



28 June, 2016

Dear Mr Boland,

**Re: Strategic Dialogue Cycle 3: NUI Galway's submission**

Please find enclosed a copy of NUI Galway's self-evaluation report on performance against targets to year end December 2015, as set out in the Mission-based Performance Compact 2014-17.

The self-evaluation report reviews our institution's performance against the second set of interim targets for the Compact, as at year end 2015. As you will see, NUI Galway is broadly on target in meeting or exceeding the vast majority of targets set across the seven priority areas; in a small minority of cases, where targets have been partially met, the reasons for this have been explained. With the agreement of the HEA, NUI Galway added two further targets to our Compact last year, in the important areas of Gender Equality and Student Entrepreneurship and Innovation. I am pleased to say that performance against these targets has exceeded expectations. In addition, where possible, the self-evaluation report benchmarks our performance with that of chosen national and/or international comparators.

In general, NUI Galway has made good progress against the targets set out in the Compact. A key priority for the University has been to enhance our research performance, grow our research income and continue to build our research profile in select priority areas of expertise. We are on track with all of these objectives, and our performance in various national and international research funding programmes bears this out – including our performance Horizon 2020 and in the various SFI funding competitions.

Enhancing our performance on internationalisation is also a key institutional objective and in this area we are also on track to achieve or exceed all of our targets. The growth in our international student numbers over the last four years has exceeded our expectations; continuing this upward trend will be a key priority for the University over the course of the Compact.

During our meetings with the HEA over the last year to review the Compact, we drew your attention to the challenging demographics in the 16-19 year old population in the West of Ireland which have been on a downward trend since 2010 and are not due to recover significantly until 2020. For this reason, we have been conservative but realistic in our projections of limited or no growth in our undergraduate student numbers. Our strategy to 2020 is to focus on growing the cohort of taught postgraduate students, including both EU and non-EU students. Our analysis to date suggests that our projections for student numbers and mix of students are likely to be accurate.

In 2015, NUI Galway made significant progress on our objective to advance gender equality. A Gender Equality Task Force was established and conducted a thorough review of the University from a gender equality perspective. Its report and recommendations were published early in 2016 and

adopted in full by our Governing Authority. A new Vice President for Gender Equality and Diversity was appointed who will oversee the implementation of the Task Force's recommendations. The composition of decision-making committees was revised to provide for gender balance and a comprehensive programme of Unconscious Bias training was rolled out to staff.

Over the last year, we have made significant progress on institutional consolidation with Shannon College of Hotel Management fully integrated as a School of NUI Galway. We have also made good progress on the integration of St Angela's College, Sligo though, as you are aware, some challenges remain, with the schedule for integration now moved out to September 2017.

Progress has also been made on the West/North West regional cluster, with governance structures in place, some progress made on co-ordination of academic planning, a Regional Skills Forum West established and a Manager appointed and hosted by NUI Galway.

If you have any further queries about the enclosed self-evaluation report, please do not hesitate to contact us. I look forward to reviewing the University's performance against the Compact in more detail in future meetings with the HEA.

Yours sincerely,

**Dr James J. Browne Ph.D., D.Sc., MRIA, C.Eng.**

Uachtarán - President

NUI Galway

## Strategic Dialogue Cycle 3

### HEI Self Evaluation Report

Each higher education institution is required to complete a self-evaluation report setting out a review of institutional performance against the 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                                     |

## 1. Regional Clusters

| Institution objective  | Performance indicator                             | Baseline  | Interim target, end 2015   | Progress against 2015 target, commentary and data source   | Final target, end 2016   | Summary                 |
|--|---|---|--|--|--|-------------------------|
| <p>1. Establish a regional Cluster in the HEIs in the West/North West Region with appropriate Governance Arrangements</p> <p>It is also envisaged that a liaison will be established with the Mid-West Cluster</p> | <p>The establishment of a functioning Cluster</p> | <p>Factual list of current formal collaborations in the region of the individual institutions</p> | <p>1. Functioning Cluster</p> <p>2. Achievement of short term Cluster Objectives</p> | <p>1. Governance Structures in place</p> <p>2. Functioning Cluster established via regular meetings and appropriate group structures</p> <p>3. Engagement with FE Sector and ETBs is in train and various projects established</p> <p><b>See details for all of the above in the Commentary below</b></p> <p>4. Building on existing formal collaborations in the Region:</p> <ul style="list-style-type: none"> <li>• 'Ignite West' Technology Transfer Consortium</li> <li>• New Frontiers (LYIT/ITS)</li> </ul> <p>5. New formal collaborations in the Region also established:</p> <ul style="list-style-type: none"> <li>• Coordination with North West and West Regional Skills Fora</li> <li>• Centre of Excellence for Irish</li> <li>• Collaboration with National Forum for the Enhancement of Teaching &amp; Learning-4 collaborative projects funded</li> <li>• Medical Academy Castlebar (NUIG/GMIT)</li> </ul> | <p>Review of Cluster objectives and Performance</p> <p>Achievement of Medium term Cluster objectives</p> | <p>Targets achieved</p> |

## 1. Regional Clusters

| Institution objective            | Performance indicator       | Baseline   | Interim target, end 2015                                  | Progress against 2015 target, commentary and data source   | Final target, end 2016  | Summary         |
|----------------------------------|-----------------------------|--|---|--|---|-----------------|
|                                  |                             |  |   | <ul style="list-style-type: none"> <li>Medical Academy Letterkenny (NUIG/LYIT)</li> </ul>  |   |                 |
| 2. Coordinated academic planning | A coordinated academic plan | Individual portfolio of programmes for each HEI in Cluster | Mapping of access, transfer and progression opportunities | <ol style="list-style-type: none"> <li>Coordinated Academic Planning under a regional lens (consistent with the enhancement of student transitions relating to student pathways)</li> <li>Agreed joint Academic Planning Process</li> </ol> <p><b>See details in the Commentary below</b></p> <ol style="list-style-type: none"> <li>Specific outputs on Co-ordinated Academic Planning include programme mapping from Levels 6 to 10.</li> </ol> <p><b>See details in the Commentary below</b></p> <ol style="list-style-type: none"> <li>Research and Civic Engagement <ul style="list-style-type: none"> <li>Mapping of research activity and civic engagement in all discipline areas complete</li> <li>Detailed pilot review of research activity and civic engagement related to Wild Atlantic Way</li> <li>Pilot PhD programme: LYIT, IT Sligo, GMIT staff registering for NUI Galway PhDs</li> <li>Wild Atlantic Way Research</li> </ul> </li> </ol> | Ensuring a diverse range of programmes, responding to the needs of the region | Target Achieved |

## 1. Regional Clusters

| Institution objective   | Performance indicator  | Baseline   | Interim target, end 2015   | Progress against 2015 target, commentary and data source  | Final target, end 2016   | Summary                                   |
|---|--|--|--|---|--|---|
|   |  |  |  | Group scoping study complete  |  |   |
| 3. To develop regional learning pathways with partner institutes and FE institutions to provide clearly articulated progression opportunities among HEIs in the region. | <p>1. Review access, transfer and progression policies and practices across institutions</p> <p>2. Develop new entry routes for non-traditional students to full time and part time programmes</p> <p>3. Harmonise RPL policies and develop agreements to enable student with prior formal and experiential learning to gain direct or advanced entry to particular programmes</p> | Institutional transfer policies and FETAC entry routes   | Transfer system in place.  | <p>1. Regional Learning Pathways established and operating.<br/><b>See details in the Commentary below</b></p> <p>2. New joint programmes</p> <ul style="list-style-type: none"> <li>• MSc in Regulatory Affairs (NUIG &amp; Sligo IT) (2015)</li> <li>• MA in Translation Studies (NUIG &amp; LYIT) (2015)</li> <li>• MA in Conference Interpreting (NUIG &amp; LYIT) (2015)</li> </ul> <p>Next steps: further areas for development identified through review of programme provision</p> <p>3. Recognition of Prior Learning:</p> <ul style="list-style-type: none"> <li>• Coordination of RPL policies between LYIT, IT Sligo and GMIT</li> <li>• <i>Myexperience.ie</i> website established (2015)</li> </ul> <p>Next steps: possible extension to NUI Galway</p> | Transfer system in place.<br>Transfer policies across all areas aligned by year end. | Target Achieved                           |
| 4. Broadening access to and offering greater flexibility in the delivery of programmes.   | Joint academic planning between UL and NUI Galway in relation to co-delivered taught undergraduate and postgraduate  | <p>1. 2 x Joint MSc programmes currently offered.</p> <p>2. 8 Link to Learn modules shared</p> | 1. 15 or more shared/co-delivered Link to Learn modules at UG level available from academic year | <p>1. More than 15 modules offered through existing joint programmes</p> <p>2. Five joint postgraduate programmes offered:<br/>-MSc Technology Management</p>   | 4 joint PG programmes in total offered through UL-NUI Galway Alliance.               | Targets exceeded (See note in commentary) |

## 1. Regional Clusters

| Institution objective | Performance indicator | Baseline              | Interim target, end 2015   | Progress against 2015 target, commentary and data source  | Final target, end 2016 | Summary          |
|-----------------------|-----------------------|-----------------------|--|---|------------------------|------------------|
|                       | programmes.           | across both campuses. | <p>2015/16 onwards.</p> <p>2. Four joint postgraduate programmes offered.</p> <p>3. Alignment of CPD offerings and transition to joint awards for five CPD programmes.</p> | <p>-PG Diploma in Innovation Management</p> <p>-PG Diploma in Technology Commercialisation</p> <p>- PG Diploma Maths for Teachers</p> <p>- MSc Environmental Management</p> <p>2 joint Structured PhD programmes offered.</p> <p>2 shared UG programmes offered jointly through AUA</p> <p>3. Alignment of CPD offerings and transition to joint awards for five CPD programmes:</p> <ul style="list-style-type: none"> <li>• BSc Science &amp; Technology Studies - 109 students</li> <li>• Specialist Diploma in Medical Device Science – 17 students</li> <li>• Specialist Diploma in Lean &amp; Quality Systems – 29 students</li> <li>• Specialist Diploma in Automation and Control – 8 students</li> </ul> <p>Total UG: 163 students</p> <p>4. Large scale research collaboration on funded projects (eg SFI Centres (Curam, Lero)</p> |                        |                  |
| 5. Engaging in strong | Shared Technology     | Single face to        | Shared Services  | 1) The Ignite West Consortium for   | Shared Services        | Target partially |

