

Annex One: Action Plan for Building for the Future of Science and Engineering								
Annex One: Action Plan for Building	CSE Reference code	What we will do	How we will do it	Who is responsible for action	Baseline status / indicator (as of June 2021)	What achievement looks like	Resource required	SDG goals
PB09	SEB01	Develop a capital project for a new Science building	Target capital and philanthropic funding opportunities to fund a new science building	Executive Dean	Science activity dispersed across 13 locations in old, unsuitable buildings, no longer fit for purpose	Feasibility study for Science building approved and completed Building design plans prepared	Yes	SDG4 SDG6 SDG7 SDG9 SDG12 SDG13
AS05 PB06 CP03	SEB02	Rejuvenate/upgrade prioritised existing College facilities	Target philanthropic opportunities and HE-RISE in support of capital rejuvenation priorities	Executive Dean & Director of Strategic Development	College Office engaged with Director of Development to identify and plan a strategic approach to target philanthropic opportunities	Two capital rejuvenation projects approved and initiated	Yes	SDG4 SDG6 SDG7 SDG9 SDG12 SDG13
AS13	SEB03	Optimise our use of existing space in a safe, compliant and flexible manner	Develop and implement a dynamic Space Management Plan Promote Active Leadership in Health and Safety and compliance with Health and safety requirements	Technical Superintendent, College Space Management Group, Heads of School, Directors of Research Institutes Technical Superintendent, Heads of School, Directors of Research Institutes; Pis	College Space Management Principles approved May 2021 College Technical Superintendent appointed	All space within our footprint used optimally and flexibly, and in accordance with the highest health and safety standards Ownership of health and safety embedded within all units and roles	Yes No	SDG4 SDG7 SDG9 SDG12
Annex Two: Science and Engineering Excellence Goals and Action Plan								
NUI Galway Reference code	CSE Reference code	What we will do	How we will do it	Who is responsible for action	Baseline status / indicator	What achievement looks like	Resource required	SDG goals
AE09 CE12	SEE01	Sharpen our focus on the research agenda of the European Union and National funding Agencies to maximise funding opportunities	Implement a strategic, systematic and supported approach to developing research proposals for EC and National funding agencies Facilitate matching of academic staff to industry for EU consortia applications Identify a clear pathway for staff to engage with and/or lead collaborative EU programmes Encourage early career researchers to plan for the future and apply for National/ international awards and fellowships (e.g., Marie Curie)	VD-R&I, R&I Committee members, Heads of School, Directors of Research Institutes VD-R&I, R&I Committee members, Heads of School, Directors of Research Institutes VD-R&I, R&I Committee members, Heads of School, Directors of Research Institutes VD-R&I, R&I Committee members, Heads of School, Directors of Research Institutes	150 EU funding applications 2018/19 7 ERC awards in total €58.5M total drawdown from Horizon 2020 funding (€2.78M in 2018 / €7.75M in 2019) 374 EU funding applications 2018/19 €56,505,906 in National funding in 2018/2019	Year-on-year increase in EU funding applications (ERC, Horizon Europe, Marie Curie) 15 additional ERC awards (€30 million) over lifetime of this Plan €60 million in Horizon Europe Consortia awards over lifetime of this Plan Year-on-year increase in high-value national funding applications (SFI Research Centres, SFI FFP, DTIF, IRC Laureate) €150 million in National funding awards (SFI, IRC, EI) over lifetime of this Plan 40 prestigious additional Fellowship awards over lifetime of this Plan (e.g. Royal Society UREF, Marie Curie, SFI/IRC Pathway)	Seed fund for EU consortia Permanent Research Support Officer in CSE Business Development Manager in CSE Staff time to develop 'our partners' section in website	SDG2 SDG3 SDG6 SDG7 SDG9 SDG11 SDG12 SDG13 SDG14 SDG15 SDG17
