- Agreed process for the systematic capture of students transferring within the Cluster (2015);
- Formal scheme for progression among partner institutes devised and common access and transfer policies completed in Business and Engineering (2015);
- Formal scheme for progression among partner institutes devised and a common access and transfer policies completed in all discipline areas (2015- April 2016).

New joint programmes are being developed:

- MSc in Regulatory Affairs (NUI GALWAY & Sligo IT) (2015)
- MA in Translation Studies (NUI GALWAY & LYIT) (2015)
- MA in Conference Interpreting (NUI GALWAY & LYIT) (2015)
- Next steps: further areas for development are being identified. For example dialogue is taking place on the potential development of a joint M.Sc. in the area of Rural and Agri Innovation (NUI GALWAY & GMIT) (2016-2017).

On Recognition of Prior Learning

- Coordination of RPL policies between LYIT, IT Sligo and GMIT;
- www.myexperience.ie website established (2015);
- Next steps: possible extension to NUI GALWAY.

The Department of Education has established Skills Forums in the West and North West regions to strengthen collaboration between the Further and Higher Education institutions and enterprise in identifying and addressing the particular skills needs of the region. GMIT is a key member of the Regional Skills Forum West Steering Group. This Forum met for the first time in GMIT in February 2016, and appointed a Forum Manager in April 2016. The Forum Manager has since briefed the Executive Board of GMIT in June 2016 on the development plans for the Forum.

Building Bridges Across Regional Clusters

An MoU with LIT was established in 2014. Since the beginning of 2016 exploratory meetings on collaborative research projects between LIT and GMIT have taken place and on foot of the publication by the HEA of "The Study of Progression in Irish Higher Education (2012/13 to 2013/2014)" a joint Retention Strategic Initiative Group Co-Chaired by GMIT has been established. Partner Institutions include: **GMIT**, TCD, IT Sligo, AIT, UCC, **LIT**, UL, NUIG and WIT. Further initiatives may take place following the appointment of a new President at LIT in September 2016.

Develop of Sustainable Thematic Clusters that Enhance Selected Strengths of the Institute in Serving Regional & National Needs

Funding for SMART has been sustained with the support of the HEA; The Ignite West partners have resourced the cluster, which is now operational; The New Frontiers Entrepreneur (NFED) Programme (Funded by Enterprise Ireland for a further 5 years (from Quarter 1 2016 to 2021) has achieved all of its targets to date.

GMIT has met with the Galway City and Galway County local authority executives with a view to establishing a high-level executive oversight group of Chief Executives in the region to support the local delivery of Regional and National Strategies. Examples of practical collaboration at this level include the recently co-developed and co-financed bid by Galway City Council, Galway County Council and GMIT for designation of the Galway City Region as a European Region of Gastronomy for 2018. The bid book was submitted in February 2016 and the announcement that Galway was successful was made in Brussels in Mid-March 2016. The European Region of Gastronomy title will create opportunities to promote Galway and the West of Ireland. It will also create a legacy of improved food quality for future generations while supporting local food producers and food traditions. The programme is designed to link food, hospitality, tourism and culture. Other key areas for the gastronomy project include educating for better health and sustainability.

These partners have also been collaborating on a bid for European Capital of Culture Designation for Galway in 2020 being judged in July 2016.

The President will oversee the implementation of these metrics and has designated responsibility to the Vice President Academic Affairs and Registrar.

2. Participation, Equal Access and Lifelong Learning (4 Objectives)

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Final target, 2015/16	Summary
New and Priority Institution Objective (wef) Nov 2015 To arrest student number decline experienced between 2011/2012 and 2013/2014 and grow market share in a growing demographic, supporting participation levels.	a. FT First Year undergrad new entrants for GMIT as a % of new entrants for the IOT sector b. FT First Year UG New Entrants as per SRS returns on March 1st c. Total FT Undergraduate Enrolments as per SRS returns on March 1st	a. 9% b. 1817 c. 5366	a. 8% b. 1603 c. 5127	a. 9% b. 1762 c. 5267	**a. 9%** **b. 1754** **c. 5400**	**Changed from Yellow in Cycle 2 to Green in Cycle 3 Reporting**
Revised Institution Objective (wef) Nov 2015 Widening participation - Continue to equal or exceed national benchmarks for % of entrants from under-represented groups	a. Socio-economic designated groups (national IOT benchmark 24%) b. Mature students (IOT benchmark 18%)	a. 23% b. 22%	a. < 1% above national benchmark b. > 1% above national benchmark	a. < 1% above national benchmark b. > 1% above national benchmark	**a. < 1% above national benchmark** **b. < 1% above national benchmark**	

Revised Institution Objective **(wef) Nov 2015 Increase numbers of flexible part-time learners; recognising demand conditions for apprenticeship programmes**	a. Number of craft and apprentices hip learners b. Number of part-time learners	a. 237 b. 945	a. 141 b. 721	a. 160 b. 864	**a. 159** **b. 951**	
Provide a range of alternative entry routes from FE providers	Alliances with FE providers and/or ETBs	No alliances in 2011/12	One alliance established Advanced entry routes established	Three alliances in total established	Five alliances in total established	
Progress against 2015 target, commentary and data source	**Arresting Student Number Decline** A New and Priority Institution Objective was set in Nov 2015 to arrest student number decline experienced between 2011/2012 and 2013/2014 and grow market share in a growing demographic, supporting participation levels. In 2015, GMIT registered 1,762 full-time undergraduate new entrants and the full-time undergraduate enrolments stood at 5,267. Targets on student enrolments did not form part of the Institute's original 2014-2016 compact objectives with the HEA. Concerned by the performance demonstrated by the Institute and recognising that we needed to respond to the demand for capacity building in our higher education system through a process of on-going and further improvement, the Institution's Revisited Compact set a New and Priority High-Level Strategic Institution Objective to "arrest student number decline experienced from 2010/2011 to 2013/2014 and grow market share in a growing demographic, supporting participation levels". Full Time (FT) undergraduate (UG) enrolments have grown for two consecutive years 2014/2015 and 2015/2016 (*Data Source: March 2016 data returns to the HEA*). 2016/2017 & 2017/2018 projected profiles have been added to the Revisited Compact Document. The VP Academic Affairs and Registrar has systems in place for monitoring preference and acceptance ratios by programme, and action is taken when programmes become unviable so that capacity is directed towards areas with stronger demand. Based on preferences on the CAO list for 2016, five programmes are being actively monitored for a decision on viability in 2016, while at the same time stabilizing student intake or achieving growth. In June 2016 a decision was taken to suspend enrolments in one of the programmes under review. Three other programmes remain under review.					

Transitions Debate

GMIT is committed to the Transitions Debate that is taking place nationally. It is acknowledged that the IoT sector views the debate differently to the University sector. Evidence within GMIT supports the argument that a move to only undenominated entry on a discipline basis is counter-productive as students applying to IoTs in general and specifically to GMIT are very focused on the applied nature of the programme and the employment opportunities upon graduation.

Nonetheless, GMIT offers undenominated entry to all Science programmes in parallel with denominated entry. In September 2015 GMIT offered a new suite of Business degrees with the unique distinction that the first 90 credits are common, with only 5 credits of a variation up to the first 120 credits on all programmes. This allows transfer opportunities both at the end of stage 1 and stage 2. From September 2016 the Centre for Creative Arts and Media will be offering both Design and Contemporary Arts programmes each offering progression to five and six different streams respectively. From September 2017 the Engineering School will be offering an undenominated entry route that will allow progression to five different streams. In September 2017 the Institute will have undenominated entries in four Schools: Art, Business, Engineering and Science.

Of note also is the method employed in GMIT to programme accreditation over the past number of years. Due to the Institute's commitment to maintaining Level 7/6 provision, proposals for the accreditation of Level 8 programmes must also include corresponding and cognate Level 7 proposals, both as an entry point and as an exit route. Where proposers make the argument that parallel development of Levels 7 and 8 is inappropriate due to the lack of employment opportunities or relevance to the market place, such arguments will be considered by the expert external accreditation panels on a case-by-case basis. The development of the Institute's portfolio of programmes is in direct response to its regional remit, and engagement with industry and business stakeholders. Prior research must be conducted on the need for the programme and evidenced in the programme documentation. A recent engagement by GMIT with the newly appointed Regional Skills Forum Manager for the West confirmed this element of our programme design process wherein she commended the Institute on the manner it was addressing the Action Plan for Jobs through the research conducted with industry and business stakeholders.

Widening Participation

A revised Institution Objective set in Nov 2015 to widen participation – continuing to equal or exceed national benchmarks for % of entrants from under-represented groups in HE has been included in GMIT's compact since March 2016.

GMIT has consistently met or exceeded targets set by the HEA for these under-represented groups, and projections are consistent with that track record. Additional in-house supports are provided through dedicated induction and mentoring. Continuation of current State schemes (e.g. Student Assistance Fund) will be essential. GMIT encourages participation which reflects the diversity of our population base and supports the region. Alternative entry routes are supported, e.g. through a growing number of linked programmes at PLC colleges as well as deeper partnerships through the new ETBs, such as the Retention Programme highlighted earlier and advanced entry to cognate programmes. Access into GMIT through non-Leaving Certificate routes currently stands at 528 students.