## 1. Regional Clusters

| Institution objective   | Performance indicator      | Baseline   | Interim target, end 2015   | Progress against 2015 target, commentary and data source   | Final target, end 2016   | Summary  |
|---|----------------------------|--|--|--|--|--|
| collaboration and knowledge exchange with strategic partners and contributing to social and economic development through the rapid translation of research. | Transfer Support Services. | <p>Shared Technology Transfer Support Services Consortium formed between NUI Galway (Lead) GMIT, Sligo IT and Letterkenny IT</p> <p>Industry Technology Transfer web portal for NUI Galway/UL Alliance</p> | <p>Action:</p> <p>1) Combined targets for GMIT, Sligo IT and Letterkenny IT are as follows:<br/>Licences = 4<br/>Spinouts = 1<br/>Research agreements = 21</p> <p>2) Single face to enterprise in areas of research and technology transfer (UL/NUI Galway Alliance)</p> | <p>Technology Transfer is formed and functioning well.</p> <p>Performance against targets:<br/>Licences = 0<br/>Spinouts = 0<br/>Research agreements = 32</p> <p>2) The target to develop a single face to industry with UL has now been superseded by Knowledge Transfer Ireland's Technology Transfer Strengthening Initiative Cycle 3 (TTSI3) to support the delivery of technology transfer services for the West/North West Regional Cluster.</p> <p>The KTI strategy is focused on funding regional clusters where institutes work together in knowledge transfer consortia to share and scale expertise. UL and NUI Galway are leading 2 different consortia as per Enterprise Ireland's KTI requirements so target 2 is no longer relevant. **</p> | <p>Action for the Ignite West Consortium:<br/>Licences = 4<br/>Spinouts = 2<br/>Research agreements = 22</p> | achieved - the consortium is now well-established and is developing a good pipeline of technology transfer opportunities |



## Commentary

### Objective 1: Establish a functioning Cluster

#### 1) Governance Structures in place, as follows:

- Steering Group and Operations Group established (2014)
- Two Programme Managers appointed (in role 2015)
- Agreed Academic Planning Process

#### 2) Functioning Cluster, operating as follows:

- Regular meetings of Steering Group and Operations Group (2014-2016)  
Steering Group meets (3 meetings 2015)  
Operations Group meets (6 meetings 2015)
- Heads of Research group established (2015)
- Meetings of Heads of Discipline across all discipline areas (2015-2016)

#### 3) Engagement with FE Sector and ETBs, as follows:

- 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 to 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 2016-17)
- Next step, Programme mapping GR ETB and Donegal ETB (2016)
- Next step, GMIT- GR ETB Re-engagement Foundation Programme (2016)

### Objective 2: Co-ordinated Academic Planning in the Cluster

#### 2) Agreed Joint Academic Planning Process

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

**NOTE: NUI Galway notes that, notwithstanding the progress made on co-ordinated academic planning in 2015, the proliferation of new programme development at level 8 in regional Institutes of Technology, and particularly GMIT over the last two years, has led to significant duplication and overlap of provision with existing NUI Galway programmes. This development, in a relatively small catchment area with demographic challenges, is concerning, and particularly so in the context of the Cluster's commitment to serve the needs of its region at all levels from 6 to 10.**

3) Specific Outputs on Co-ordinated Academic Planning:

- 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)

4) Research and Civic Engagement activity:

- 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 Fáilte 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)

**Objective 3: Develop regional learning pathways with FE**

1) Regional Learning Pathways developed as follows:

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

#### **Objective 4: Greater flexibility of programme delivery**

NOTE: Alignment of CPD awards not progressing further since 2015 due to changed strategy and uncertainty re. future clusters.

Whilst end 2016 targets have already been exceeded, regional cluster activity is now taking prominence and beginning to impact on active engagement within NUI Galway/UL Alliance.

#### **Objective 5: Shared Technology Transfer Support Services\*\***

A shared Technology Transfer service was an objective of the NUI Galway – University of Limerick Strategic Alliance when the Alliance was initiated in 2010. Since then, national strategy has changed direction, and under Phases 2 and 3 of Knowledge Transfer Ireland's (KTI) Technology Transfer Strengthening Initiative (TTSI 2 and 3) consortia were created which obviated the need for a TTO alliance between UL and NUI Galway. The TTSI consortia were formed in 2013 with UL acting as lead of a consortium with Limerick IT, Tralee IT while NUI Galway took the lead in a consortium with Galway Mayo IT, Sligo IT and Letterkenny IT. Both consortia have targets to increase external focus and provide a consistent, high quality level of technology transfer services for their respective regions.

So while the objective of a joint web portal for NUI Galway and UL TTO has been achieved, national policy means that further progress in this area is unlikely to be made over the coming years as both institutions are committed to serving their cluster-based consortia in the first instance. **We have revised this objective to reflect our progress in the TTSI3 consortium instead.**

## 2. Participation, equal access and Lifelong Learning

| Institution objective  | Performance indicator   | Baseline  | Interim target, end 2015   | Progress against 2015 target, commentary and data source  | Final target, end 2016                      | Summary         |
|--|---|---|--|---|---|-----------------|
| 1. Broaden the range and scope of flexible, part-time programmes in diverse disciplines in response to regional development needs and labour market initiatives. | Existing outreach and part-time programmes developed;<br>New flexible, modular learning programmes developed;<br>Increased number of part-time students on flexible learning programmes;<br>Increased number of students on continuing professional development programmes  | 2,746 part-time students                                    | 2,900 part-time students   | 1. 2014/15 numbers – 2,939 part-time students.<br>2. New programmes to be made available online and via blended learning - in continuous development and review.  | 3,000 part-time students                    | Target exceeded |
| 2. Maximise the University's competitive market position in the development and delivery of technology-enhanced education.                                       | 1. Increased profile of the University's expertise in e-learning<br>2. Expanded and enhanced online and blended learning programme provision<br>3. Development of academic and academic support skills in design and development of elearning programmes<br>4. Increased enrolments on online learning programmes | 7.2% online and blended learning enrolments (82 programmes) | 7.8% online and blended learning enrolments as a % of total student population | 1. 1,341 students on part-time programmes via blended or online learning (7.8%).<br>2. New part-time, online programmes: Intermediate Italian, Leadership Development, Irish Studies, Archaeology, Regulatory Affairs, BA in Humanities and Social Sciences, Automation and Control. All programmes were delivered in 2015-16.<br>3. Professional Development module: Teaching online now embedded as part of the PGDip | 8.0% online and blended learning enrolments | Target achieved |

## 2. Participation, Equal Access and Lifelong Learning

| Institution objective  | Performance indicator  | Baseline   | Interim target, end 2015   | Progress against 2015 target, commentary and data source   | Final target, end 2016   | Summary         |
|--|--|--|--|--|--|-----------------|
|  |  |  |  | in Academic Practice.<br>4. National Forum projects continue, with one (All Aboard) rated as "outstanding" by International review panel and forming the basis for a national Digital Skills Framework.  |  |                 |
| 3. Maintain outreach programmes to access target group SED and mature students   | Continuation of the existing work where the University develops outreach to the community                              | 3 outreach centres: <ul style="list-style-type: none"> <li>• Ballinasloe</li> <li>• Connemara</li> <li>• Sligo: St Angela's College</li> </ul> | 3 outreach centres   | 3 outreach centres in Ballinasloe, Connemara and Sligo maintained, as planned.   | 3 outreach centres   | Target achieved |
| 4. Provide developmental programmes targeting disadvantaged and excluded students in DEIS primary and second-level schools | Number of schools and students participating   | 21 schools and 1200 participants   | 23 schools and 1300 participants   | 22 schools and 2,620 participants (Note: reduction in number of designated DEIS schools but numbers participating increased)   | 23 schools, 2,600 participants *   | Target exceeded |
| 5. Enhance impact of widening participation activities by aligning Disability Support Services and Access Office           | Establish widening participation advisory group<br>Develop joint widening participation action plan<br>Create combined | Access Office integrated into existing Student Services, December 2012   | Trained Widening Participation Advisors in some Schools who will provide staff and students with advice. | 1. Process of identifying Widening Participation Champions in Schools initiated.<br>2. Roles realigned in the Access Centre to create the post of Academic Skills Coordinator who will support and train | Academic Skills Coordinator recruited to support and train students and staff in Colleges. | Target achieved |

## 2. Participation, Equal Access and Lifelong Learning

| Institution objective  | Performance indicator   | Baseline  | Interim target, end 2015  | Progress against 2015 target, commentary and data source   | Final target, end 2016  | Summary          |
|--|---|---|---|--|---|------------------|
|  | communication strategy<br>Identification and training of Widening Participation Advisors            |   |   | academic and support staff.<br>3. Disability Awareness training provided for staff of the Academic Writing Centre and all Educational Support Workers. Training for academic staff on Equity of Access issues provided on the Post-Graduate Certificate in Teaching and Learning, for tutors working on relevant programmes and staff of Student Services. |   |                  |
| 6. Broaden reporting practices to better capture access, retention and completion of students with disabilities. | Review application processes to ensure they include option to disclose<br>Create reporting template | Tracking of students who register with Disability Support Service | Tracking access, retention and completion of students who disclose disabilities (CAO, PAC, Foundation Course, HEAR, DARE, lifelong learning and international students) | 1. Developmental work to incorporate tracking of Students With Disabilities (SWD) in the student record system is complete.<br>2. Process currently developed to actively monitor SWD student retention and progression.   | 3 year report on access, retention and completion of SWD students | Target achieved. |

### Commentary and Benchmarking

#### Objective 1: Benchmarking Part-time student numbers

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

Flexible, part-time student numbers:

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

NUI Galway's percentage, based on the 2014/15 baseline return, is 17% so it performs **above average** on the standard University level.

### **Objective 2: Online and Blended Courses**

Data gathered by the National Forum for the Enhancement of Teaching and Learning during 2014 has indicated that NUI Galway has one of the largest portfolios of online and blended learning programmes nationally. The University is committed to further extending its portfolio of online programme development, across a range of subject areas.

### **Objective 4: Development of programmes for disadvantaged students**

\* Number of participants doubled in 2015, so target has been revised upwards for 2016.

### **Objective 5: Align Disability and Access Offices**

- A new Academic Skills Co-ordinator post has been created which includes developing effective working partnerships with University staff, particularly academic staff.
- Access Centre was launched and Widening Participation Advisory Group established.
- Access Centre Action Plan drafted to align with NUI Galway Strategic Plan *Vision 2020* and started process of integrating the National Plan for Equity of Access to Higher Education (launched in December 2015).
- New website and marketing initiatives developed for the Centre to increase student awareness of supports available to them.

### **Objective 6: Enhance reporting practices**

**Benchmarking:** Benchmarking exercises have been conducted with other Universities in Ireland – including visits (Maynooth University, UCD and DCU) and metric comparisons generated (all Universities).