AE08	SEE02	Achieve a sustainable research ecosystem that supports our research ambitions	Allocate research overhead to support research activity and continuity ¹ Secure external funding (e.g., HE-RISE, SFI Research Infrastructure) for research infrastructure Establish inventory of College research infrastructure to identify potential core facilities, supported by business plans and provide flexible technical support Provide post-award support to researchers	Executive Dean VD-R&I, R&I Committee members, Heads of School, Directors of Research Institutes Technical Superintendent, VD-R&I, Heads of School and Directors of Research Institutes Research Support Officer, Heads of School, Directors of Research Institutes	Institutional Research Overhead allocation policy in development Budget planning process underway to establish College Strategic fund No inventory in place College Research Support Officer appointed March 2021 on fixed-term basis; no formalised administrative support for research at school level	Transparent research overhead allocation model in place Additional research equipment procured through mix of internal and external funding mechanisms Active inventory of College equipment in place with access charges applied where relevant Administrative support streamlined and support for research activities provided at College-, School- and Research Institute-level	No Yes - part of OVPR Equipment Fund and College Strategic fund for infrastructure and equipment No Yes	SDG8 SDG9 SDG17
CE01 CE03 CE04 AE01 CR08	SEE03	Support ambition and excellence in our people, provide programmes of development, and enable our people to fulfil their potential	Implement a mentoring / coaching system for all staff Encourage staff to act as Mentors / coaches and provide guidelines and training for mentoring/mentees Build reverse mentoring capacity Provide research and innovation focused training and development programmes Develop professional development programmes tailored for Professional Services and technical staff	Director of Strategic Development, Technical Superintendent, Heads of School, Directors of Research Institutes, line manager Director of Strategic Development, Technical Superintendent, Heads of School, Directors of Research Institutes, line managers Director of Strategic Development, Technical Superintendent, Heads of School, Directors of Research Institutes, line managers VD-R&I, R&I Committee members, Heads of School, Directors of Research Institutes Director of Strategic Development, Technical Superintendent, Heads of School, Directors of Research Institutes	Mentoring / coaching provided on ad hoc basis No culture of encouraging staff to act as mentors / coaches in place No formalised approach to building reverse mentoring capacity in place Research and innovation focused training sessions in place at College level lead by VD-R&I No formalised professional development programmes in place	Mentorship / coaching opportunities available to all staff, increased staff participation in LIFT, AURORA and other development programmes (e.g., LinkedIn) Alumni and industry partners actively involved in mentoring partnerships within the College Research and academic staff provided with training in research funding programmes Professional development for Professional Services and technical staff assimilated into practice Participation in CELT programmes and other forms of professional development in academic practice recognised in workload models	Yes (training) + protected time for mentoring / coaching Yes (training) + protected time for mentoring / coaching Yes (training) + protected time for reverse mentoring Yes and protected time for training Yes for training and programmes	SDG8 SDG9 SDG16 SDG17

			Facilitate increased professional development in academic practice	VD-E&S; VD-GS; Education and Students Committee; Graduate Studies Committee; Heads of School			Yes for training and programmes	
CE03	SEE04	Strategically attract and nurture excellent postgraduate research students and staff that align with our key priority areas and emerging research areas	Implement supports to attract and maintain early-/mid-career research talent Schools support early career researchers to develop Career Development plans Target strategic recruitment opportunities (e.g., Foundation Lectureships, ERC awardees, SFI Research Professorships) aligned to priority research areas	VD-R&I, R&I Committee members, Heads of School, Directors of Research Institutes Heads of School, Directors of Research Institutes, VD-R&I, R&I Committee members VD-R&I, R&I Committee members, Heads of School, Directors of Research Institutes	Current PhD:staff member ratio 2.53 7 ERCs + 2 SFI Profs + 5 GUF in total	Average of more than one PhD student per academic staff number (including joint supervision) 20 externally-funded strategic recruitments (ERC, SFI Professors) over the lifetime of this Plan, including philanthropic-supported appointments	No Yes No	SDG4 SDG8 SDG17