Providing a Range of Alternative Entry Routes From FE providers

Strong articulated collaborative alliances exist with the Galway Technical Institute (GTI) in Galway, Dun Laoghaire Institute of Further Education in Dublin, Stiofan Naofa in Cork and Galway Roscommon Education and Training Board. Regional networking workshop for FETAC providers in the region has been held. Advanced entry routes established with 15 other FE providers pending evaluation by various departments.

Increasing Part-time Flexible Enrolments and Apprenticeship

A revised Institution Objective set in Nov 2015 to increase the numbers of flexible part-time learners and recognise demand conditions for apprenticeship programmes has been included in GMIT's compact since March 2016.

a. In 2015/2016 GMIT took an extra Electrical Installation Apprenticeship block and is now positioned to take extra Electrical Installation Apprenticeship blocks in 2016/2017.

	b. GMIT is developing a strategy for Life-Long Learning (LLL) activities that has seen a move from the delivery of non-accredited programmes to accredited awards and, in particular, the development and delivery of minor and special purpose awards as components of structured Level 9 Masters programmes for adult learners, Continuing Professional Development (CPD) requirements and workforce upskilling. Building on the expertise of our partners in the region, increased use will be made of shared delivery using online and blended learning formats GMIT is committed to a significant expansion of lifelong learning opportunities to facilitate learners seeking to engage with education on a part-time or flexible basis. This will include evening programmes, special purpose awards, outreach programmes, on-line delivery, labour market activation programmes, work-based learning and hybrid (remote) programmes supported through technology. Indeed in 2015/2016 the Institute registered 210 students on Funded Springboard programmes. During the calender year 2016 GMIT will recruit a dedicated Head of Teaching, Learning and Assessment (incl. Flexible Learning) who will be responsible for achieving metrics in this area. GMIT is investing in staff development, technology and new partnerships to support the achievement of these metrics. Specific resources will be assigned in each school as a mechanism to deliver this Institute-wide. For example in the School of Science and Computing a pilot programme is being funded for the academic year 2016/2017 to support the delivery of new CPD programmes targeted to enterprise and industry. It is proposed to develop a range of short Technical, Bespoke, Special Purpose Awards and CPD Modules with delivery planned for January to June 2017. **Responsibility has been designated to the Vice President Academic Affairs and Registrar and to the Heads of School for achieving these metrics.**

3. Excellent Teaching and Learning and Quality of the Student Experience (5 Objectives)

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Final target, 2015/16	Summary
New and Priority Institution Objective (wef) Nov 2015 To improve First Year progression rates	First Year progression rates, (using HEA methodology)	69%	71%	75% Embed First Year Experience programme across the Institute	**75%** **Introduce a traffic light KPI system to monitor retention measures and performance**	
Revised Institution Objective **(wef) Nov 2015 GMIT is reflected positively in independent external benchmarks measuring student perception**	GMIT scores in Irish Survey of Student Engagement (ISSE) in comparison with national scores	Evaluation of entire educational experience – (Good + Excellent) 79 Points (National) 79 Points (GMIT)	80 Points (National IOT Score) 79 Points (GMIT)	79 Points (National IOT Score) 80 Points (GMIT)	**Equal to or above the national score**	

Revised Institution Objective (wef) Nov 2015 Increase post-entry support for students attending GMIT	Number of post-entry support programmes available	**1** post-entry support programme available	**2** post-entry support programmes available to all first year students. Learning to Learning (L2L) Module taken by 100% of first years **(1)**. Peer Assisted Study Sessions [PASS] in place **(2)**.	**4** post-entry support programmes available to all first year students with the First Five Weeks Induction Programme taken by 100% of first years (3) Academic Writing Centre established (4).	**6 post-entry support programmes available to all first year students with the review of the L2L module which resulted in a name change to Learning & Innovation Skills module that now incorporates a mentoring component and an online 'Academic Integrity' OER (5). Maths Support Centre established (6).**	
Ensure that staff are effectively supported in their professional development	% of full time academic staff with L9 Masters qualification or higher % of full time academic staff with L10 qualification	87 % of full time academic staff with L9 Masters qualification or higher 20% of full time academic staff with L10 qualification	89 % of FT academic staff with L9 Masters qualification or higher 24% of FT academic staff with L10 qualification [Structured programme for pedagogical development in place.]	89 % of FT academic staff with L9 Masters qualification or higher 24% of FT academic staff with L10 qualification	**90 % of FT academic staff with L9 Masters qualification or higher** **25% of FT academic staff with L10 qualification**	

Provide leadership and support for innovative approaches to Learning and Teaching	Strategies and support mechanisms underpinning Learning and Teaching will be in place	Teaching, Learning and Assessment strategy approved	Launch of Centre for Educational Development. e-Learning policy approved.	Programme Assessment Strategy approved as part of Programmatic Review Process.	**Communication campaign of assessment policy and protocols to students and staff.** **Professional Practice Policy approved and resource allocation model approved.** **Head of Learning, Teaching and Assessment (Flexible Learning) recruited.**	**Changed from Yellow in Cycle 2 to Green in Cycle 3 Reporting**

Progress against 2015 target, commentary and data source

Improving First Year Progression Rates

A New and Priority Institution Objective to improve first year progression rates was set by GMIT in Nov 2015 and is included in GMIT's compact since March 2016. The Institute is making considerable progress in this area compared to the position it was in 2012/13 as reported in the HEA report 'A Study of Progression in Irish Higher Education, 2012/13 to 2013/14'. Currently it has 25% non-progression overall in first year compared to 29% in 2012/13. The Institute takes this issue very seriously and over recent years has taken the following key actions:

1. We established a Retention Sub-Committee of Academic Council that developed a Retention Policy and Retention Implementation Plan;

2. We appointed an Retention and Engagement Officer to support Schools in devising their own retention plans aligned to the Institute Policy and to roll-out the Institute Retention plan;

3. We introduced a common first year module (Learning & Innovation Skills) across the Institute with a focus on assisting students in making the transition from second level to third level;

4. In support we have established a Peer Assisted Study Sessions (PASS) programme that has become the national leader in this space, with interest from European countries now emerging;

5. We have an approved Withdrawal Policy since June 2016;

6. We are planning to develop an Attendance Policy;

7. We introduced an extended and structured Induction Programme: the First Year Welcome Programme (FYWP), which is delivered over a five-week period;

8. We have collaborated in 2015/2016 with the local ETB running a dedicated programme to get students who dropped out 'back on course' for the following September;

9. We have introduced a traffic light system with stretch targets for each programme to review the effectiveness of all initiatives. Since November 2015 retention statistics are now monitored as part of the Institute's Growth and Retention Strategy at Institute, School, Department, Programme and Stage Level and corrective action is taken if this analysis indicates anomalies. For example, in the School of Business retention indicators have resulted in restructuring the programme delivery so that certain modules are now delivered in later semesters or stages;

10. We are supporting local discipline based initiatives. For example, the College of Tourism and Arts and the School of Engineering have both added a revision week prior to Autumn Repeat Examinations. Three Schools (incl. Science) now offer this support to repeat students.

Some six post entry supports are available to support our pedagogy and our students learning: the Learning and Innovation Skills (LIS) Module taken by all first years; the Peer Assisted Student Support (PASS) Programme; the First Year First Five Weeks Programme; and Academic Writing Centre; a mentoring component to (LIS) and a Maths Learning Centre. We are ahead of target in implementing these supports because of the critical nature of student support and retention to GMIT's core mission and long term sustainability. Some progress is still to be made on bedding in the Maths Learning Centre and the implementation of the Online Component of the Learning Innovation Skills Module and associated continuous assessment component (20%) will occur in the Academic Year 2016/2017. The appointment of a Head of Teaching and Learning or Head of Lifelong Learning is being delayed until the restructuring of the International function and recruitment and appointments to that office will have been completed in July 2016.

Performance in Independent Benchmarks Measuring Student Perception

A revised Institution Objective set in Nov 2015 that GMIT is reflected positively in independent external benchmarks measuring student perception has been included in GMIT's compact since March 2016. GMIT has chosen its scores in the Irish Survey of Student Engagement (ISSE) as a means of independent benchmarking in comparison with national averages for all Institutes of Technology. In particular the Institute's performance under the heading of "Evaluation of Entire Educational Experience" and the sum of "Reponses to Good +Excellent" has been chosen as the performance measure. In 2015 the Institute's score was 80.8 Points (GMIT) versus 78.6 Points (National IOT Score). On this basis, the Institute has set a target of equalling or exceeding the National IOT score as a performance measure going forward.

Increase Post-Entry Support for Students Attending GMIT

A revised Institution Objective set in Nov 2015 to increase post-entry support for students attending GMIT has been included in GMIT's compact since March 2016. At GMIT, learning and undergraduate teaching is the core activity of the Institute. Through its academic programmes and approach to learning, teaching and assessment, the Institute will ensure that all graduates have a comprehensive understanding of relevant disciplines, professional knowledge and skills appropriate to their awards.

GMIT is committed to:

1. providing a high quality learning experience for all students;
2. the importance of developing high quality graduates with transferable and adaptable skills;
3. the transformation of Irish society, its economy and its cultural and social diversity;
4. the internationalisation of education and addressing the impact of globalisation.