### 3. Excellent teaching and learning and quality of the student experience

| Institution objective  | Performance indicator  | Baseline                         | Interim target, end 2015                              | Progress against 2015 target, commentary and data source   | Final target, end 2016                                | Summary   |
|--|--|----------------------------------|---|--|---|---|
| 1.Update and maintain the currency of the institution-wide Learning, Teaching & Assessment (LTA) Strategy. | LTA Strategy approved and in place.  | Current LTA Strategy (2012-2014) | LTA Strategy in place.                                | New LTA Strategy has been drafted and is currently in the process of being approved at management level. Strategy implementation will begin in academic year 2016-17.  | LTA Strategy in place and being implemented.          | Target Achieved   |
| 2. Develop and approve a set of desired graduate attributes.   | Graduate Attributes documented and implement in all colleges. Mapping to programme outcomes. | Draft document circulated        | Establish support structures and roll-out to students | <ol style="list-style-type: none"> <li>1. Graduate Attribute Statements approved.</li> <li>2. Work underway in Colleges to localise these, map to programmes and develop discipline-specific attributes.</li> <li>3. Support structures being developed for rollout.</li> <li>4. Graduate Attributes embedded within plans to reform Arts programmes.</li> <li>5. Implementation plan being developed for roll out to students in 2016-17. Plan to make use of Digital Badging system to recognise individual student achievement and integration of these with the Diploma Supplement.</li> </ol> | Full implementation, monitoring and evaluation report | Target partially achieved: Graduate Attributes developed but roll out to students now taking place in 2016-17 |



### 3. Excellent teaching and learning and quality of the student experience

| Institution objective  | Performance indicator  | Baseline   | Interim target, end 2015   | Progress against 2015 target, commentary and data source   | Final target, end 2016   | Summary         |
|--|--|--|--|--|--|-----------------|
| 3. Embed a culture of excellence in teaching and the nurturing of student learning.  | <ol style="list-style-type: none"> <li>1. Number completed PG Cert Teaching and Learning</li> <li>2. Annual Teaching Awards scheme in place and academic promotions recognising high-quality teaching and learning innovation</li> <li>3. Number of Graduate Teaching Assistants (GTAs)</li> </ol> | Annual completion of PG Cert = 28 (2010/11)  | <ol style="list-style-type: none"> <li>1. 30 PG Cert completions</li> <li>2. 50 GTA per annum</li> <li>3. Teaching Awards in place</li> </ol>                    | <ol style="list-style-type: none"> <li>1. 30 PG Cert completions achieved</li> <li>2. 50 GTA per annum achieved</li> <li>3. Teaching Awards in place</li> </ol>  | <ol style="list-style-type: none"> <li>1. 30 PG Cert completions</li> <li>2. 50 GTA per annum</li> <li>3. Teaching awards in place</li> </ol>  | Target Achieved |
| 4. Review and reform curricular structures and offerings across a number of Schools and Colleges to ensure programmes are aligned with institutional mission, the attainment of key graduate attributes, strategic priority areas and research themes, the needs of employers and wider society. | <p>New/revised programme structures and offerings in place.</p> <p>Actions based on the Irish Survey of Student Engagement (ISSE) on a College basis.</p>  | <ol style="list-style-type: none"> <li>1. Ongoing completion of the simplification of academic administration and systems.</li> <li>2. Initial review of programmes in Arts, Science, Business and Engineering.</li> </ol> | <p>Rollout of structures and processes for the BA. Selected reform in other colleges, identified by Strategic Plan.</p> <p>ISSE to inform curricular review.</p> | <ol style="list-style-type: none"> <li>1. Move from 4 to 3 subject first year on Joint Honours Arts programme completed and students currently in first year of programme.</li> <li>2. Review Group set up to develop more ambitious reforms of portfolio of Arts programmes</li> <li>3. Significant curricular reform completed across a number of Colleges including new 4-year programmes with opportunities for work-based experience built in. Recruiting for entry 2016-17.</li> <li>4. ISSE to inform curricular review- 3 years data consolidated to analyse results for each College. Action plan being developed.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report and implementation plan for Arts review.</li> <li>2. First intake of 3 new 4-year programmes.</li> <li>3. Reinforce feedback loop on ISSE.</li> </ol> | Target Achieved |

### 3. Excellent teaching and learning and quality of the student experience

| Institution objective  | Performance indicator   | Baseline   | Interim target, end 2015   | Progress against 2015 target, commentary and data source  | Final target, end 2016   | Summary         |
|--|---|--|--|---|--|-----------------|
| 5. Attract and support high-performing students on undergraduate and taught masters programmes.  | Increase CAO tariffs on UG programmes.<br>Higher ratio of H1 and H2:1 degrees awarded.<br>Higher progression rates for H1 students to Masters programmes.         | Youth Academy pilot completed.<br>Scholarships in place for high-achieving undergraduate and postgraduate applicants.    | 1. 300 participants in Youth Academy.<br><br>2. Scholarship Schemes in place.  | 1. 530 pupils participate in Youth Academy courses.<br>2. 74 pupils attend Youth Academy Summer Camp July 15.<br>3. Scholarship schemes in place for high-achieving undergraduate and postgraduate students.                                      | 1. 350 participants in Youth Academy.<br>2. Scholarship Schemes in place   | Target exceeded |
| 6. Continue to build on the commitment to civic engagement via articulation in strategic and operational plans, graduate attributes and support of service learning, student volunteering, community based research and outreach work. | Development of a set of appropriate KPIs, based on international research, to measure civic engagement, adapted to Irish context.                                 | 1. 2010/2011 – 500 ALIVE Certificates awarded.<br>2. Design of training materials and short courses on civic engagement. | 1. 600 ALIVE Certificates awarded.<br>2. Delivery of a range of short courses and workshops on civic engagement.<br>3. Civic engagement dimensions incorporated into graduate attributes, strategic and operational plans. | 1. 980 ALIVE Certificates awarded for student volunteering<br>2. Extensive range of training workshops, short courses and outreach activity on civic engagement undertaken *  | 600 ALIVE Certificates awarded.  | Target exceeded |
| 7. Continue to build on NUI Galway's commitment to support all its students and create a culture of inclusivity.   | 1. Events to encourage social and academic integration.<br>2. Provision of academic supports in academic writing, mathematics, computing and online study skills. | 1. 80% uptake of orientation programmes.<br>2. No integrated taught masters orientation.<br>3. Mentors and academic      | 1. 90% uptake of orientation<br>2. Surveys completed of existing supports and changes made arising from  | 1. First-year students surveyed on experiences of Orientation (32% response)** Attendance at orientation over 90%<br>2. Students' Union worked in partnership on Orientation and Health and Wellbeing initiatives.<br>3. Student mentor programme | 1. Revised target of 90% uptake of 1 <sup>st</sup> Year Orientation***<br>2. Pilot the National Student Engagement | Target Achieved |

### 3. Excellent teaching and learning and quality of the student experience

| Institution objective  | Performance indicator   | Baseline  | Interim target, end 2015   | Progress against 2015 target, commentary and data source  | Final target, end 2016   | Summary         |
|--|---|---|--|---|--|-----------------|
|  | <ul style="list-style-type: none"> <li>3. Levels of participation in peer-mentoring schemes</li> <li>4. Develop Academic Advisor role.</li> <li>5. Use of Student Assistance Fund to improve identification and support of students at risk .</li> </ul>  | <ul style="list-style-type: none"> <li>advisors in place for all first year students. Academic supports in place.</li> <li>4. Student assistance fund awarded on a confidential scored basis.</li> </ul>                            | <ul style="list-style-type: none"> <li>feedback.</li> <li>3. Monitor impact on progression/ completion of Student Assistance Fund</li> <li>4. Increased interaction of Student Services and Students' Union in developing supports.</li> <li>5. Student Mentor Programme.</li> </ul> | <ul style="list-style-type: none"> <li>provided for all first year students, in partnership with the Students' Union.</li> </ul>  | <ul style="list-style-type: none"> <li>programme (only University in this pilot).</li> </ul>   |                 |
| 8. Strengthen the engagement between the University, employers and alumni to enable students to benefit from the highest standard of support for their employability and career development. | <ul style="list-style-type: none"> <li>1. Strategic advisory group for employability (SAGE) established.</li> <li>2. First Destination of Graduates Survey (FOGS) data used in academic planning.</li> <li>3. Build on examples of best practice in employability</li> <li>4. Increase contribution of alumni to employability strategy</li> <li>5. Extend student work-based learning</li> </ul> | <ul style="list-style-type: none"> <li>1. Advisory Group for Employability established</li> <li>2. FOGS results available to Colleges, published online.</li> <li>3. Research on employability initiatives disseminated.</li> </ul> | <ul style="list-style-type: none"> <li>1. Disseminate on student/employer engagement recommendations to staff.</li> <li>2. Extend students with work-based learning &amp; alumni contribution by 5%.</li> <li>3. Customer Relations Management System for employer</li> </ul>        | <ul style="list-style-type: none"> <li>1. Recommendations on student and employer engagement made available to staff.</li> <li>2. Numbers of students with work-based learning experience (6%)</li> <li>3. Tracking system for Alumni engagement is in place</li> <li>4. CRM system for employer engagement secured and developed by Career Development Centre</li> </ul> | <ul style="list-style-type: none"> <li>1. Employability KPIs reviewed &amp; implemented.</li> <li>2. Work-based learning increased by 5%.</li> </ul> | Target Achieved |

### 3. Excellent teaching and learning and quality of the student experience

| Institution objective | Performance indicator | Baseline | Interim target, end 2015 | Progress against 2015 target, commentary and data source | Final target, end 2016 | Summary |
|-----------------------|-----------------------|----------|--------------------------|--|------------------------|---------|
|                       | opportunities         |          | engagement in place.     |  |                        |         |

## Commentary

### Objective 4 – Review and Reform Curricular Structures

Significant curricular review and reform has taken place at NUI Galway in 2015 and is ongoing for 2016. A review of undergraduate programmes in respect of opportunities for work-based learning opportunities has led to the development of a new 4-year Commerce degree, the BComm. Global Experience with a year-long work placement/international experience built in. Similarly, new 4-year degrees in Children’s Studies, and in Child, Youth and Family: Policy and Practice were developed, with 1-year work placements built in. In late 2015, a comprehensive strategic review of the portfolio of Arts programmes offered at NUI Galway was initiated with a view to enhancing student recruitment to those programmes and introducing measures to address retention issues. That Review Group will report its recommendations by July 2016 with implementation beginning in academic year 2016-17.

### National Student Survey to inform curricular review

Response rates for NUI Galway in ISSE for 2015 and 2016 were second highest for the University sector (25.3% and 28%, respectively) and provide valuable information for our Colleges on the engagement levels of their students. A working group has been established to deliver an action plan and feedback to students on actions taken in light of their responses.

### Objective 6 – Commitment to Civic Engagement

\* Extensive range of training workshops, short courses and outreach activity on civic engagement undertaken including:

- PG Dip. Module in Civic Engagement delivered to academic staff at NUI Galway and across the sector
- 44 CKI seminars offered on civic engagement, community based research, service learning & volunteering
- 4 Participate Programme Workshops offered by CKI in partnership with Campus Engage
- National web portal <http://www.studentvolunteer.ie> developed by ALIVE with Campus Engage as a national project, with training and development offered to other HEIs
- Training offered at European level to universities in the Erasmus+ Funded Europe Engage Project (NUI Galway a Lead Partner) in Ghent University, University of Brighton, University of Duisberg-Essen & Univ. of Bologna
- MOOC developed on service learning
- Keynote addresses offered internationally in Boston, Santiago de Compostella, Univ of Granada on the NUI Galway civic engagement experience and success

- NUI Galway seen as an international leader in Civic Engagement, and CKI Co-ordinator elected to the International Talloires Network Advisory Board by 300 universities internationally
- NUI Galway leading on national Irish project to pilot the Carnegie Framework in Ireland with 12 Irish HEIs, in partnerships with University of Mass., Boston and endorsed by HEA and IUA
- Civic Engagement, Service Learning and Volunteering is firmly embedded within NUI Galway *Vision 2020* and student engagement with society extra-curricular engagement and experiential learning embedded within the graduate attributes statements

### **Objective 7 - Continue to build on NUI Galway's commitment to support all its students and create a culture of inclusivity.**

#### **\*\*Orientation Survey**

87% of students stated Orientation week was 'very useful' or 'useful' in making them feel welcome to the University and also in understanding the structure of their academic programmes.