CE09 CE10 CE11 CE12 CC06	SEE05	Promote Research and Innovation activities aligned to College areas of research strength and emerging research areas	Increase collaborations across the College in Research Priority Areas Encourage academic staff to join Research Institutes for conducting inter-disciplinary research for maximum impact Seed funding provided for new projects in prioritised areas Promote translation of basic research towards impact	VD-R&I, R&I Committee members, Heads of School, Directors of Research Institutes VD-R&I, R&I Committee members, Heads of School, Directors of Research Institutes VD-R&I; Heads of School, Directors of Research Institutes VD-R&I, R&I Committee members, Heads of School, Directors of Research Institutes	69% of our indexed publications aligned with UN SDGs (laoise is there another indicator here as this reads like we are ahead already of indicated target??) Process underway to establish successor to NCBS	Over 70% of funded research projects focused on UN SDG's (which encompass all of our priority areas) Research institute aligned to <i>improving health and wellbeing</i> established	External Yes Yes Yes	SDG17
AE10 AE07 CE07	SEE06	Establish Graduate Schools and research-led interdisciplinary Centres for Research Training	Identify target areas and funding opportunities for the establishment of Centres for Research Training aligned to priority areas and research institutes Establish Graduate Schools in distinctive research priority areas aligned to interdisciplinary Research Institutes and Schools	VD-GS; VD-R&I; Heads of School; Directors of Research Institutes VD-GS; VD-R&I; Heads of School; Directors of Research Institutes	College participating in 3 Centres for Research Training (lead for SFI Centre for Research Training in Genomics Data Science) No formalised graduate school in place	At least 3 additional Centres for Research Training established over the lifetime of this Plan At least one Graduate Schools linked to each of our research institutes established over the lifetime of this Plan	Yes Yes	SDG4
CE01 CR01 AR04 CR07 CR11	SEE07	Free up academic time to allow staff the opportunity to expand their research output, impact and profile	Bring student-staff ratios in line with other research-active universities in Ireland Encourage different career paths relative to focus on Teaching / Research and balance workload accordingly to ensure parity of esteem and equal opportunity Develop and implement a fair, equitable and transparent College-wide workload, allocation model and expand Workload Allocation Models to recognise contributions towards health and safety, Athena Swan initiatives and outreach and public engagement activities Consolidate teaching modules to free up time for research	Heads of School Executive Dean; Heads of School Heads of School, Executive Dean; VD-EDI Head of School; VD-E&S; VD-GS	AY19/20 College average SSR = 21.83 (highest in SMSAM = 26.87) (range 19.18-26.87) College Workload Allocation Principles approved No mechanism to monitor contribution in place	Reduced student-staff ratio across the College funded by incremental income Fair, flexible and transparent workload allocation model applied across all schools Staff contributions across the breadth of activities monitored to ensure fair opportunities for all staff	Yes No No No	SDG4 SDG10 SDG16
CE05 CE02 CR05 AE05 CS04	SEE08	Develop innovative research-informed curricula that encompass sustainability, evidence-based teaching methods, and our interdisciplinary strengths	Review UG programme offerings Implement an annual review of PG programmes offerings Identify opportunities for new and innovative UG and PG programme development Identify opportunities to innovate within existing programmes, including opportunities to embed flexible and blended delivery	VD-E&S; Education and Students Committee; UG Programme Directors VD-GS; Graduate Studies Committee; PG Programme Directors VD-E&S; VD-GS; Education and Students Committee; Graduate Studies Committee VD-E&S; VD-GS; Education and Students Committee; Graduate Studies Committee; College Learning Technologist	Review of subset of UG programmes under consideration as part of Restructuring Baseline review of PG programmes undertaken Spring 2021 New BSc Ag Sc to start in Sept 2021 Blended delivery thus far related to covid restrictions	Refreshed portfolio of undergraduate programmes New areas for programme development identified PGT programmes streamlined and sustainably managed Pedagogically informed blended learning design and online technologies integrated into the delivery of UG and PG programmes	No No No Yes	SDG4 SDG17