The Institute's vision for Learning and Teaching is to maintain and further develop quality and engaged environments for all students and staff. We recognise that academic quality as well as learner support services have an influence on retention and completion. As a multi-campus institution serving a remote and very wide geographical City-Region, GMIT is challenged to provide uniform access of support and standards with regard to student services (incl. counselling, careers, health etc). Provision of these services across multiple campuses versus a unitary campus also gives rise to significant additional costs. We have invested significantly in a range of innovative cost effective post-entry student supports including most recently online delivery of elements of these supports.

Ensure Staff are Effectively Supported in their Professional Development

The % of full time academic staff with L9 qualification or higher is now trending toward 90% (the Technological University Criteria for FT Staff with L9 qualifications delivering HE is 90%). The % of full time academic staff with L10 qualification is now trending toward 25%. (the Technological University Criteria for FT staff delivering HE with L10 or equivalence in professional experience is 45% incl. 10% prof.). Currently GMIT has 36 staff (some 10%) pursuing a PhD and hopes to incrementally increase this number so that it can meet the objectives of the TU with regard to staff qualification level in due course. The combined GMIT, IT Sligo and Letterkenny IOT % is 31.3%.

Provide Leadership and Support for Innovative Approaches to Learning and Teaching

The Institute has multiple strategies and support mechanisms underpinning Learning and Teaching. These are developed in partnership with the Centre for Educational Development. Examples include the Institute's approved e-Learning policy and Assessment Policy. The Institute has also developed a Professional Practice Policy (i.e. Project Based Placements and Work Experience Based Placements). In Q2 2016, a supporting Resource Allocation Model has been put in place that will allow programme boards to efficiently and effectively implement work placement in existing and new programmes from 10 to 30 Credits (e.g. term long 30 Credit Work placement in Year 3 Semester 6). This work will be prioritised in the academic year 2016/2017 as many employers are now seeking a significant placement period linked to the economic upturn. The absence of placements of significant duration on some programmes may place GMIT graduates at a disadvantage.

Hardware hosting VLE at GMIT continues to be very robust. The latest version of Moodle has been implemented and new features are fully tested and implemented on an ongoing basis. Office 365 has been rolled out in 2016 to support the delivery of the Institutes programmes.

Responsibility has been designated to the Vice President Academic Affairs and Registrar and to the Heads of School for achieving these metrics.

4. High Quality, Internationally Competitive Research and Innovation (4 Objectives)

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Final target, 2015/16	Summary
Revised Institution Objective (wef) Nov 2015 Successfully bid for research funding	Expenditure on R&D incl. funds awarded under FP7 and successor programmes (EU Horizon 2020); funds contributed by state agencies, industry and institutional investment	€ 2.50 M	€ 2.38 M	€ 1.96 M	**€ 2.20 M** **[Appoint VP Research and Innovation]** **[Appoint Manager of New Technology Gateway Funded by Enterprise Ireland]**	
Revised Institution Objective (wef) Nov 2015 **Postgraduate research opportunities to be increased in line with TU ambitions**	Enrolment numbers at levels 9/10 research	34	34	27	**32**	**Changed from Red in Cycle 2 to Yellow in Cycle 3 Reporting**
Revised Institution Objective (wef) Nov 2015 Develop GMIT's areas of research strength, differentiation and specialisation and consolidate research and innovation activities	Number of Designated Research Centres	3 Research Centres established (2011/2012) with internal seed funding to develop synergies with cluster partners.	3 centres established with internal seed funding and functioning with possible synergies with cluster partners identified	2 centres consolidated. Institute support for one centre discontinued	**2 centres collaborating with partner HEIs as part of regional research provision [Appoint Principal Investigators to Marine and Freshwater Research Centre and to GMedTech]**	**Changed from Yellow in Cycle 2 to Green in Cycle 3 Reporting**

Improve GMIT's academic standing as a provider of research in niche areas	Number of programmes carrying Approval / Delegated Authority (DA) to make research awards at levels 9 and/or 10	4 QQI Approved and Delegated Authority Programmes	4 QQI Approved and Delegated Authority Programmes	Application for DA from QQI as part of the Sectoral Protocol for Research to validate discipline areas to make its own Awards at Level 9 (Research)	Delegated Authority from QQI as part of the Sectoral Protocol for Research to validate discipline areas to make its own Awards at Level 9 (Research)	**Changed from Yellow in Cycle 2 to Green in Cycle 3 Reporting**

Progress against 2015 target, commentary and data source	GMIT's 2010-2015 Strategic Plan (amended in 2013 and extended to 2016) is currently under review and due for renewal at the end of 2016. Whilst it would be premature to present a new Research and Innovation Strategy within this interim compact review, it is likely that GMIT's strategic intent for Research and Innovation will remain consistent with the current strategy, i.e.: To deepen institutional engagement with enterprise and the broader community through integrated provision of learning, teaching, and research and innovation activities that benefit students, staff and regional stakeholders. Aligning strongly with the functions of Technological Universities (as outlined in the 2015 draft TU Bill) GMIT's intent is to: • Provide teaching and facilitate learning that are informed by research; • Collaborate with HEIs nationally and internationally on joint research projects; • Deliver research excellence relevant at regional, national and international levels; and to, • Conduct research and innovation relevant to industry, the professions and related regional stakeholders. The measures of research intensity and performance outlined in this revisited compact, whilst scaled to current institutional capacity for research, are proposed to both drive and measure institutional progression towards GMIT's ambition of Technological University designation, and the outcomes that such designation will represent. Our compact objectives strive to build research capacity (represented both as staff and students) and to improve the funding provision and profile that supports GMIT's key Research Centres. Achievement will allow GMIT to scale its critical mass, and work more effectively with HEIs and other partners to better address the needs of enterprise and other regional stakeholders. The Institute aims to expand its Delegated Authority to enrol postgraduate research students, supported by innovative schemes for post-graduate supervisor and student recruitment. This will result in greater permeation of staff engagement with research, and broaden the foundation for research informed teaching across the Institute. Increased numbers of postgraduate students will also help address the cross-institutional issue of financial sustainability. This progression requires that the cross-institutional issues of financial resourcing, and the capacity to host research activity are addressed concurrently with the assessment of institutional performance in research. The four key performance indicators of research performance are proposed in this context:

Successfully Bid For Research Funding

This objective is proposed primarily as an outcome focused performance indicator. Increased accrual of research funding, particularly from non-HEA sources, will help address the key cross-institutional issue of financial sustainability. With enhanced accrual of research funding any institutional investments in strategic research initiatives can be increasingly offset by external revenues and consequently aid in reducing the Institute's overall deficit.

This objective also assesses a key input resource required to support research activity, and describes this activity in a manner that can be benchmarked against other HEIs under similar governance. Given the long lag times between funding application and accrual, the interim targets largely represent outcomes flowing through from previous research project application activity. Recent heightened levels of grant application activity and awarding success indicate that an improving trajectory of research funding accrual will be realised.

Improvement in this measure of institutional R&D activity will also be accelerated by the Q1/Q2 2016 appointment of key research leaders, including the:

- Vice-President for Research and Innovation (Executive assigned responsibility for achieving the revised and future metrics);
- Principal Investigator to the Marine and Fresh Water Research Centre, and;
- Manager of the Institute's new Enterprise Ireland supported Technology Gateway.

The planned appointment in Q3 2016 of a Principal Investigator to GMedTech has been brought forward and completed in Q2 2016 and this will further hasten the achievement of this objective. GMIT's two key research centres (the Marine Freshwater Research Centre (MFRC), & Galway Medical Technology Research Centre (GMedTech)) continue to compete well in extremely competitive external funding environments. The MFRC and GMedTech together account for almost 80% of GMIT's research funding (52% & 26% respectively). GMIT's GMedTech forms a central part of the Enterprise Ireland supported Medical & Engineering Technology (MET) Gateway providing further capacity to attract external and industry funding.

In 2016 the full suite of competitive funding secured from Enterprise Ireland includes: €3.0M for the extension of the Galway Campus Business Incubation Centre (iHub); €1.826M over 5 years for the delivery of the Institute's Enterprise Development Programmes; and, €250,000 for the establishment of the Medical & Engineering Technology Gateway. Other external funding recently secured (June 2016) includes 40% of the Marine Institute's annual national budget for supporting Cullen postgraduate scholarships.

Increasing Postgraduate Research Registrations

The number of registered research postgraduate students at GMIT continues to be low. Capacity to increase postgraduate research student enrolments is directly related to the capacity for supervision of postgraduate research students. GMIT's concentrated research capacity in its research centres, whilst maintaining focus on particular applied research disciplines, has hitherto limited the capacity to supervise research students. Increasing postgraduate student enrolments will require extension of research supervision capacity into ancillary disciplines within the Institute's approved and Delegated Authority programmes, as well as extension of delegated authority into new research disciplines. The 2015 postgraduate student numbers largely represent those students supervised within the extant research centres. Capacity to scale additional postgraduate student enrolment through these centres will be realized (e.g.: the recent award of 3 additional postgraduate studentships funded by the Marine Institute's Cullen Scheme) but is capped due to the limited number of academic staff affiliated to these centres and their need to also balance full undergraduate teaching demands. The Institute is therefore exploring alternative mechanisms to increase its postgraduate research student enrolment.