85% of students were 'very satisfied' or 'satisfied' that they could negotiate the University at the end of Orientation.

\*\*\* Orientation updated projections – a change in CAO acceptance dates and the subsequent fragmentation of intake (Round 2 and later round entrants) requires a slightly revised target.

Feedback from students in the National Student Survey also indicates levels of engagement of students and the supportiveness of the learning environment. The results of the Irish Survey of Student Engagement (ISSE) for 2016 compared to 2015 showed significant increases in the number of first year students using learning support services, being involved socially, having positive interactions with support services staff, and a ranking of their entire education experience as 'good' or 'excellent' increased from 82.1% to 86.5%.

### **Objective 8 – Strengthen the engagement between the University, employers and alumni to enable students to benefit**

The University is committed to developing the employability skills of students and to strengthening its engagement with employers and alumni for the benefit of students. NUI Galway's Strategic Plan, *Vision 2020*, includes two objectives related to employability:

1. A target of 80% of students being offered a work-based learning experience by 2020
2. The inclusion of employer/alumni representatives on programme review boards

The implementation of an Employability Strategy is in train and linked to the roll out of Graduate Attributes to students. An Employability Award will be introduced for students, and recorded on the Diploma Supplement and on transcripts, to recognise work-based learning undertaken by students.

**[See Appendices 1 and 2 for response to Transitions agenda and developments to improve retention.](#)**

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

| Institution objective  | Performance indicator   | Baseline   | Interim target, end 2015  | Progress against 2015 target, commentary and data source   | Final target, end 2016                                      | Summary                   |
|--|---|--|---|--|---|---------------------------|
| 1. NUI Galway will be recognised internationally for its leadership position in its priority research areas.   | Review of current Strategy for Research and Innovation including research priorities.<br>Development of a Strategy for Research and Innovation 2020 | Strategy for Research and Innovation to 2014                               | Implementation of Strategy<br>Development of strategic partnerships | Annual Operational Plan for the Office of the Vice-President for Research is driving the implementation of the strategy. Forty-four new R&D contracts with industry in place. The TTO has completed a system analysis to map relationships across industry and academia and is engaged with the Marine Institute and St Angela's College to expand the Ignite West consortium. | Implementation of Strategy                                  | Target exceeded           |
| 2. NUI Galway will be recognised internationally for its leadership position in its priority research areas. This recognition will stem from the quality of its research outputs as measured by the research impact. | Total citations/<br>academic FTE<br><br>Citation Impact   | Citations/<br>academic:<br>18.82 (2010/11)<br><br>Citation impact:<br>5.20 | Citations/<br>academic: 28.0<br><br>Citation impact: 6.6            | Citations/academic: 37.34<br><br>Citation impact: 7.94   | Citations/<br>academic: 30.5<br><br>Citation impact:<br>7.0 | Target exceeded           |
| 3. To expand and diversify the funding sources for our research programmes   | EU research funding/<br>research funding  | 11% of University's research income (2010/11) from EU programmes.          | 18% of research income from EU programmes.                          | 16% of research income from EU programmes  | 22% of research income from EU programmes.                  | Substantial progress made |
| 4. Increase number of doctoral graduates   | Doctorates conferred p.a.   | 191 doctorates conferred in 2011   | 190 doctorates conferred in 2015                                    | 173 doctorates conferred in 2015. (Source: 1 Mar 2016 HEA returns)   | Maintain on average 190                                     | Target achieved in        |

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

| Institution objective                                   | Performance indicator                                | Baseline   | Interim target, end 2015                         | Progress against 2015 target, commentary and data source  | Final target, end 2016   | Summary   |
|---|--|--|--|---|--|---|
| to a sustainable level                                  |  |  |  | Year 1 PhD enrolment numbers vary from year to year, thereby causing variability in doctorates conferred each year. On average 194 doctorates were conferred p.a. from 2012-2015 (186; 201; 214; 173). Based on current PhD student numbers the target for 2016 has been reset. | doctorates conferred p.a.  | 4-year rolling average.                         |
| 5. Improve Quality of Research Programmes               | PhD completion rate within time limit                | 19% of PhD students who registered in 2006/2007 completed on time in 2010/11 | 25% of PhD students completed within time limit  | 21% of PhD students completed within time limit. **   | Detailed analysis of PhD completion time and completion rate to be undertaken and benchmarked against international best practice. | Target not fully met although progress was made |
| 6. Increase proportion of PhDs on structured programmes | % of full time students on structured PhD programmes | 39% of PhD students on structured PhD programmes in 2011/2012                | 60% of PhD students on structured PhD programmes | 94% fulltime PhD students on structured programmes (Source: 1 Mar 2016 HEA returns) Enrolment on structured programmes is now the norm in all Colleges. Part-time structured PhD programmes have been introduced in several Colleges also.                                      | 70% of PhD students on Structured PhD programmes   | Target exceeded                                 |



## Commentary

### **Objective 1: Research and Innovation Strategy**

NUI Galway's Research and Innovation Strategy was published in March 2015 as part of *Vision 2020*. The objectives defined in the Research and Innovation Strategy are linked to defined measures of success. We have compared data available to us against peer institutions at a national level, and NUI Galway's intent is to enhance its reputation as a research institution that is excellent and globally collaborative in its areas of expertise. To underpin the implementation of the strategy, strategic goals and associated actions have been identified in an annual Operational Plan for the Office of the Vice-President for Research, which encompasses the Research Office and the Technology Transfer Office. In line with our commitment to facilitate the development of emerging areas, NUI Galway is leading SFI Research Centre bids in the areas of Security and Smart Agri-Food. We have compared data available to us against peer institutions at a national level, and our intent is to continue to enhance NUI Galway's reputation as a research institution that is excellent and globally collaborative in our areas of expertise.

### **Objective 2: International leadership in priority areas**

NUI Galway has exceeded significantly the total citations/academic FTE and the citation impact targets for 2014/15.

### **Objective 3: Research Income**

The research income from EU sources in 2014/15 was 16% of total direct research funding was marginally behind the target of 18%. Nonetheless, this represents a significant increase on the 2010/11 baseline of 11% and having already secured in excess of €36M from EU programmes since the start of the Horizon 2020 cycle, we remain on track to meet our target of €42M drawdown by the end of 2016. To date, and based on the most recent data available from the Commission, NUI Galway has the highest success rate of all of the Irish universities (18.2% in H2020), and is ranked 2<sup>nd</sup>, next to TCD, in terms of monetary drawdown from H2020 for the first 200 calls of H2020. NUI Galway remains committed to expanding and diversifying the funding sources for our research programmes, and in support of this commitment, we are in the process of appointing a Head of International Research Programmes. A key aspect of the role of this post will be to drive research activity through increased participation in EU programmes and to diversify our funding sources to other non-exchequer sources also.

### **Objective 4: Increase number of doctoral graduates to sustainable level**

Based on an analysis of numbers of doctorates conferred annually over a 5 year period, NUI Galway has revised this target to maintaining an average of 190 doctorates conferred per annum.

The University's recruitment of full and part time PhD students has remained strong and significantly outperforms national trends.

See details of Year 1 PhD intake and total PhD student numbers over a 5 year period:

|               | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|---------------|---------|---------|---------|---------|---------|
| Year 1 Intake | 273     | 217     | 244     | 261     | 274     |
| All Years     | 1,000   | 934     | 913     | 940     | 939     |
|               |         |         |         |         |         |

Full and Part time PhD numbers at NUI Galway 2011-2016

From a benchmarking perspective, recent RGAM data from the HEA for the years 2012-2015 shows NUI Galway's RGAM allocation for postgraduate research students as relatively flat at -0.2%, with the rest of the sector declining by -10.1%.

**\*\* Objective 5: PhD Completion Times**

A more detailed analysis of Completion Time was undertaken for 2014 and 2015 doctoral graduates.

All relevant dates were recorded, i.e. thesis submission, decision to award, submission of corrected thesis and conferring dates.

The average time to thesis submission for full-time doctoral students has shortened in four of the five Colleges. However the objective to get 25% of PhD students to complete on time remains a significant challenge. Additional training for research students is planned.

## Benchmarking our Research Performance

NUI Galway benchmarks all aspects of its research performance on a continuous basis, including research outputs – publications and citations, PhD students, impact factors, performance in major competitive research funding programmes such as Horizon 2020.

See below the most recent analysis of the performance of Irish HEIs in the first 200 calls of Horizon 2020 (March 2014 to November 2015 deadlines). In terms of total number of applications, NUI Galway ranks 4<sup>th</sup> of the Irish universities (330), but of these 60 applications were successful, giving NUI Galway the highest success rate to date of all of the Irish universities (18.2%). NUI Galway is ranked 2<sup>nd</sup>, next to TCD, in terms of monetary drawdown for the time period covered by the data (€30.2m drawdown).

|                        | <b>FP6</b>          | <b>FP7</b>          | <b>H2020</b>               |                         |                       |                             |                    |  |
|------------------------|---------------------|---------------------|----------------------------|-------------------------|-----------------------|-----------------------------|--------------------|--|
| <b>HES Institution</b> | <b>Funding (€M)</b> | <b>Funding (€M)</b> | <b>No. of Applications</b> | <b>No. of Successes</b> | <b>% Success Rate</b> | <b>No. Securing &gt;€1M</b> | <b>Funding (€)</b> | <b>Total EC Funding to Projects (€M)</b> |
| <b>TCD</b>             | 28.6                | 84.4                | 422                        | 51                      | 12.1                  | 10                          | <b>36,598,190</b>  | 245,792,833                              |
| <b>NUIG</b>            | 24.1                | 46.5                | 330                        | 60                      | 18.2                  | 8                           | <b>30,221,372</b>  | 214,616,106                              |
| <b>UCD</b>             | 22.6                | 79.5                | 389                        | 55                      | 14.1                  | 6                           | <b>26,517,570</b>  | 300,514,525                              |
| <b>UCC</b>             | 30.1                | 76.7                | 374                        | 54                      | 14.4                  | 4                           | <b>23,821,078</b>  | 209,474,124                              |
| <b>DCU</b>             | 9.4                 | 31.5                | 199                        | 26                      | 13.1                  | 4                           | <b>13,173,191</b>  | 104,095,712                              |
| <b>RCSI</b>            | 2.7                 | 14.8                | 64                         | 15                      | 23.4                  | 1                           | <b>3,888,249</b>   | 22,172,620                               |
| <b>NUIM</b>            | 3.1                 | 9.8                 | 77                         | 8                       | 10.4                  | 1                           | <b>3,728,622</b>   | 19,389,364                               |
| <b>CIT</b>             | 0.6                 | 4.6                 | 52                         | 8                       | 15.4                  | 0                           | <b>3,222,165</b>   | 25,085,703                               |
| <b>UL</b>              | 5                   | 20.9                | 151                        | 7                       | 4.6                   | 1                           | <b>2,976,235</b>   | 25,534,952                               |
| <b>DIT</b>             | 1.9                 | 3.3                 | 39                         | 5                       | 12.8                  | 1                           | <b>1,957,689</b>   | 5,391,774                                |
| <b>WIT</b>             | 4.9                 | 16.6                | 67                         | 6                       | 8.9                   | 0                           | <b>1,800,590</b>   | 11,544,866                               |
| <b>DKIT</b>            |                     | 1                   | 22                         | 1                       | 4.5                   | 0                           | <b>789,026</b>     | 4,876,756                                |
| <b>AIT</b>             |                     | 0.4                 | 17                         | 2                       | 11.8                  | 0                           | <b>755,938</b>     | 4,160,596.88                             |
| <b>LIT</b>             |                     | 1.2                 | 14                         | 1                       | 7.1                   | 0                           | <b>252,775</b>     | 4,535,869                                |