CE02 CR05 AE03 CR12 CP04 CP05	SEE09	Mainstream academic peer supports and improve the employability of our graduates	Maximise the number of PGT programmes with placements Embed placement/graduate skills into undergraduate programmes Align the development of Programmes to Government of Ireland Future Jobs Strategy and linked to the National Research and Innovation Strategy Embed Personal Development Plans as a norm for PGR students Integrate Céim into a broader portfolio of programmes	VD-GS; Graduate Studies Committee; PG Programme Directors; Heads of School VD-E&S; Education and Students Committee; UG Programme Directors VD-E&S; VD-GS; Education and Students Committee; Graduate Studies Committee VD-GS; Graduate Studies Committee; GRCs; PhD supervisors VD-E&S; Education and Students Committee; UG Programme Directors	Limited industry placement opportunities in PGT programmes 320 students on work placement 97% of students progressing to employment or further study Active Personal Development Plans not a norm for PGR students 327 first-year students registered for Céim in 2020/21	Increased industry placement opportunities in PGT programmes Placement opportunities embedded into targeted undergraduate programmes best suited to placements Employability Award and ASPIRE professional skills modules, including trans-disciplinary modules, embedded into targeted programmes All PGR students with an active Personal Development Plan Year on year increase in the percentage of first year students to which Céim is offered	Yes No Yes No Yes	SDG4 SDG17
CE03 CE05 CE06	SEE10	Reinvigorate our PhD programmes and increase externally-funded PGR students	Identify partnership opportunities by national, international, NGO and commercial entities Target Marie Curie actions to grow training and bolster mobility	VD-GS; Graduate Studies Committee; GRCs; PhD supervisors VD-GS; Graduate Studies Committee; VD-R&I; Heads of School	283 externally funded PhD students in College (78% of total) Nicholas - baseline indicator related to structured PhD modules?/	Year-on-year increase in number of externally-funded PhDs over lifetime of this Plan Improved PhD module organisation and visibility	No No	SDG4 SDG8 SDG17

			Review and reform structured PhD modules	VD-GS; Graduate Studies Committee; PG Programme Directors; Heads of School			No	
CF01 CE03	SEE11	Lever internal scholarship programme to attract high-achieving students Lever external scholarship opportunities to attract high-achieving students Recognise high achieving students	Strategically manage Excellence Scholarships Lever prestigious externally-funded scholarships to underpin recruitment Put in place Annual Awards Ceremony for scholarship holders	College Office; VD-E&S; VD-SR&PE VD-SR&PE; SR&PE Committee VD-SR&PE; SR&PE Committee	Institutional review of Excellence Scholarships underway 0 corporate-sponsored College Scholarships in place No formal recognition of scholarship awardees at College level	Refreshed Excellence scholarship scheme in place with embedded supports / initiatives in place for awardees to attract high achieving students College Corporate-sponsored scholarship programme in place Scholarship awardees formally acknowledged at Annual Awards Ceremony	Yes Yes	SDG4 SDG17
Annex Three: Science and Engineering Respect Goals and Action Plan								
<i>NUI Galway Reference code</i>	<i>CSE Reference code</i>	<i>What we will do</i>	<i>How we will do it</i>	<i>Who is responsible for action</i>	<i>Baseline status / indicator</i>	<i>What achievement looks like</i>	<i>Resource required</i>	<i>SDG goals</i>
AR01 AR04 AR08 CR01 CR07 CR11 AP03 AP05 CP02	SER01	Value and recognise the contribution of all staff and students	Improve diversity in representation Increase diversity of leadership Provide a focus and forum for all matters related to Equality, Diversity and Inclusion Adopt an inclusive approach in all of our activities Identify exemplar areas of good Equality, Diversity and Inclusion practices and initiatives, as well as areas for improvement Recognise the breadth of contributions (e.g., to public engagement and health and safety activities)	Executive Dean; Heads of School; Directors of Research Institutes; Director of Strategic Development; VD-EDI Executive Dean; Heads of School; Directors of Research Institutes; VD-EDI VD-EDI; College EDI committee; Heads of School; Directors of Research Institutes College Executive, College Committees; Heads of School; Directors of Research Institutes VD-EDI; College EDI Committee; School EDI committees School committees	Diversity tool software applied on inconsistent basis No leadership development programme in place Suggestion Facility in operation on CSE Webpage. EDI Seminar Series running. Highlight good practice on CSE webpage. Diversity in STEM section live since summer 2021. Content in development. Suite of diversity videos in development.	