Increasing research postgraduate numbers via alternative entry routes (e.g.: award by publication) and academic arrangements are successful and will remain. In 2015 the Institute implemented co-supervisory research advisory panels for all postgraduate research students. This has enabled previously inexperienced supervisors to become involved in postgraduate supervision (under the mentorship of experienced co-supervisors). Sharing the post-graduate supervision workload also enables experienced supervisors to maintain higher individual numbers of supervised students, whilst also increasing the opportunities for reflection and guidance for the students themselves.

GMIT made a strategic investment in 2016 in the "Research and Innovation Strategic Endowment (RISE)" programme to immediately boost postgraduate enrolment and directly stimulate research activity for new staff and areas. The 9 RISE Masters scholarships awarded in 2016 have: Strengthened co-supervisory capacities; Supported aspiring new researchers and supervisors, and; Identified ancillary disciplines for extension of GMIT's research capacity. Given the cross-institutional pressure on financial resources, the RISE scholarships have been designed to become self-financing and to increase supervision capacity through collaboration with industry, agencies and non-governmental external groups, which are been key elements of each scholarship award.

Focusing Resources on a Smaller Number of Larger Research Centres

The Institute's strategy targets resources on two Research Centres which maintain sufficient critical mass of expertise and facilities to address regional industry and societal needs. GMIT will maintain limited supports to continue the development of its Marine Freshwater Research Centre (MFRC), & Galway Medical Technology Research Centre (GMedTech) and has withdrawn supports to a third centre (Centre for Integrated Sustainable Energy Technologies) which did not demonstrate sustainability. Whilst this represents a very modest research base, the Institute's two niche research areas have sufficient depth, and national and international regard, and incoming projects to achieve financial sustainability. The recent shortlisting of the MFRC for Ireland's National Excellence in Marine Research Award demonstrates the quality and impact of MFRC research and its contribution to the sustainable growth of Ireland's marine industries. The excellence of GMedTech's outputs were crucial to securing Enterprise Ireland support for the Institute's Medical & Engineering Gateway Programme, launched in June 2016.

In line with the national strategy and our MOU with the partners in the Connacht Ulster Alliance, GMIT envisages a coordinated regional approach and collaboration on structured Masters and PhDs through the creation of larger cross Institutional Research Centres. The Connacht Ulster Alliance partners (GMIT, IT Sligo and Letterkenny Institute of Technology) have established a cross Institutional Working Group (involving members of each institution and a chairperson appointed by the Presidents of the Institutions) to develop this vision. This group commenced its work in Quarter 1 2016. The work of this group has since been delayed as a result of the TUI directive, 'Industrial Action in relation to concerns regarding proposed Technological Universities Bill 2015' issued 23rd March 2016.

Academic Standing as a Provider of Research in Niche Areas

GMIT currently has Programme Approval or Delegated Awarding Authority from Quality and Qualifications Ireland (QQI) in the areas of: Humanities and Creative Arts (including Heritage Studies, Tourism, History of Arts, and Religious Studies); Information Technology; Aquatic Science; Mechanical Engineering. Increasing postgraduate student enrolments will require extension of research supervision capacity into ancillary disciplines within the Institute's approved and Delegated Authority programmes, as well as extension of Delegated Authority into new research disciplines.

	In December 2015, and in line with new sectoral protocols, the Institute secured approval from QQI to implement its own Policy and Procedures for Level 9 Research Discipline Area Validation. The policies approved by QQI were co-developed across the Connacht-Ulster Alliance and were the first Academic Policies co-developed and approved by each of the Institutions Academic Councils and Governing Bodies. As a consequence, post-graduate research student numbers at GMIT can be significantly improved in the years ahead. In April 2016, the Institute utilised the new Sectoral Protocol to begin extension of Delegated Authority more broadly in its Science programmes. Validation of the new science disciplines currently under review and will substantially increase the capacity for postgraduate research student supervision and is expected to markedly increase student numbers. In June 2016, the Institute extended its capacity for Level 9 Research in the Creative Arts by completing the external validation of a new Structured Masters of Arts in Creative Practice. The new programme has been designed specifically to meet the criteria for designation as a research programme (as specified in the 2015 draft TU bill), and hence will enhance achievement of targets for postgraduate research degree enrolment from September 2016.

5. Enhanced Engagement with Enterprise & the Community & Embedded Knowledge Exchange (3 Objectives)

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Final target, 2015/16	Summary
New and Priority Institution Objective **(wef) Nov 2015** **Contribute graduates to support regional and national economy and society: meeting Ireland's Graduate Demand through Higher Education Capacity Building**	Annual numbers graduating increased, in line with stabilised and rising enrolment trends	1846 (Undergraduate and postgraduate total)	2044 (Undergraduate and postgraduate total)	2011 (Undergraduate and postgraduate total)	**1887** **(Undergraduate and postgraduate total –excluding overseas and FETAC Awards) : Inclusive Total 2040**	
New Institution objective **(wef) Nov 2015** **Start an upward trend in collaborative and contract research agreements with industry**	The number of externally supported collaborations as recorded with P-codes	Not applicable – new objective	Not applicable – new objective	13	**16**	

New Institution objective (wef) Nov 2015 Further strengthen the Impact of GMIT iHubs : Supporting Ireland's Innovation Drive	Startup companies/entreprenurs supported in incubation centres per annum	Not applicable – new objective	Not applicable – new objective	16 Apply for Funding to Extend IHub Centre at the Galway Campus to provide for step change in 2018	**18 Secure Funding to Extend IHub Centre at the Galway Campus to provide for step change in 2018**	**Changed from Yellow in Cycle 2 to Green in Cycle 3 Reporting**
Learning through wider engagement	Percentage of programmes offering accredited professional practice/work placement	Currently 10% of all programmes offer work placement/professional practice	Approved Institute-wide policy on work placement/professional practice.	Accredited Professional Practice module offered on 15% of programmes	Accredited Professional Practice module offered on 20% of programmes	
Engaging GMIT in regional networks	Representation of GMIT staff in local, regional and national industry associations, professional bodies and other organisations	Institutional Review 2010/11	Audit of current engagement	Increase the number of boards with GMIT members	Measure the impact of the involvement with particular reference to TU criteria	
Working with Communities	Percentage of students working on community engagement projects	Community engagement profile across the Institute as per Institute Review 2010/11	Implementation of agreements with sporting organisations in Galway that facilitate GMIT students and sustain use of facilities	Development of models (incl. curriculum-based models) for engaging communities around learning	Volunteering programme established	

				& teaching and research actions Civic engagement module offered in each school/college		
Working with regional business and enterprise	Percentage of first destination graduates working in the region	Graduate survey as at 2010/11	60% of graduates working in region	Graduate enterprise programme established involving industry and community group	Inclusion of graduate feedback into development plans	

Progress against 2015 target, commentary and data source

Meeting Irelands Graduate Demand and Higher Education Capacity Building

A new and priority institution objective was set in Nov 2015 to contribute graduates to support the regional and national economy and society: meeting Ireland's Graduate Demand through Higher Education Capacity Building and has been included in GMITs compact since March 2016. GMIT supplied over 1,800 skilled graduates per year to society in 2014, rising to over 2,000 by 2016. The supply of graduates and interns by GMIT is our most significant form of permanent knowledge and skill transfer in and beyond our region. We regularly monitor this through our First Destinations Survey and liaison with industry throughout our catchment area. Continuing relevance of our programmes is ensured through consultation and needs analysis amongst industry and community stakeholders, so that Ireland's graduate demand capacity is met. Some 94% of GMIT graduates are in employment, further education or training 9 months after graduation (66% in the Connacht Region). Indeed GMIT has been determined to be among the top Irish Higher Education Institutions for economic impact with a Type II multiplier (the direct (raw spend), indirect and induced demand and consumption effects) distinctly higher (top quartile) than most other Higher Education Institutes in Ireland and the UK.

Responsibility has been designated to the VP Academic Affairs and Registrar and Heads of School for achieving these metrics.

Increasing Collaborative and Contract Research Agreements with Industry

GMIT's 2010-2015 Strategic Plan (amended in 2013 and extended to the end of 2016) is currently under review and due for renewal at the end of 2016. Whilst it would be premature to present a new Research and Innovation Strategy within this interim compact review, it is likely that GMIT's strategic intent for Research and Innovation will remain consistent with the current strategy, i.e.: To deepen institutional engagement with enterprise and the broader community through integrated provision of learning, teaching, and research and innovation activities that benefit students, staff and regional stakeholders.

Aligning strongly with the functions of Technological Universities (as outlined in the 2015 draft TU Bill) GMIT's intent is to:

- Provide teaching and facilitate learning that are informed by research;
- Collaborate with HEIs nationally and internationally on joint research projects;
- Deliver research excellence relevant at regional, national and international levels; and to,
- Conduct research and innovation relevant to industry, the professions and related regional stakeholders.

The measures of enterprise engagement outlined in this revisited compact are proposed to measure the outcomes of such engagement, primarily with industrial partners and stakeholders. A new Institution objective set in Nov 2015 to start an upward trend in collaborative and contract research agreements with industry has been included in GMITs compact since March 2016. Comparatively (versus similar Institutes of Technology) the Institute's volume of externally supported active collaborations (e.g. innovation vouchers, innovation partnerships) as recorded with P-codes has been low. The additional management capacity added in 2016 to this function is focused on building a performance base in this area. A more vigorous campaign communicating and facilitating the formal institutional engagement with industry has been implemented. The RISE programme will also assist in achieving this goal by stimulating and enhancing cooperation with industry, agencies and non-governmental groups outside GMIT.