NUI Galway has analysed also its performance in Science Foundation Ireland-funded programmes based on the data presented in the 2014 SFI Annual Report. In terms of payments by institution and the number of awards by institution, NUI Galway ranked 3rd, next to TCD and UCD.

| <b>SFI Number of Awards by Institution - 2014</b> |           |
|---|-----------|
| TCD   | 59        |
| UCD   | 43        |
| <b>NUI Galway</b>                                 | <b>36</b> |
| DCU   | 35        |
| UCC   | 34        |
| TNI   | 21        |
| UL  | 21        |
| RCSI  | 15        |
| MU  | 13        |

| <b>Grant Payments by Institution € – 2014</b> |                   |
|---|-------------------|
| TCD   | 48,684,222        |
| UCD   | 26,134,710        |
| <b>NUI Galway</b>                             | <b>19,030,356</b> |
| UL  | 16,840,402        |
| DCU   | 11,111,144        |
| UCC   | 11,096,222        |
| TNI   | 6,818,230         |
| MU  | 4,196,829         |

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

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

| Institution objective  | Performance indicator                   | Baseline  | Interim target, end 2015         | Progress against 2015 target, commentary and data source  | Final target, end 2016           | Summary   |
|--|---|---|----------------------------------|---|----------------------------------|---|
| 1. Transfer University technologies into industry through licensing, and manage and protect intellectual property assets as appropriate. | Number of licence and option agreements | 10 licence and option agreements (2010 figures) | 13 licence and option agreements | <p>Total = 6</p> <p>There was a drop in Licensing activity in 2015 compared with previous years, with much of the activity concentrated in the latter part of the year.</p> <p>The reasons for this are:</p> <p>a) Staffing shortages due to the loss of four experienced staff members between Q3 2014 and Q2 2015, through promotion or long term leave.</p> <p>b) Significant activity in the research collaboration area, with TTO staff diverted to support the establishment and on-going support of centres and PIs in joint industry-university grant awards.</p> | 15 licence and option agreements | Target partially met primarily due to TTO staff vacancies and priorities diverted to other activities |

|   |                                  |  |                                    |  |   |  |
|---|----------------------------------|--|------------------------------------|--|---|--|
| 2. Promote and assist the development of start-up companies and ensure access for them to various supports  | Number of new start-up companies | 4 (2011/12 figure)   | 5 new start-ups                    | <p>Total = 0 new start-ups<br/>Spinouts levels for 2015 were disappointingly low. This is largely due to staffing challenges which have since been resolved.</p> <p>Despite this, the quality of the pipeline to spinouts and the current portfolio of spinouts is very high. This is evidenced by the creation of 2 spinouts in Q1 2016 and the substantial exit through a trade sale (in excess USD40 million) in Q4 2015 of an active NUI Galway spinout.</p> | 3 new start-ups (NOTE: This target has been revised – see note below) | Target partially met primarily due to staffing challenges. While quantity was low, quality of portfolio was very high. |
| 3. Developing range of community education capacity building initiatives through collaboration with local development partnerships and community organisations including the provision of specialised targeted initiatives to enhance capacity building with disadvantaged and marginalised groups within the region, with special emphasis on Gaeltacht regions. | Number of programmes delivered   | One programme (2011/12)<br>Diploma in Community Development Practice | 4 programmes                       | <p>1. 5 new programmes developed. <b>See details in Commentary below.</b></p> <p>2. Scholarship scheme for students in receipt of Dept. of Social Protection support, representing a 30% discount on fees payable – 120 students in 14/15 supported.</p>   | 6 programmes  | Target exceeded  |
| 4. Develop strategic, sustainable   | Development of formal schema for | To be established.   | Develop schema of partnerships and | 1. The Regional Skills Forum West, provides a formal structure for   | Development of partnership  | Target achieved  |

|  |  |  |               |  |  |   |
|--|--|--|---------------|--|--|---|
| partnerships with key regional organisations which support engagement with enterprise and the community in collaboration with the TTO Office, Oifig an Rúnaí, Acadamh na hOllscolaíochta and other relevant units in the University. | industry and community partnership;<br>Development of a partnership database;<br>Number of partnerships; |  | interactions. | <p>strategic, sustainable partnership with key regional stakeholders.*</p> <p>2. The Lucerna skills database of 3,500 technology and medtech companies is in beta testing towards the development of a partnership database.**</p> <p>3. Systems analysis for TTO customer database complete. Strategic partnerships developed with Galway Mayo Institute of Technology, Letterkenny IT, Sligo IT as part of a knowledge transfer consortium</p> <p>4. Acadamh na hOllscolaíochta formed renewed or continued with 10 partnerships during 2014-2015. Details in Section 8 below.</p> | <p>database building on existing institutional models.</p> <p>10 strategic partnership agreements.</p> | Established Regional Skills Forum West and appointed Regional Skills Forum Manager. |
| 5. Expand the range of personal and professional development programmes which meet the specific needs of employers including development of workplace and work-based learning programmes.  | Number of programmes   | 5 programmes (see below for agreed programmes)** | 10 programmes | <p>More than 10 bespoke programmes delivered by NUI Galway in 2015</p> <p><b>See details in Commentary section.</b></p>  | 14 programmes  | Target exceeded   |
| 6. Enhance graduate employability in Media, AV and Creative Industries   | Number of structured placements  | 2012-2013: 15 placements                         | 18 placements | <p>12 students on BA sa Chumarsáid placed with Media Companies during 2014-2015.</p> <p>6 students on MA sa Chumarsáid</p>   | 20 placements  | Target achieved   |

|  |   |                            |                  |  |                  |                 |
|--|---|----------------------------|------------------|--|------------------|-----------------|
| through structured placements at L8 & L9 with regional enterprises.  |   |                            |                  | placed with Media Companies during 2014-15.  |                  |                 |
| 7. Maintain and develop Gaeltacht and Irish language regional learning networks using blended learning programmes across L7-L9           | Number of participants in L7-L8-L9 blended learning programmes      | 2012-2013: 45 participants | 120 participants | 176 students registered on three blended learning programmes in 2014-2015: BA sa Ghaeilge Fheidhmeach, An Diplóma sa Phleanáil agus Buanú Teanga, An Diplóma sa Chultúr Dúchais. | 150 participants | Target exceeded |
| 8. Support Embedded Knowledge Exchange in Western Region through collaboration with TG4, RTÉ, Údarás na Gaeltachta, Skillnet, IBEC, SPI. | Number of Formal Collaborations/Documented Partnership Arrangements | 2013: 3 partnerships       | 7 partnerships   | 10 formal agreements, partnerships and contracts established, renewed or continued during 2015.<br><b>See Commentary section below for details</b>                               | 10 partnerships  | Target exceeded |

## Commentary

### Objectives 1 and 2: Transfer University technologies into industry through licensing and spin outs

Targets have been partially achieved only in these areas due to staffing vacancies over a sustained period in the Technology Transfer Office at NUI Galway. The Director of Technology Transfer role has been vacant for some time which prevented the Office from operating at full capacity. The Director post has recently been filled and the University expects to bring targets largely back on track in 2016. However, note that the 2016 target for spin outs has been reduced from 5 spin outs to 3. In 2014 when the targets were initially set for 2016, NUI Galway did not have the expertise of a Director of Technology Transfer in place. Having reviewed the targets in more detail since, the TTO Director has advised that the initial target was over-ambitious and beyond standard performance metrics for this area, a view which has been supported by Enterprise Ireland through the TTSI process.

It should also be noted that while the specific targets set out in the Compact have been partially achieved, the Technology Transfer Office has been involved in significant research collaboration in 2015, with TTO staff supporting the establishment and on-going support of centres and PIs in joint industry-university grant awards, including two SFI National Research Centres.



The TTO team has also provided considerable support to NUI Galway's unique Bioinnovate programme, a specialist training programme modelled on the Biodesign programme offered at Stanford University, providing training to multi-disciplinary teams to support the creation of new, cost-effective medical devices and solutions that improve patient care. In 2015-16, TechInnovate was launched as an extension of Bioinnovate to develop tech entrepreneurs for Galway's ICT sector.

### **Objective 3: New programmes to support community education capacity building**

5 new programmes were developed as follows:

1. L7 course – An Diplóma sa Ghaeilge & Ríomhaireacht provided to 19 participants in 2014-2015 in An Cheathrú Rua in conjunction with Galway-Roscommon Education Training Board.
2. Logánú Gaeilge ar Acmhainní Ríomhaireachta Scoile – a year-long pilot project to localise Irish language Operating Systems in Gaeltacht post-primary schools in Donegal. Resources provided to approximately 1000 pupils.
3. Cúrsa Gearrfhíseán - a 2 day interactive workshop for arts practitioners in the North West, organised in collaboration with Údarás na Gaeltachta in Ionad Ghaoth Dobhair, 17-18 November 2015. 15 participants.
4. Diploma in Youth and Community Development Practice (provided in partnership with the Galway and Roscommon Education and Training Board) – 19 students 2014-15.
5. **GAA Trainers:** provision of Foundation Diploma in Training and Education to 42 GAA volunteers to upskill them to deliver a Foundation Certificate in Youth Leadership at club level to TY, 5<sup>th</sup> & 6<sup>th</sup> year students.

### **Objective 4: Develop strategic partnerships with key regional organisations**

\*NUI Galway, in conjunction with DES nationally, led the establishment of Regional Skills Forum in the West. The Regional Skills Forum Manager (appointed April 16) is hosted at NUI Galway.

\*\*The Lucerna database, funded in 2013 under the Marie Curie Fellowship Programme is a skills database of 3,500 technology companies nationally, and the medtech sector in particular, mapped to the 7 digit NACE product code. The database is currently in beta testing.