Responsibility has been designated to the Vice President Research and Innovation for achieving these metrics.

Expanding Our Business Start-Up Support Activity

The consistent 100% occupancy of GMIT's incubation centres demonstrates great demand for GMIT's start-up supports. However GMIT's capacity to increase support for these start-up companies has hitherto been constrained by the relatively small size of the incubation centres. Recent Enterprise Ireland funding approval of €3.0M for the iHub extension will increase capacity 2.5 fold. However, the 2 year build time will continue to constrain the number of start-up companies that can be supported in the short-term. GMIT iHubs staff are therefore also engaged with start-up companies located off-site, providing a variety of industry supports.

In response to Enterprise Ireland's 2016 call for Expressions of Interest in a National Marine Incubation Centre, GMIT is leading a joint application with its regional cluster partner NUI Galway. GMIT is co-ordinating the application for the Galway Marine Incubation Consortium: GMIT, NUI Galway, Port of Galway, Galway Chamber of Commerce, Galway City Innovation District, Startup Galway, WestBIC and SmartBay Ireland. If funded the Marine Incubator will extend GMIT's enterprise support capacity off campus to Galway's historic transit sheds located at the heart of Galway Harbour. This prominent Galway City site is conveniently located between GMIT and NUI Galway within the vibrant Galway City Innovation District. The harbour-side development will reiterate Galway's differentiation as Ireland's research and innovation port, and integrate with Galway's future harbour development. Client companies will enjoy proximity to Galway's Marine Technology Park both as the location of their customers and collaborators, and as a location for their spinout.

Responsibility has been designated to the Vice President Research and Innovation for achieving these metrics.

Qualitative Input Based Metrics
Learning through wider engagement &
Engaging GMIT in regional networks &
Working with regional business and enterprise.

Qualitative input based metrics, although in many ways the corner stone of change have been de-prioritized in this section. A significant volume of work remains to complete these objectives. "Learning through wider engagement" demonstrates the Institute's commitment to accredit student learning outside the classroom. The development of an Institute policy for professional practice/work placement has provided direction for programme boards in embedding work placement/service learning on a range of programmes. Developing a passion for placement and embedding a minimum 9 month accredited placement on all Level 8 programmes will now be considered. An Institute-wide Resource Model for this activity has been developed and approved in June 2016. Furthermore, the volunteering programme should also be developed as accredited learning.

Working with business and community projects has been a key feature in many programmes in GMIT. The Institute will continue to foster relationships with such groups to continually enhance programme design and promote GMIT facilities to all local communities. As part of this strategy, GMIT will establish one Institute contact point for engaging with community and business type organisations. This was a key finding from stakeholder engagement conducted during Institutional Reviews.

GMIT continues to have significant representation on professional boards and relevant business and community organisations, both regionally and nationally including Galway Chamber of Commerce and the Information Technology Association Galway. Many staff members sit on boards and committees in the region. GMIT has always had strong linkages with the local community, particularly through the activities of the Students' Union, and through staff/student involvement in local events, business/industry organisations, local community and enterprise support groups. The Institute is currently developing a shared service model with local sports organisation providing access by students to sports facilities while GMIT in turn will support development of the facilities. Community Sports alliances are being developed to give students access to first class sports facilities in Galway city.

The Institute does not currently have a Development or Foundation unit. However, preliminary work is underway and a LAI (Likely, Ability, Interest) report and group of influential friends of the Institute have been identified since Autumn 2015 who may be able to assist the Institute in raising support for Scholarship and Mentorship Programmes, Enterprise Support Programmes and Matched Funding for Development of the Institute's iHubs and as a third pillar support Capital Development. In the first instance, this high level group could be tasked with funding a "friendraiser". The Institute is in the process of recruiting a Foundation Manager Q3/Q4 2016.

	GMIT demonstrates strong engagement with city and rural communities, the arts, sports and many more, through work placements (regional, national or international), learner assignments and the student volunteering programme. Examples of practical collaboration at this level include the recently co-developed and co-financed bid by Galway City Council, Galway County Council and GMIT for designation of the Galway City Region as a European Region of Gastronomy for 2018. The bid book was submitted in February 2016 and the announcement that Galway was successful was made in Brussels in Mid-March 2016. The European Region of Gastronomy title will create opportunities to promote Galway and the West of Ireland. It will also create a legacy of improved food quality for future generations while supporting local food producers and food traditions. The programme is designed to link food, hospitality, tourism and culture. We are major partners in the development of the bid for EU Capital of Culture 2020 designation for Galway City. Reflecting on these links, the Institute has determined that going forward it will capture engagement metrics using MOUs and Certificates of Engagement. GMIT will be publicly recruiting for a Vice President for Strategy, External Engagement and Development in Quarter 4 2016 / Quarter 1 2017 to systemise supports around our emergent Third Mission strength.

6. Enhanced Internationalisation (5 Objectives)

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Final target, 2015/16	Summary
New Institution Objective (wef) Nov 2015 Increase intake of non-EU students	Annual intake of non-EU students (Full Time)	84 students (Full Time)	138 students (Full Time)	130 students (Full Time)	112 students (Full Time)	
New Institution Objective (wef) Nov 2015 Increase numbers of international student outbound exchanges (excluding work placements)	Outbound exchange student numbers	14 outbound	8 outbound	7 outbound	8 outbound	
New Institution Objective (wef) Nov 2015 Increase international student work placements	Number of outbound international student placements	-	-	81	90	Changed from Yellow in Cycle 2 to Green in Cycle 3 Reporting
New Institution Objective (wef) Nov 2015 Increase international staff mobility	Outbound staff mobility per annum	-	-	7	10	Changed from Yellow in Cycle 2 to Green in Cycle 3 Reporting
International Student Population	Number of full time registered international students (HEA Definition EU (excl. Ireland) and non-EU Countries	98	289	231	165	

Progress against 2015 target, commentary and data source	GMIT has exciting plans to internationalise our curriculum. Internationalisation of curriculum goes beyond the registered number of non-EU students. While this is important to GMIT from a revenue perspective, it is equally if not more important to embed internationalisation in the heart of our curriculum, in our learning outcomes and in our assessment outcomes. An enhanced internationalisation pillar outlines the means through which GMIT can enhance both the relevance of its programme offerings to students and establish alternative revenue streams. The Institute will therefore prioritise the internationalisation of its programmes. GMIT has benchmarked ourselves against the best performing Institutes nationally in revisiting our compact with the HEA and we have participated in the HEA led OCED HEInnovate Assessment in October 2015 to identify appropriate international benchmarks. Benchmarking data, both quantitative and qualitative, obtained from tools such as HEInnovate, and partner institutions with whom significant exchange of organisational know-how will take place will inform future compacts. GMIT is making steady progress in developing solid foundations for enhanced International activity across all campuses. Following feedback from the last compact review, the Institute engaged in a desktop review of best practices in International higher education. In addition, the new VP for International Engagement met with several international stakeholders who GMIT collaborate or plan to colaborate with. This was a critical learning experience in understanding the challenges and opportunities this activity could provide for GMIT and the enhanced learning experiences for both faculty and students was a constant factor in all dialogue. During the same period, the Institute reached out to other HEI's to learn from their experiences. These actions, combined with previous activity [OCED HEInnovate], informed the decision making process and a pathway for the future. Programme boards across the Institute have internationalised curriculum and opportunities for international internships are being reviewed and considered in undergraduate and postgraduate programmes. The Institute aims to embed internationalisation, inter-culturalism and diversity across the remainder of our curriculum. This will be reflected in learning outcomes, curriculum content and assessment outcomes. The Institute remains committed to securing the Yellow Flag (Interculturism and Diversity) and work will begin on this in Q3 of this year.

Increasing the Intake of Non-EU Students

(New Institution Objective (wef) Nov 2015)

The reciprocal exchange of staff and students with strategically relevant partners, both in the EU and globally, can help ensure our students can enrich their awards through periods of study or work placements abroad. The identification of student recruitment opportunities outside of the EU will also provide the resources through which planned International activities may be funded. GMIT has chosen to consolidate its activities in this area focusing on securing a greater concentration of both student and staff mobility from a smaller number of strategically supportive partner Institutes. An audit of all agreements took place in 2016 to ensure appropriate opportunity for development.

While the target set for this period was not met, the Institute did engage proactively in the last year in International recruitment, particularly with new opportunities emerging in Malaysia. The result is an unfortunate reminder that developing new partnerships is not enough and building lasting working relationships with new collaborators is key to developing international activity. The Institute has engaged in more dialogue with programme boards, secured commitment to real time responses to applications and queries and enhanced communication streams between all stakeholders which will assist the Institute in realizing this objective. Early in 2016 the Institute was aware this objective needed to be seriously addressed and it has. An agreement has been concluded in recent weeks (June 2016) with a global organization - Conquez (www.conquez.com), who will work collaboratively with the International team aligning One Year International Foundation Programmes of Study through their consortium with undergraduate destination programmes at GMIT (www.gmipc.com).

GMIT also plans to deliver its programmes overseas in selected markets (currently in Nanchang University) and potentially operate and manage facilities overseas. GMIT signed a Memorandum of Understanding in March 2016 with the Maltese Hotel and Restaurant Association (MHRA). This agreement is the first stage in a developing collaboration with the organisation. The MHRA formed the Mediterranean Tourism Foundation (MTF) in 2012 and the President of Malta is the patron of the Foundation. The Maltese government has committed significant funding for this development and GMIT was chosen in December 2015 as the lead education provider on this major European project. GMIT held further meetings with the Maltese Hotel and Restaurant Association (MHRA) in April 2016 in Galway and this project has the committed support of the Maltese Government. The Mediterranean Tourism Foundation, through the MHRA, plans to open the Mediterranean Institute of Tourism Studies in Malta in September 2018 and, as the lead education partner, GMIT will be ideally situated to build the Institute brand to a new audience from early 2017 onwards.

It is important to note that while GMIT is ambitious to internationalise our curriculum, we must also be realistic with respect

to student registrations. In the first instance, the Institute, following negotiations and staff redeployment, is just completing the restructuring of the International Office. Additionally, several years of underfunding has had an impact on the resource base of the Institute. An absence of a borrowing framework, despite access to capital and multiple approaches from pension funds (including funds, who with partners, will design, build, manage, finance and operate student accommodation) and the opportunity for borrowing via the EIB to acquire land and/or build student residences, compounds the established shortage of student accommodation in Galway. Additionally, there are some 4,500 social housing units required in Galway City. It is in this context that no growth target has been set for intake of Non EU Students in the lifetime of this compact.

Increasing the Numbers of International Student Outbound Exchanges

(New Institution Objective (wef) Nov 2015)

As noted above, a number of the programmes across GMIT campuses now have internationalized curriculums. This is evident in learning outcomes, curriculum content and assessment content. In addition, in recent months some new programme development has seen "International" feature in award titles e.g. BBs Hons International Tourism Management and an International Nursing degree both approved in 2016. In addition, some new awards feature international field trips and study exchanges e.g. La Rochelle Study Exchange programme.

A new 'International Engagement Office' (IEO) established in Q1 2016 aims to provide a structure and support for incoming 'student flows' (international student enrolment, student exchange programmes, staff exchange programmes, visiting scholars, guest speakers, placements, internships, residencies, summer courses and group packages, volunteering in Ireland, and collaboration on delivery of external programmes in Ireland) and outgoing 'student flows' (student exchange programmes, staff exchange programmes and speaking engagements, student placements, internships, residencies, field trips, volunteering abroad, and international delivery of GMIT programmes and academic collaboration). During Q2 of 2016, it became evident that communication with regard to such activity was poor and this matter has now been addressed.

GMIT has existing expertise in this focus area and this is now being utilised in the new office to ensure the Institute fully engages in this activity in a meaningful and responsible manner. Schools and Campuses will work with the International Engagement Office and its team to realise this objective by agreeing to support International Ambassadors in Schools/Campuses. Curricula will be internationalised. Opportunities across the Campuses will be identified where Internationalisation is taking place and lessons learnt will be shared with programme boards and teams. From Q3 all Schools / Campuses will have an International Ambassador who will work with the International team. This resource will support Schools in their strategic plans to further engage in International activity.

Increasing International Student Work Placements

(New Institution Objective (wef) Nov 2015)

This objective has been achieved. GMIT is fully aware of the significant benefit International work placements / professional practice can provide for learners. GMIT has experience in this field through several disciplines and, by using this knowledge and experience, the Institute intends to expand the opportunity across campuses. Significantly a Resource Allocation Model to support such activity has been in development for some time and was recently presented to and approved by the Institute's Executive Board (June 2016). It is grounded in the principles of supporting academic learning experiences in an International environment and supports are in place to assist the student prior to, during and after the experience is completed. The International Team has a significant role to play in developing this model and, through engagement with international partners new work placement / professional practice opportunities will develop.

As noted in the last compact, GMIT is a joint partner in the MSc in Marine Biodiversity and Conservation (EMBC+). EMBC+ students study at a minimum of two European universities, with the first year undertaken at either Ghent University, Bremen University or the University of Algarve. The third semester can be taken at either GMIT, University Pierre and Marie Curie (UPMC) or the University of Oviedo, with the final thesis work being undertaken at any partner university or associate member. Degree parchments for 66 students who completed the most recent iteration of our joint Masters programme were issued in March 2016. An Erasmus Mundus Ph.D. programme on Marine and Ecosystem Health and Conservation is well established with the final and fifth iteration under way. This project, MARES, is a Joint Doctoral Programme funded through Erasmus Mundus. The programme is offered by a consortium of 24 partners originating from 14 different countries. Further detail can be found here http://www.mares-eu.org/

Learning from this experience has influenced some International opportunities and currently discussions are taking place with International partners in developing a Masters programme in Gastronomy. Galway is the only European Region of Gastronomy in Ireland and the UK. GMIT is the lead education partner on this platform. Through engagement with other European partners, opportunities are presenting themselves and these types of experiences will be used to build international work placements / professional practice experiences.

Increasing International Staff Mobility

New Institution Objective (wef) Nov 2015

This objective has been gaining traction over the last eighteen months and, in line with HEA policy, GMIT is promoting and supporting new staff undertaking such experiences to enhance their teaching practice and personal development. With the introduction of International Ambassadors across Schools/Campuses, better opportunities will exist to begin discussions on staff mobility earlier in the year allowing for better planning and engagement. In addition it is envisaged that lunchtime and evening workshops will take place to inform staff of the many benefits of staff mobility. It is anticipated these sessions will also host Institute staff who previously engaged in staff mobility and who can share experiences with colleagues. This type of engagement will be a source of support and encouragement for those interested in staff mobility. In addition, the VP for International Engagement will keep Executive Board members updated and involved in all International activity. This ensures not only transparency but also awareness and engagement with changing times.

Growing the International Student Population

We aim to develop a high-functioning International Engagement Office for our staff, students and for international students. The staffing complement of the new office will be comparable with contemporary offices in the Institute of Technology sector. A member of the Institute's Executive Board has been designated as Vice President for International Engagement since November 2015 (part of role, ensures voice of International at Executive Board Level) and the Institute publicly invited applications for experienced International Education Manager(s) in April 2016 and is interviewing for these position(s) in July 2016. **The VP International and new team will be responsible for improving the metrics in this domain in this and future compacts.** The International Engagement Office will be fully functioning by the end of August 2016. In addition, an administrative officer will be in place by late August 2016. With a structured team in place and an operations plan developed for 2016/2017, it is envisaged that this period will be the start of new beginnings for the office and the Institute can expect to see some benefits by September 2017. As noted earlier, a new agreement is now in place with a Global Learning Partner. Recruitment for September 2016 has begun, however with a short lead in time a modest cohort is expected. An additional intake is expected on the Institute Foundation Programme in January 2017 on the basis that if candidates are successful on this award they can progress to Institute undergraduate awards.

7. Institutional Consolidation (5 Objectives)

<table>
<tr><th>Institution objective</th><th>Performance indicator</th><th>Baseline</th><th>Interim target, 2013/14</th><th>Interim target, 2014/15</th><th>Final target, 2015/16</th><th>Summary</th></tr>
<tr><td>New and Priority Institution Objective
(wef) Nov 2015 to be <u>continued through compacts until 2020</u>
Budget management process and priorities to return the Institution to financial balance and protect the long-term performance of the Institution</td><td>2.5 % of annual recurrent budget available for investment by 2020</td><td>€ -243 K Budget Deficit (2011/2012)</td><td>€ -2.7M (2013/2014)</td><td>€ -2.5M (2014/2015)</td><td>• € -2.0M
• Plan to Return Institute to Balance in 2018
• Five Year Financial Plan Presented to HEA
<table><tr><td>2015/2016</td><td>€ -2.0M</td></tr><tr><td>2016/2017</td><td>€ -1.0M</td></tr><tr><td>2017/2018</td><td>€ -0.1M</td></tr><tr><td>2018/2019</td><td>€ 0.6M</td></tr><tr><td>2019/2020</td><td>€ 1.3M</td></tr></table></td><td>Changed from Red in Cycle 2 to Yellow in Cycle 3 Reporting</td></tr>
<tr><td>New Institution objective
(wef) Nov 2015 to be continued through compacts until 2020</td><td>Phased development and implementation of IRAM</td><td>N/A</td><td>N/A</td><td>N/A</td><td>All academic – Pay & Non pay – recurrent grant</td><td>Changed from Red in Cycle 2 to Yellow in Cycle 3 Reporting</td></tr>
</table>

To pursue a trajectory that achieves re-designation as a Technological University	A Plan to Meet TU Criteria	Signing of CUA MOU in July 2012. Agreed implementation plan in December 2012. Submission of three collaborative SIDF proposals to the HEA.	• Review achievement of the objectives of the CUA Implementation Plan • Programme mapping across the CUA • Identify opportunities for shared services and common processes with CUA partners, (e.g. HR policies, procurement) • Pilot online QA student survey across the CUA • Common library research repository • Joint CUA Student Union Mental Health initiative	• Mainstream online QA student survey across the CUA • Report on the feasibility of online exams management system with CUA partners • A common Learning, Teaching & Assessment (LTA) strategy • A common RPL policy and procedures	• CUA Strategic Planning Framework • Ensuring a diverse range of programmes across the CUA, while avoiding unnecessary duplication	