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

The following programmes have been developed in 2015:

- (i) *Certificate in Youth Work Practice* enabling people working within the youth work sector to acquire access to additional skills in response to the changing youth work context. Designed in collaboration with organisations/ employers in the wider youth work sector. Provided in 2014-15 in

the Midlands for the Midlands Regional Youth Services to meet the professional training requirements of their CE and Core Staff – 26 participants enrolled in 2014-15.

- (ii) *Diploma in Automation and Control* – this course has been designed to meet the needs of industry and the growing importance of automation as a key strategy to improving competitiveness. Programme delivery: 2015/16.
- (iii) PG Diploma in Leadership Development: designed for senior managers and policy makers in SOLAS: 10 students in 2014-15.
- (iv) *Diploma in Italian (intermediate)*: this online diploma has been designed to meet the growing demand for high-level language skills industry. Programme delivery: 2015-16.
- (v) Advanced Language Skills for Teaching through Irish – 2 workshops provided to staff of Scoil Chuimsitheach Chiaráin, An Cheathrú Rua, February & March 2015.
- (vi) Language Enrichment for Post-primary school teachers in An Cheathrú Rua, July 2015.
- (vii) Dioplóma sa Phleanáil Teanga, year two, 2014-2015.
- (viii) Specialised language courses for An Garda Síochána, Ionaid na Ceathrún Rua & Gaoth Dobhair, May & June 2015.
- (ix) Specialised language course for Galway City Council employees, Oct-Dec 2015.
- (x) Dioplóma sa Ghaeilge (B2) – St Angela’s College of Education, Sligo - Stream II (September 2014) of 30 ECTS Language Acquisition Programme to assist ITE students achieve language competency.
- (xi) Dioplóma i Scileanna Aistriúcháin (2014-2016) – NUI Galway campus - 10 participants, primarily working in Irish language sector (e.g. Department of Arts, Heritage & Gaeltacht/Údarás na Gaeltachta/Gaillimh le Gaeilge) on a 30ECTS translation skills programme.
- (xii) MA/Postgraduate Diploma in Conference Interpreting – NUI Galway campus - 9 participants in 2014-2015 on professional 60/90ECTS programme recognised by European Union Institutions.
- (xiii) MA/Dioplóma larchéime sa Chumarsáid – Ionad Ollscoile na Ceathrún Rua - 9 participants in 2014-2015 on 60/90ECTS programme aimed at providing graduates with IT & Digital Media skills for employment in broadcast industry.
- (xiv) Diploma in Community Development Practice – 30 credit diploma, offered independently by NUI Galway or in conjunction with community and development organisations. A variation of this programme (i.e. Diploma in Community and Youth Work Practice) is run in conjunction with Galway-Roscommon Education Board to train youth workers for community setting work placements. (24 and 19 students respectively on these courses in 2013/14).
- (xv) Science and Technology Specialist Diplomas: a range of courses are offered (i.e. 2014/15 - Medical Device Science – 16 students, Environmental Sustainability – 4 students, Lean & Quality Systems – 24 students), which directly respond to the professional development needs of employees within the region.

#### **Objective 8: Support embedded Knowledge Exchange in Western region through partnerships**

10 formal agreements, partnerships and contracts established, renewed or continued during 2015, as follows:

- (i) TG4 Fios Físe Agreement

- (ii) Foras na Gaeilge Lexicography Project Agreement
- (iii) Department of Arts, Heritage & Gaeltacht SLA
- (iv) Údarás na Gaeltachta Pleanáil Teanga Contract
- (v) EU Conference Interpreting Memorandum
- (vi) Hibernia College Gaeltacht Placement Contract
- (vii) St Patrick's College (DCU) Gaeltacht Placement Contract
- (viii) Marino Institute of Education Gaeltacht Placement Contract
- (ix) GRETB Training Contract
- (x) Séala an Aistriúcháin Contract (Foras na Gaeilge tender)

## 6. Enhanced internationalisation

| Institution objective   | Performance indicator   | Baseline  | Interim target, end 2015  | Progress against 2015 target, commentary and data source   | Final target, end 2016  | Summary         |
|---|---|---|---|--|---|-----------------|
| 1. 18% of full-time students international, representing diverse spread of nations; at least 50% of international students to come from outside the EU.                                       | Percentage of full-time international students enrolled in March as per census submission*. Number of countries represented. Proportion from non-EU.                        | 14%, from 90 countries, 68% of whom non-EU  | 16%, from 100 countries, 68% of whom non-EU   | 20.93%, from 106 countries, 63.98% of whom non-EU<br><br><b>Commentary: The shortfall in percentage of non-EU is a function of higher than expected overall numbers, and reflects underlying actual growth (1,780 non-EU students in 2015 compared to 1,762 in 2014).</b><br><br>Data source: NUI Galway HEA census return, March 2015 | 18%, from 100+ countries, 68% of whom non-EU  | Target achieved |
| 2. At least 275 international students enrolled on PGT programmes, 60% of whom from outside EU<br><br>At least one third of PhD students international, at least 60% of whom from outside EU. | Number of full-time students enrolled on PGT programmes in March as per census submission.<br><br>Percentage of PhD students international, and proportion from outside EU. | 179 international PGT students, of whom 30% non-EU<br><br>27% of PhD students international, of whom 50% non-EU | 250 international PGT students, of whom 35% non-EU<br><br>30% of PhD students international, of whom 55% non-EU | 333 international PGT students, of whom 71.2% non-EU<br><br>34.2% of PhD students international, of whom 68.2% non-EU<br>Data source: NUI Galway HEA census return, March 2015   | 260 international PGT students, of whom 35% non-EU<br><br>27% of PhD students international, of whom 60% non-EU | Target exceeded |

## 6. Enhanced internationalisation

| Institution objective  | Performance indicator   | Baseline   | Interim target, end 2015   | Progress against 2015 target, commentary and data source  | Final target, end 2016   | Summary         |
|--|---|--|--|---|--|-----------------|
| <p>3. Increased outbound international mobility by students and staff</p> <p>Increased inbound international mobility by 'study abroad' students, in both numbers and regions represented</p> <p>That productive research linkages with international collaborators be fostered and expanded</p> | <p>Numbers of students and staff participating in outbound mobility</p> <p>Number of inbound 'study abroad' students, and number of regions represented</p> <p>Supports for engagement by academic staff in productive international research collaboration</p> | <p>Outbound students/staff: ratio 200/14</p> <p>Inbound students: 730, mainly Europe and North America</p> <p>Institution-level strategic alliance with Georgia Tech</p> | <p>Outbound students/staff: 240/20</p> <p>Inbound students: 825, from Europe, North America, and South America</p> <p>Additional institution-level strategic alliance with an Asian university</p> | <p>Outbound students/staff: 317/10</p> <p>Inbound students: 1,179, from Europe, North America, and South America</p> <p>Institution-level strategic alliance with Tsinghua University, Beijing, China</p> <p><b>Commentary: Shortfall in outbound staff reflects decision to prioritise outbound student mobility, given increased demand for same within limited resource availability.</b></p> <p>Data source: Internal records</p> | <p>Outbound students/staff: 240/23</p> <p>Inbound students: 850, from Europe, North America, South America, Asia</p> <p>Additional institution-level strategic alliance with a regionally strong university in North America</p> | Target achieved |

## 6. Enhanced internationalisation

| Institution objective  | Performance indicator   | Baseline   | Interim target, end 2015  | Progress against 2015 target, commentary and data source  | Final target, end 2016   | Summary                |
|--|---|--|---|---|--|------------------------|
| <p>4. To maximise NUI Galway's positive impact on international development goals</p> <p>To foster links with, and serve needs of, local immigrant communities</p> | <p>Extent and visibility of activities promoting international development goals</p> <p>Links with, and visibility to, local immigrant groups</p> | <p>Aspiration to 'promote sustainable international development' included in internationalisation strategy</p> | <p>Establishment of at least one formal inter-institutional link with a partner university or institute of higher learning in a target country</p> <p>Development of a programme of activities serving local immigrant groups</p> | <p>Formal inter-institutional link established with Addis Ababa Science and Technology University (AASTU), Addis Ababa, Ethiopia</p> <p>Established programme of cultural events up and running, involving local community participation (as well as diplomatic/embassy input in some cases), including Chinese New Year, Diwali, Holi, Thanksgiving, and Nowruz</p> <p><b>Commentary: NUI Galway's responsibility for promoting international development and diversity objectives as part of its core mission has been explicitly embedded into the new Strategic Plan 2015-2020 as a key institutional principle.</b></p> <p>Data source: Internal records</p> | <p>Establishment of a formal University-initiative programme for promoting and showcasing international development activities and accompanying website</p> <p>Regular active participation of local immigrant communities in the life of the University</p> | <p>Target achieved</p> |

\*'International' defined as students with domicile home address (i.e. not term-time address) outside Republic of Ireland; 'non-EU' status defined with reference to non-EU domicile home address; to include all full-time students, including JYA, Erasmus, etc.; all actually enrolled students counted equally (i.e. no FTE weightings applied)

## Benchmarking observations:

- We apply the most rigorous definition of “international student” typically used in the sector: namely, **the enrolment of students ordinarily domiciled outside the Republic of Ireland to study on a full-time onshore (i.e., home campus) basis**. It does *not* include (a) students who are enrolled for part-time study (b) students enrolled on short sub-degree courses (c) students studying at overseas branch-campuses (d) students taking online programmes or MOOCs (e) students enrolled solely on English-language classes or similar or (f) students of non-Irish nationality living permanently in Ireland.
- The incorporation of Shannon College students into the mainstream NUI Galway enrolment will be a complicating factor in the projection, auditing, and benchmarking of international student numbers from AY 2015/2016. *The above statistics do not include Shannon College enrolments.*

## 7. Institutional consolidation

| Institution objective   | Performance indicator  | Baseline   | Interim target, end 2015              | Progress against 2015 target, commentary and data source   | Final target, end 2016  | Summary                                       |
|---|--|--|---------------------------------------|--|---|---|
| 1. Integration of Shannon College of Hotel Management into NUI Galway | SCHM fully integrated as a School within NUI Galway's College of Business, Public Policy and Law | Long term partnership between NUI Galway and SCHM.                       | 30 June 2014 Final Heads of Agreement | Shannon College of Hotel Management incorporated into NUI Galway on July 31 <sup>st</sup> 2015 and marked publicly by Minister for Education Jan O'Sullivan on November 9 <sup>th</sup> 2015.* | 31 January 2015 agreement and signing of full incorporation agreement | Target achieved – full incorporation complete |
| 2. Integration of St. Angela's College Sligo into NUI Galway          | St Angela's College, Sligo fully integrated into NUI Galway.                                     | Long term partnership between NUI Galway and St Angela's College, Sligo. | 30 June 2014 Final Heads of Agreement | Heads of Agreement have been signed and exchanged between NUI Galway and St. Angela's College, Sligo.**  | 31 January 2015 agreement and signing of full incorporation agreement | Target achieved                               |

### Commentary

#### \*Objective 1: Integration of Shannon College

Shannon College of Hotel Management (SCHM) has been integrated as a School within NUI Galway's College of Business, Public Policy and Law and is introducing the NUI Galway Academic Workload Model.