Working to achieve the objective of TU status	Align Institute structures, policies and procedures to enhance Institute services for the region Sub-indicators: • New organisational structures that facilitate flexible response to emerging needs • Mission oriented policies and procedures that accommodate risk, initiative, accountability, and facilitate performance review • Staff development for collaboration • No. of collaborative projects	Original organisational structure	• Staff development programmes for collaborative project skilling • Toolkit for Project Collaboration and Management	• Alignment of Risk Management and Quality • Assurance policies with Strategic Planning policies - complete	• Restructuring of multi-campus Institute upon outcomes of Institute Review	

Consolidate programmes across Academic Units and campuses	• Internal consolidation of programmes • Sub-indicators: • Mapping of programmes and modules across Institute	• Thematic Framework for Programmatic Reviews	• Mapping of programmes and modules across Institute - outcomes of programmatic reviews	• Consolidation of modules and programmes	• Alignment of internal consolidation with regional cluster academic plan	

Progress against 2015 target, critical reflective commentary and data source

Restoring the Institution to Financial Sustainability

A new and priority Institution Objective set in Nov 2015 will be continued through compacts until 2020 around budget management processes and returning the Institution to financial balance. Protecting the long-term performance of the Institution has been included in GMIT compacts since March 2016**.**

External higher education financial expertise was engaged by the Institute in 2015/2016 to assist the Institute's Executive and Governing Body in delivering a balanced budget by 2018 and a surplus by 2020. An overall framework for this has been determined while maintaining a capital development cushion. The impact of the national agreement for the withdrawal of 'flex up' hours is estimated to cost GMIT circa €900,000 per flex up hour. This has not been reflected in the targets as the expectation is that this cost will be funded by the Exchequer. **The President is overseeing this plan and has designated executive responsibility for implementing this plan to the Vice President for Finance and Corporate Services.**

In Q1 2016 there was a coherent focus on reducing the Institute's Non Pay Expenditure for 2016 and correspondingly in subsequent years; and in Q2 and Q3 in optimising the Institute's ECF and Pay Expenditure for 2016/2017, 2017/2018 and beyond. A headcount reduction will also be delivered by September 2016. The Institute is on target to achieve a planned deficit of €2.0m for 2015/16. The Institute's Non-Pay Expenditure is now amongst the lowest in the Higher Education sector and cannot be reduced further.

GMIT holds that the "Recurrent Grant Allocation Model" (RGAM) being applied by the HEA does not provide a sustainable funding model for the multi-campus business model of GMIT. Consequently, we recommend that the RGAM be reviewed by the HEA or alternatively GMIT may have to review its multi-campus model. GMIT has determined that campus premiums not recognised in the current RGAM range from 14% to 28%.

Phased Development and Implementation of IRAM/WLM

The development of an Internal Resource Allocation Model (IRAM)/Work Load Model (WLM) has continued during 2015/16 but its implementation is limited due to the following;

- the need to prioritise the achievement of the targets contained in the five-year financial plan;
- the inflexibility of tenured employment contracts; and
- the implementation of significant non-pay expenditure cuts resulting in only essential expenditure taking place

SCOPE OF WLM	OWNERSHIP / RESPONSIBILITY	UNITS & METRICS OF WORKLOAD MANAGEMENT	INTEGRATION WITH OTHER INSTITUTIONAL MODELS/INITIATIVES	PLATFORM / PROCESSES SUPPORTING WLM	FUTURE DEVELOPMENT OF WLM
Scope includes teaching and research	Administered at School level with decisions about release from teaching for research approved centrally	Standard teaching hours are assigned to all academic staff based on 18 or 20 direct contact hours per week. Credit of 2 hours per week for each registered postgraduate research student supervised. Research Centre Academic Directors are credited with up to 8 hours of release from teaching. Research active staff may receive up to 4 hours release to be applied to research activity. No provision is made for service or administration.	The centralised timetable system (Syllabus Plus) informs the Institutes unit cost model, however, the reporting functionality needs further development to maximise the benefits of the system.	A centralised timetabling system is in place (Syllabus Plus) which is used to support the management and recording of workload allocation.	It is intended to maximise the reporting functionality of the centralised timetabling system. To this end an administrative post at Grade VII has been assigned to this role. It is intended that the new reporting functionality will further support the Internal Resource Allocation Model (IRAM) and the Unit Cost model.

Pursuit of a Trajectory that Achieves Re-designation as a Technological University

Interim Target 1: Mainstream online QA student survey across the CUA

Status at the end of 2015: A working group to produce an online student survey in the three CUA institutions was established in 2014. The working group, in consultation with Academic Councils, Executive Boards and union representatives agreed an online version of the QA1/3 survey. A pilot of the QA3 was rolled out in GMIT and a pilot of the QA1/3 was rolled out in LYIT in 2014/15, using the EvaSys survey methodology and protocols. Following the successful pilots, GMIT rolled out the full QA3 across the Institute and LYIT rolled out the full QA1/3 across the Institute in 2015/16. IT Sligo is planning to roll out the QA3 in the 2016-2017 academic year. This is a unique collaboration that is consistent with national policies and priorities. The success of this collaborative project has led to a proposal to the ISSE Plenary Group to adapt the QA3 forms as a prospective local customisation project.

Interim Target 2: Report on the feasibility of online exams management system with CUA partners

Status at the end of 2015: A scoping of an online exams management system was commissioned from Deloitte by the three CUA institutions. This collaborative project succeeded in articulating key examination management processes. Given financial constraints, the funds were not available in 2015 to progress to a tendering process and product development phase. Arising from this project a new collaboration with DCU is emerging using the GURU platform. GMIT piloted this system in 2015/16 and the outcome of this will be reviewed with a view to the potential for mainstreaming this system.

Interim Target 3: A common LTA strategy

Status at the end of 2015: A 'CUA LTA Commitments and Aspirations' document was developed prior to 2015 and this has since informed a 'CUA- LTA visions, principles and strategy' draft document. At the end of 2015, the CUA agreed to establish a cross-institutional Working Group (WG) that would commence work in 2016 on, among other outputs, a CUA LTA strategy. The commencement of this WG has since been delayed as a result of the TUI directive, 'Industrial Action in relation to concerns regarding proposed Technological Universities Bill 2015' issued 23rd March 2016.

Aligned to the LTA strategy, a common RPL policy was developed by staff from across the three CUA institutions. A pilot online RPL portal (www.myexperience.ie) was launched in 2014/15. The project involved the development of online tools to facilitate the process of RPL portfolio submission and assessment. In addition, a CUA Level 9 staff training module has been developed, accredited and delivered. The success of this pilot has attracted interest from the National Forum for the Enhancement of Teaching and Learning, with a view to making it available to other HEIs.

In October 2015, the Connacht-Ulster Alliance was granted approval by the Minister for Education and Skills, Jan O'Sullivan T.D., to proceed to the next stage of the process of building a Technological University for the West/North-West of Ireland. Stage 2 of the process involves the preparation of a plan to meet the criteria, Stage 3 is an evaluation of this plan by an external panel and Stage 4 is the application to become a Technological University.

The Institute was successful in June 2016 in securing funding reserved by the HEA to provide support to the CUA Technological University consolidation project for its Stage 2 submission. GMIT with its partners (LYIT and IT Sligo) looks forward to engagement with the HEA in future planning exercises and on-going review of progress.

The indicative timeline for the future stages, which are contingent on the finalisation of legislation, of the CUA project are:

Submission of Stage 2 Plan	June 2017
Evaluation of Stage 2 Plan	December 2017
Application for merging	December 2018
Application for designation as a TU	December 2020

The timeline of the Stage 3 and Stage 4 applications are considerably beyond that of GMIT's current Institutional compact with the HEA and the Institution must first return to financial stability before proceeding with further application stages.

Working to Achieve the Objective of TU Status

Four CUA working groups across the Connacht-Ulster Alliance have been established during Q4 2015 and Q1 2016 covering: Governance; Teaching Learning and Assessment; Research; International & Engagement. A draft thematic working group handbook is in use amongst the groups (Toolkit for Project Collaboration and Management) for further use across a total of nine planned working groups across the CUA. The work of these groups has since been delayed as a result of the TUI directive, 'Industrial Action in relation to concerns regarding proposed Technological Universities Bill 2015' issued 23rd March 2016.

Consolidating Programmes Across Academic Units and Campuses

Only partially complete because the programme reviews of 2013/14 used a discipline focus. The organisational structure in GMIT is now currently under review and will be finalised as part of a new strategic planning process due to be complete in Q4 2016. Considerable progress is being made on the alignment of the National Centre for Excellence in Furniture Design an Technology and the Centre for Creative Arts and Media. GMIT hopes to be in a position to constitute a New School "The Galway School of Design and Creative Arts" with these two centres in October 2016 establishing the principle of transversal management of cognate areas across campuses of GMIT.

Institutional Benchmarking

Programmatic Review

Section 28 of the Qualifications and Quality Assurance (Education and Training) Act 2012 requires that GMIT establishes procedures for the evaluation at regular intervals of its programmes of education and training. The Act also requires that GMIT furnishes a report to QQI and provides for the publication of findings arising out of the evaluation. In line with the above, GMIT conducted an Institute wide programmatic review during the academic year 2013 – 2014. The only exceptions were the nursing programmes at the Mayo Campus as they were reviewed by An Bord Áltranais the previous year and went through Programmatic Review prior to the An Bord Áltranais review. While a report on the overall Programmatic Review issued to QQI as part of the Institute's reporting requirements to QQI, some of the more common findings from the Expert Panel Review Groups reports are included to give context to some of the strategies referenced in the compact:

1. Need to develop more minor awards and special purpose awards;
2. Work experience should be included and where it is already included it should be of a longer duration (resource model now in place since June 2016 for 10 Credit placements to 30 Credit semester long placements);
3. The development of level 8 ab-initio programmes is encouraged;
4. A review of available modules on the catalogue could lead to new programmes and award specialisations (Anshoff Matrix for Prioritising Programme Development in place and reviewed with the HEA as part of the Annual Budget and Accountability Meeting which took place in April 2016);
5. The attributes of the civic engagement module were acknowledged (GMIT is piloting the Carnegie Community Engagement Framework – more detail included below);
6. Consideration should be given to undenominated entry routes as part of the transitions debate (undenmoniated entries will be in place in the following Schools by September 2017: Art, Business, Engineering and Science)
7. Benefits of the PASS programme were acknowledged;
8. The Learning and Teaching Methodologies need to be constantly appraised;
9. There should be greater emphasis on feedback including formative feedback to students;
10. Retention strategies need to be developed (range of strategies in place and being implemented and monitored);
11. Programme documentation and APSs need to be up to standard in all cases;
12. Entry requirements to all programmes must comply with Institute specifications and those published in the Code of Practice No 4, the prospectus and the web-site;
13. Opportunities for inter-disciplinary programmes and greater integration of existing programmes should be explored.

The reporting in this compact illustrate that the above findings are being addressed.

European Universities Association (EUA) - Institutional Evaluation Programme (IEP)

GMIT is one of only two Institutes of Technology in Ireland to have voluntarily engaged the services of the European Universities Association (EUA) to conduct a benchmarking evaluation as part of its International Evaluation Programme (IEP) in 2014/15. An internal consultation process was conducted which led to the production of a Self-Evaluation Report (which is included as an appendix to the compact).

The EUA evaluation found that: *"GMIT's senior management had proposed the EUA IEP to its Academic Council as a way of supporting a review of their strategic planning processes. The national quality agency, Quality and Qualifications Ireland (QQI), had also been consulted and it supported GMIT in its engagement with IEP as a way of demonstrating to external stakeholders that the institution was open to international scrutiny. GMIT had taken a very thorough and systematic approach to the preparation of the self-evaluation report (SER) and the team was provided with a planning / briefing document which evidenced this. The SER had been informed by a series of SWOT analysis reports undertaken by academic and functional units. The thoroughness of the self-evaluation was also emphasised by the Institute's decision to reflect on the outcomes of the process by presenting a number of its own recommendations at the end of the SER."*

The EUA team expressed its considerable gratitude to all participants in the IEP evaluation for their openness and willingness to discuss all issues concerning the Institute and to the whole GMIT community for their friendly hospitality.

The overall conclusion of the evaluation was that GMIT is a very self-aware institution and this is reflected in the SER noting that GMIT had experienced an extremely turbulent period since 2008, particularly in terms of the external environment and the impact of the government's austerity measures. GMIT now has the opportunity to move forward with inspired leadership, well defined strategies, swifter implementation of action plans and a clearer sense of individual responsibilities and accountabilities.

The Institute's response to the full list of recommendations is captured in a specific implementation plan where responsibilities are distributed across the senior executive team (The EUA SER Report and GMIT's Summary Implementation Plan Included as an appendix to the Revisited Compact Submitted in March 2016).

Other examples of benchmarking initiatives:

- Engagement with the National Forum for Teaching & Learning in relation to:
    - The development of the first MOOC for GMIT 'GetReady.Education' in collaboration with two HE clusters: the West / North-West cluster and the Mid-West cluster;
    - The development of an RPL Assessment ePortfolio Tool;
    - Technology Enhanced Learning (TEL) collaborations with WIT and DCU;
    - First Year Assessment Toolkit;
    - Student Success Toolbox;
    - National LIN and Student Led Learning conference planned for the autumn of 2016;
    - Teaching Induction Resources.

- Piloting the Carnegie Community Engagement Framework in Ireland

  The focus of this project is to facilitate the self-assessment of community engagement efforts in Irish higher education institutions. The U.S. Carnegie Community Engagement Framework (Framework) "is used to facilitate data collection and documentation of important aspects of institutional mission, identity and commitments…[and] provides an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement". (www.nerche.org)

  Interested Irish higher education institutions (HEIs) self-selected into the project and agreed to use the Framework to collect engagement data. Interested HEIs must receive support from institutional leadership prior to participation.

  The project is the result of a series of seminars that began in 2014 in Boston that addressed civic engagement within higher education in Ireland and US and how we might capture the value of such engagement. Given the Irish national policy and practice context, the idea to pilot the well-regarded Carnegie Framework in Ireland seems to be an exciting project that would bring together an anticipated six HEIs in Ireland.

GMIT is also:

- Collaborating with Finnish providers of initial teacher education; online learning and student engagement programmes;
- Contributing to the review of the National Student Engagement Survey (ISSE);
- Piloting 'Formative Instructional Practices' in association with Battelle for Kids in Ohio;
- Involved in the "Step Forward" – student rep training programme, modelled on SPARQs in association with AIT and aligned to the national student engagement programme supported by the HEA and others;
- Participating in U-Multirank. GMIT has been involved in U-Map and U-Multirank since it was piloted in Ireland. This benchmarking tool recognises the diversity of institutional mission and ethos and recognises performances under five headings of:
    - Teaching & Learning;
    - Research;
    - Knowledge transfer;
    - International orientation; and
    - Regional engagement.

In addition to reviewing our performance against national HEIs who participate in this benchmarking project, GMIT has identified international higher education institutions for comparative analysis in the context of our ambition to become a Technological University. These include:

- Tallin University of Technology, Estonia;
- Queensland University of Technology, Australia;
- Vienna University of Technology, Austria;
- Tampere University of Technology, Finland;
- Eindhoven University of Technology, Netherlands.

Performance Summary Chart (Total 31 Objectives)

#	Indicator	Status Cycle 2 End 2014	Status Cycle 3 End 2015
1	**Regional Clusters**		
	Establish A Regional Cluster in the West/North-West Region, with Appropriate Governance Structures		
	Coordinated Academic Planning		
	Developing Regional Learning Pathways with Partners & FEs to Provide Clearly Articulated Progression Opportunities Among HEIs		
	Building Bridges Across Regional Clusters		
	Develop of Sustainable Thematic Clusters that Enhance Selected Strengths of the Institute in Serving Regional & National Needs		
2	**Participation, Equal Access and Lifelong Learning**		
	Priority Objective: Arresting Student Number Decline		
	Widening Participation		
	Providing a Range of Alternative Entry Routes From FE providers		
	Increasing Part-time Flexible Enrolments and Apprenticeship		
3	**Excellent Teaching and Learning and Quality of the Student Experience**		
	Priority Objective: Improving First Year Progression Rates		
	Performance in Independent Benchmarks Measuring Student Perception		
	Increase Post-Entry Support for Students Attending GMIT		
	Ensure Staff are Effectively Supported in their Professional Development		
	Provide Leadership and Support for Innovative Approaches to Learning and Teaching		
4	**High Quality, Internationally Competitive Research and Innovation**		
	Successfully Bid For Research Funding		
	Increasing Postgraduate Research Registrations		
	Focusing Resources on a Smaller Number of Larger Research Centres		
	Academic Standing as a Provider of Research in Niche Areas		
5	**Enhanced Engagement with Enterprise & the Community & Embedded Knowledge Exchange**		
	Priority Objective: Meeting Irelands Graduate Demand and Higher Education Capacity Building		
	Increasing Collaborative and Contract Research Agreements with Industry		
	Expanding Our Business Start-Up Support Activity		
6	**Enhanced Internationalisation**		
	Increasing the Intake of Non-EU Students		
	Increasing the Numbers of International Student Outbound Exchanges		
	Increasing International Student Work Placements		
	Increasing International Staff Mobility		
	Growing the International Student Population		
7	**Institutional Consolidation**		
	Priority Objective: Restoring the Institution to Financial Sustainability		
	Phased Development and Implementation of IRAM/WLM		
	Pursuit of a Trajectory that Achieves Re-designation as a Technological University		
	Working to Achieve the Objective of TU Status		
	Consolidating Programmes Across Academic Units and Campus		

www.gmit.ie

GMIT
INSTITIÚID TEICNEOLAÍOCHTA NA GAILLIMHE-MAIGH EO
GALWAY-MAYO INSTITUTE OF TECHNOLOGY

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Ireland's EU Structural and Investment Funds Programmes 2014 - 2020.

Co-funded by the Irish Government and the European Union.

EUROPEAN SOCIAL FUND