SCHM will offer L9 modules on NUI Galway's MBA programme in 2016/17. The School has also secured research funding and is part of the WNW Cluster Wild Atlantic Way Research Group.

A 5 year Strategic Plan for Shannon College is being finalised which will run to 2022.

#### \*\*Objective 2: Integration of St. Angela's College, Sligo

St Angela's College, Sligo (STACS) and NUI Galway have signed Heads of Agreement reflecting joint commitment to incorporation.



Other significant milestones:

- Agreement to establish Centre of Excellence in Home Economics
- Agreement in principle with Ursuline Order on the transfer of additional lands, the establishment of a Merici Institute and on ethos and Chaplaincy
- New NUI Galway Lecturer A and B contract in place across NUI Galway, also offering STACS increased capacity for research and a promotional path to professorial level for STACS staff
- Prof Gerry MacRuairc appointed to lead new integrated School of Education and Home Economics
- Professor of Nursing to be appointed to lead integrated School of Nursing, Midwifery, Disability
- Work to connect STACS to HEAnet via fibre link is in train to allow for systems integration across both campuses.
- Academic, administrative and corporate / institutional Working and Steering Groups across all areas, representing both institutions established and working towards integration.
- NUI Galway represents St. Angela's College Sligo in its engagements with the West North West Regional Cluster

**See Appendix 3 for update on Workload Model System at NUI Galway**

## Additional Institutional Objectives added to reflect Strategic Plan 2015-2020, Vision 2020.

### 8. Embed a culture of entrepreneurship and innovation among students

| Institution objective   | Performance indicator   | Baseline   | Interim target, end 2015   | Progress against 2015 target, commentary and data source  | Final target, end 2016  | Summary         |
|---|---|--|--|---|---|-----------------|
| Embed a culture of entrepreneurship and innovation among students | New programme structures and offerings in place. New structures in place to generate new networks of entrepreneurs and innovators to support student start-ups. | Delivery of module in Innovation, Enterprise and Entrepreneurship. Campus Entrepreneurship Enterprise Network established. Delivery of the Bioinnovate Medical Device programme. <a href="#">Explore</a> , a model of open innovation between students and staff, established. Membership of the global <a href="#">Enactus</a> initiative. Ryan Award for | 1) Development of Key Enabling Technologies module for Structured PhD programmes.<br>2) Development of Structured Research Masters Programme in Key Enabling Technologies.<br>3) Establish student entrepreneurial space.<br>4) 5% of full-time students participating in entrepreneurship programmes. | 1) Key Enabling Technologies module developed for PhD.<br>2) Research Masters in Key Enabling Technologies developed and rolled out.<br>3) Student entrepreneurial space developed at the heart of campus.<br>4) Over 5% of fulltime students (or more than 1,000 students) engaged in entrepreneurial activity on campus.**<br>5) NUI Galway won grant from the US-based Blackstone Charitable Foundation to develop a €1.5 million entrepreneurship programme for undergraduate students. | 1) Development of Creative Difference module.<br>2) Enrolment on Structured Research Masters Programme in Key Enabling Technologies.<br>3) Development of student entrepreneurial space.<br>4) 10% of full-time students participating in entrepreneurship programmes.<br>5) Establish seminar series on entrepreneurship.<br>6) Develop network of | Target exceeded |

|  |  |  |  |  |   |  |
|--|--|--|--|--|---|--|
|  |  | Innovation established.<br>Student Entrepreneurial Society established.<br>Students' Union Enterprise Awards scheme established. |  |  | entrepreneurs - engage with Galway University Foundation and alumni to develop this.<br>7) Roll out Blackstone LaunchPad to students. |  |
|--|--|--|--|--|---|--|

NUI Galway added the above institutional objective, relating to entrepreneurship and innovation opportunities for students, to its list of targets in the Compact, with agreement from the HEA last year.

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

## 9. Institutional Objective - Gender Equality

| Institution objective   | Performance indicator   | Baseline  | Interim target, end 2015  | Progress against 2015 target, commentary and data source  | Final target, end 2016  | Summary  |
|---|---|---|---|---|---|--|
| To afford men and women equality of opportunity in their careers. | <ol style="list-style-type: none"> <li>Higher percentages of female staff in senior academic and support roles.</li> <li>Greater gender balance in the outcome of promotion rounds.</li> <li>Greater female representation on key decision-making committees.</li> <li>All staff involved in recruitment and promotion processes have completed unconscious bias training.</li> </ol> | <p><b>1. Academic Grades</b><br/>           Established Professors - 12% female<br/>           Associate Professor - 10%<br/>           Senior Lecturer 32%<br/>           Lecturer Above Bar - 50%<br/>           Lecturer Below Bar 52%</p> <p><b>2. Academic Promotions:</b><br/> <b>Senior Lecturer</b> (2014) – 39% female<br/> <b>Professor</b> – (2012-14) – 6% female</p> <p><b>3. Administrative Grades</b><br/>           Secretary /Assoc Sec – 33%<br/>           Assistant Sec – 71%<br/>           Director – 20%<br/>           Admin Officer – 55%<br/>           Grade 5- 65%<br/>           Grade 2- 97%<br/>           Grade 1 – 83%</p> <p><b>4. Committee Composition</b><br/>           Údarás na hOllscoile – 40% female</p> | <ol style="list-style-type: none"> <li>Recruitment process for VP Equality and Diversity in train.</li> <li>Unconscious bias training programme developed and roll out begun.</li> <li>Review of composition of key committees in train.</li> <li>Gender equality review of promotion processes started.</li> </ol> | <ol style="list-style-type: none"> <li>Recruitment process for VP Equality and Diversity in train by Dec 2015 (VP since appointed in early 2016)</li> <li>Unconscious bias training delivered to 232 staff members involved in recruitment and promotion.</li> <li>Online training module in unconscious bias training developed to facilitate roll out of training to all staff.</li> <li>Review of composition of key committees in train.</li> <li>External gender equality review of all promotion processes complete.</li> </ol> | <ol style="list-style-type: none"> <li>VP Equality and Diversity appointed</li> <li>Unconscious bias training rolled out to all staff involved in recruitment and promotion processes.</li> <li>40% female membership of all major decision-making committees.</li> <li>Gender equality review of all promotion policies and procedures completed.</li> </ol> <p><b>Additional targets added:</b></p> <ol style="list-style-type: none"> <li>Gender Equality Task Force final report and recommendations published and considered by Governing Authority.</li> <li>Development of an implementation plan to implement Taskforce recommendations.</li> </ol> | Targets exceeded and additional targets added for 2016 |

|  |   |  |  |  |
|--|---|--|--|--|
|  | UMT – 25%<br>AMT – 12%<br>APRC – 50%<br>FRC – 20% |  |  |  |
|--|---|--|--|--|

### Commentary

NUI Galway added the above institutional objective, relating to achieving gender equality, to its list of targets in the Compact in 2015, with agreement from the HEA.

NUI Galway’s commitment to improving its position on gender equality has been a critical strategic priority in 2015. Ambitious targets set have been achieved and exceeded in 2015, and continue on the same trajectory in 2016. Although a long-term objective that will take time to fully achieve, this positive focus on enhancing gender equality shows early indications of providing greater awareness and opportunities for women at NUI Galway. Significantly better outcomes have been achieved in the academic recruitment and promotional rounds in 2015. In 2015, the percentage of females promoted to Personal Professor was 55% of the total number of promotions, compared to an average of 6% in the years from 2012-2014. The overall percentage of female Personal Professors at NUI Galway has now increased to 16%, from 13% in 2013.

## APPENDIX 1

### Transitions agenda: NUI Galway Entry Routes

**Under cycle 3 HEIs are also requested to report on:**

- Implementation of the Transitions agenda - HEIs are requested to report on the vision underpinning the portfolio of undergraduate programmes, how planned provision is aligned to institutional mission, reducing the number of entrance points into higher education.

#### Entry Routes at NUI Galway

|   | 2011   | 2015 (published CAO handbook, November 2014) | 2016 (published CAO handbook, November 2015)                   | 2017   |
|---|--|--|--|--|
| <b>NUI Galway: total number of programmes</b> | 59<br>(includes 6 in nursing and 1 medicine) | 56<br>(includes 6 in nursing and 1 medicine) | 60<br>(includes 6 nursing, 1 medicine, 2 from Shannon College) | 55<br>(includes 3 nursing, 1 medicine, and 2 from Shannon College) |
| <b>Denominated Programmes</b>                 | 55   | 52   | 56   | 51   |

Since 2011, NUI Galway will have reduced its number of entry pathways to 55 by 2017.

This is a reduction of 6 programmes from the 2011 baseline, when the integration of Shannon College of Hotel Management, which holds two programmes, is taken into account.

Regarding the application of the five TGRUSE principles for offering an entry route, NUI Galway has applied these principles across our programme portfolio and rationalised routes where practicable, including for instance the amalgamation of its Mature Nursing pathways into the standard Nursing pathways.

By 2017 NUI Galway will be fourth of the seven universities in terms of the number of entry routes offered, with TCD, UCC and DCU all offering more programmes. It should be noted that TCD listed below excludes the Two Subject Moderatorship (TSM) which Trinity will continue to run in 2017, adding 172 additional individual options. For purposes of comparison, we have excluded these programmes from the list below.

| HEIs | 2017 |
|------|------|
| TCD* | 64   |
| DCU  | 64   |
| UCC  | 57   |
| NUIG | 55   |
| UL   | 43   |
| UCD  | 41   |
| NUIM | 35   |

\*excludes 172 two-subject moderator offered by TCD

NUI Galway is fully supportive of the transitions agenda and is working to rationalise its entry routes further. However, the University considers it important to note that demographic challenges in the West of Ireland provide a very different context for student recruitment to that experienced on the East coast. An ability to promote denominated entry routes in priority areas of expertise where the University has particular strengths is critical to NUI Galway's ability to meet its student intake targets and to recruit from outside its narrow catchment area.

It should also be noted that since 2011 the number of Level 8 programmes available to students has grown by 100, from 1,011 to 1,104 in spite of the rationalisation of entry routes in the Universities, with the growth taking place primarily in the Institutes of Technology. In that time period, the Universities have reduced their Level 8 entry routes from 425 in 2011 to 412 in 2016, with more than half of the Level 8 programmes now available being offered by Institutes of Technology and other Colleges. NUI Galway considers the lack of engagement of the Institutes of Technology with this issue as threatening to undermine any meaningful progress on transitions reform.

In addition to looking at numbers of available programmes, NUI Galway considers it useful to look at the proportion of students entering on denominated versus undenominated programmes when considering progress on transitions reform. See below an analysis of NUI Galway's intake on denominated and undenominated programmes:

## Students on Denominated vs. Un-denominated Programmes at NUI Galway

### Overall (all NUI Galway Colleges)

| Pathway            | Registered   | %age        |
|--------------------|--------------|-------------|
| Denominated        | 1,366        | 45%         |
| Un-denominated     | 1,687        | 55%         |
| <b>Grand Total</b> | <b>3,053</b> | <b>100%</b> |

### Overall (ex-Medicine)

The College of Medicine, Nursing and Health Sciences does not offer an undenominated pathway and therefore should be excluded from the analysis.

| Pathway            | Registered   | %age        |
|--------------------|--------------|-------------|
| Denominated        | 1,049        | 38%         |
| Un-denominated     | 1,687        | 62%         |
| <b>Grand Total</b> | <b>2,736</b> | <b>100%</b> |

### By-College (Arts)

| Pathway            | Registered   | %age        |
|--------------------|--------------|-------------|
| Denominated        | 349          | 29%         |
| Un-denominated     | 840          | 71%         |
| <b>Grand Total</b> | <b>1,189</b> | <b>100%</b> |

### By-College (Commerce & Law)

| Pathway            | Registered | %age        |
|--------------------|------------|-------------|
| Denominated        | 286        | 46%         |
| Un-denominated     | 342        | 54%         |
| <b>Grand Total</b> | <b>628</b> | <b>100%</b> |



### By-College (Science)

| Pathway            | Registered | %age        |
|--------------------|------------|-------------|
| Denominated        | 263        | 43%         |
| Un-denominated     | 344        | 57%         |
| <b>Grand Total</b> | <b>607</b> | <b>100%</b> |

### By-College (Engineering & Informatics)

| Pathway            | Registered | %age        |
|--------------------|------------|-------------|
| Denominated        | 151        | 48%         |
| Un-denominated     | 161        | 52%         |
| <b>Grand Total</b> | <b>312</b> | <b>100%</b> |

## APPENDIX 2

### Efforts to improve retention rates at NUI Galway

#### Under cycle 3 HEIs are also requested to report on:

- Efforts to improve retention rates – where data in the HEA's recent publication *A Study of Progression in Irish Higher Education 2012/13 – 2013/14 (2016)* [http://www.heai.ie/sites/default/files/hea-progression-irish-higher-education\\_final.pdf](http://www.heai.ie/sites/default/files/hea-progression-irish-higher-education_final.pdf) highlights concerns in your HEI, the HEA needs to be assured that a systematic approach is in place, to address the issue of non-progression, drawing on best practice nationally and internationally.

NUI Galway is currently undertaking the following activities in order to enhance retention:

1. NUI Galway is the University partner in a pilot project to develop a National Student Engagement Programme led by the Vice President for the Student Experience and the President of the Students' Union.
2. NUI Galway has developed a Transitions Questionnaire, in partnership with Dublin Institute of Technology, to identify and address issues of concern to students on their NUI Galway journey. Aimed at first years, the tool will enable them to identify and avail of relevant supports and developmental opportunities and will be rolled out for the academic year 2016-17.
3. The University is committed to collecting and analysing data on non-completion in a more systematic way to assist in identifying groups susceptible to early departure from NUI Galway, and particularly vulnerable periods in the student journey. This will roll out through the Directorate of Institutional Research and Planning from September 2016.
4. The University plans to establish a Retention and Progression Working Group to monitor the issue more closely and to develop plans to enhance retention across all student cohorts.
5. 'Seas Suas' is a new initiative between NUI Galway's Student Services and Students' Union designed to encourage students to be proactive in helping fellow students. It aims to improve the health, well-being and engagement of students, enabling them to get the most out of their time at NUI Galway. The objective of the 'Seas Suas' Programme is to encourage students to be more observant of fellow students in need of help and to increase motivation to help fellow students. The programme, which is based on the Bystander

Model used in the University of Arizona, aims to help students to develop skills to safely respond, and expand a culture of support and care in the University's community.

Student volunteers from a range of academic disciplines in NUI Galway completed training sessions on topics such as mental health, alcohol, sexuality and suicide prevention, and volunteers were trained in the best ways to safely respond to such issues. Training includes gaining knowledge about challenging issues and corresponding supports, developing strategies for effective helping, and learning skills to intervene safely or refer appropriately. After training, volunteers were encouraged to put the aims of 'Seas Suas' into action in a variety of ways. This programme is currently in operation.

6. The Student Connect Mentoring Programme provides a friendly introduction to NUI Galway for first year students. Existing students are tasked with ensuring the fluent integration of incoming First Years into university life. This voluntary programme assists First Years with any transitional needs and mentors will be a go-to person for any problems they may have or assistance they may require. The Student Connect Mentoring Programme is an invaluable component of Student Services at NUI Galway and its success relies on the contribution of Connect volunteers. This programme has been in operation at NUI Galway for many years now.
7. NUI Galway also runs CÉIM, an academic peer learning programme which NUI Galway Students' Union established in 2013. The aim of the programme is to support 1st year students to transition successfully to university, to succeed academically, and to develop networks and complete their studies. The programme was first piloted with NUI Galway College of Engineering and Informatics in 2013 and introduced in the College of Arts, Social Sciences & Celtic Studies in 2015. It will be offered to 20% of first year students in the next academic year.  
The impact to date of the CÉIM programme is very encouraging with 80% of first years surveyed in 2014/15 saying it helped them settle into university. Regular CÉIM attendees achieved 9% higher grades in 2014/15 than infrequent or non-attendees and were much more likely to pass the year. CÉIM secured the Student Engagement Activity of the Year Award from the Higher Education Authority in 2016.

## APPENDIX 3

### Systems and workload management at NUI Galway

#### Workload Management Models at NUI Galway

Planning academic workload management has traditionally been a difficult task for higher education institutions. While assessing staff teaching time is relatively straightforward in itself, regard also needs to be had to preparation and assessment, and critically, to staying informed and up to date in terms of the relevant academic discipline. Added to this is the need to consider research workload, where the timeframe for achievement is longer and more uncertain. Finally, there is also a need to consider the external role of academic staff, and their contribution, by means of their particular skills, to both local and national community, society and economy.

In this challenging context, NUI Galway has been at the forefront of developing academic workload management practices in the Irish University sector since 2010. Our approach has been grounded in experience of managing professional employees in service industries, with a focus on effective front line management practices rather than attempting to enforce a standardised accounting model. We have used the opportunity presented by the implementation of Full Economic Costing/Academic Activity Profiling and PMDS to move towards an integrated framework with 3 closely related tools, each with a distinct objective:

| Management Tool                                      | Intended Objective   |
|--|--|
| <b>Workload Management Models (WLM)</b>              | Front-line management of <b>individual</b> workloads within the overall objectives of an operating unit (e.g. School) so as to achieve a fair distribution of total contribution across all members of the unit. Recognises the wide variety of possible contributions – from teaching to research to management and other contributions - that are valued by the University rather than just counting teaching hours. |
| <b>Performance Management and Development (PMDS)</b> | Review and development of <b>individual</b> performance, for the purposes of setting targets, monitoring achievement of objectives and staff resource professional development.  |
| <b>Activity Profiling &amp; Costing (FEC/AAP)</b>    | Institutional reporting at an <b>aggregate</b> level for the purposes of cross-sectoral comparison and funding.  |

The success of our WLM implementation has been based upon a recognition of these quite separate objectives, rather than counting and comparing every possible academic contribution. Workload Management is used as an active management tool to: (i) encourage clear contribution towards the achievement of tangible academic outputs; and (ii) approach a fair distribution of work across a unit so that contributions are transparently recognised. We have avoided a strict “contact hours” mind set, as this can only lead towards a net loss in overall capacity and output, as professional staff become directed towards a lowest common denominator of contribution. In this context, we emphasise the critical importance of acknowledging the diversity of valuable contributions that are made by the University’s academic staff.

NUI Galway has put in place systems that seek to address these issues, and to integrate and align the work of individual academics with the broader strategic goals of the University. In the first instance the University has introduced a system of workload management for all academic staff. Workload management provides a means whereby teaching research and contribution can be considered, with separate metrics associated with each, to reflect how an academic staff member uses his/her time, and to assess staff performance. This can be tailored to reflect differences between disciplines (e.g. in terms of the types of research or teaching being undertaken) and be benchmarked against peer academics in other institutions.

In order for the University as a whole to continue to prosper, and at a time where there is a need for focus and prioritisation, it is important that there be synergy between the actions of individual staff, their discipline and schools and overall institutional objectives.

Accordingly, in the case of NUI Galway, this local workload management process is complemented by a strategic perspective. This is informed by systems such as quality assurance (reviewing the operation of the programme or school and identifying strengths and areas for improvement) as well as broader institutional aims and objectives - the process whereby the University establishes and reviews its own operation and effectiveness and identifies opportunities for enhancing its performance. These in turn feed into the institutional strategic priorities setting process, which, in turn, cascades to University Schools, and to disciplines. This provides the Head of Discipline with the strategic context when agreeing staff member’s academic workloads, towards ensuring alignment of School and discipline activity with overall institutional priorities.

All Schools have implemented the workload model system – though approaches to models vary from School to School, and there is a high percentage of compliance from staff, with most recognising the benefits of workload profiling for themselves and their unit. Much of this success in implementation has been based on an openness to flexibility in the way the model has been implemented and a recognition that academic contribution is diverse so an approach that is overly-focused on detailed time-measurement is unlikely to be valuable or representative.

The following are some examples of how WLM is implemented at NUI Galway:

### **College of Science WLM/PMDS/Operational/Strategic planning**

In the College of Science, workload management within a unit is aligned to performance management of individuals within that unit. Workload allocation is managed either by the Head of unit or the unit Executive Committee. Allocation is based on assessment of individual academic activity profile and performance relative to historic unit norms for achievement in research, contribution to teaching and to the community. In addition, modulation of workload allocation is considered should such modulation contribute to improved alignment to the operational plan of the unit, or to the College and the University strategic plan.

In the College of Science, alignment of workload to College strategic objectives is assured through evidence-based assessment of performance to operational plans developed by College units and approved at College Executive. College Executive membership is four Head of School and two Directors of University-designated Research Institutes. College develops strategic plan(s) based on unit operational plans and University strategic plan(s). College units devise operational plans each summer, confirmed across the entire College (committees and plenary meetings) each September, and College executive operates a tri-annual review of such operational plans (usually each November, January and April).

Some Schools have very detailed numerical-based workload capture and allocation models. Others have models where a minimum contribution to teaching is required, with modulation dependent on research achievement/contribution.

### **WLM in the College of Arts, Social Sciences and Celtic Studies**

WLM operates alongside PMDS to allow Heads of School to develop their staff while allocating work in a transparent and equitable manner. Furthermore, it allows a Head to focus effort on specific, attainable strategic targets over a defined period, without risking staff burnout and/or resentment. A good example from Arts would be that in several Schools, colleagues have been assigned short-term responsibilities to review recruitment on postgraduate taught programmes and the Schools' portfolio of offerings with a view to developing new programmes, and have been given a modest alleviation of teaching or other administrative duties in order to give them the capacity to perform this task, which is aligned to School, College and University strategic priorities.

The development of such workload management approaches are still a relatively new feature of higher education internationally and within Ireland and will require further work to fully integrate across and within institutions. But this type of comprehensive and evidence-driven approach offers huge potential to improve both accountability and performance within higher education.