'Diversity tool' software applied to all recruitment advertisements to remove unconscious bias More diverse leadership profile across the College Respectful and inclusive practices disseminated and integrated into College, School and Research Institute activities Diversity case studies	No No Yes - training Yes	SDG5 SDG10
AR01 AR02 AR04 AR05 CR01 CR04 CR06 CR07 CR11	SER02	Address diverse staff and student needs to ensure fair treatment and equality of opportunity for all	Identify and remove barriers to staff recruitment and promotion Create a more inclusive work and learning place for people with disability Harness insights and ideas to improve staff wellbeing Provide Active Bystander training to all staff	VD-SR&PE; VD-EDI; College Executive College Executive; Heads of School VD-EDI; College and school EDI committees; Heads of School; Directors of Research Institutes; line manager VD-EDI	Workpositive Action Plans monitored Suggestion Facility in operation on CSE Webpage. EDI Wellbeing WG in operation since AY20/21 159 staff received Active Bystander training by June 2021 Wellbeing Ambassadors identified and programme under development	Workpositive Working Group established and Workpositive Action Plans monitored and implemented Zero tolerance for bullying Zero tolerance for harassment 60% of staff trained as Active Bystanders Improved representation of people with disabilities among our student and staff cohorts	No Yes?? Yes - training / awareness Yes - training / awareness Yes - training / awareness No Yes - Wellbeing programme	SDG4 SDG5 SDG10
AR01 AR02 AR04 AR05 CR01 CR04 CR07 CR09 CR10 CR11 AS18	SER03	Foster an inclusive and safe student and staff working and learning experience	Nurture a sense of 'belonging' and 'engagement' in particular for researchers and students Educate all to understand that every voice is heard Implement the 'Consent Framework' Action Plan Facilitate family friendly Flexible working practices Celebrate cultural differences	VD-EDI; Heads of School VD-EDI; College and school EDI committees VD-EDI; College and school EDI committees College Executive VD-EDI; College and school EDI committee	Researcher representative on all College committees and appropriate working groups Pilot initiative in development Consent Training provided at orientation Inconsistent implementation of flexi time across College Covid-related emergency remote working arrangements in place 1 cultural event took place in AY2020/21	Researcher representative on all College committees and appropriate working groups 'itstartswithaname' piloted NUI Galway Consent Framework Action Plan implemented and consent training provided Flexi time implemented consistently across the College Remote working facilitated in accordance with NUI Galway Policy on Remote working 1 cultural event organised per year	No No No Yes Yes	SDG4 SDG5 SDG10

CR05 AR04 AR10 CE02	SER04	Enhance the student experience and student retention	Enhance programme governance and management Undertake a radical review of the Science undergraduate programme Undertake an annual review of Schools' response to student feedback and student surveys Work in partnership with Student Services in support of improved student health and wellbeing Review PhD supervision and GRC practices	VD-E&S; VD-GS; Programme Directors; Heads of School Science Programme Director and Programme Board Heads of School; Programme Directors College E&S committee; College Student Advisor; School professional services and academic staff VD-GS; College GS committee	Inconsistent implementation of policy related to programme boards Science Programme Director appointed June 2021 Plan for review of Science programmes underway Inconsistent reflection of student feedback in School Operational Plans College Student Advisor integrated into College Training provided by student services Review of PGR completion rate initiated	Each degree managed at programme level by a Programme Board, chaired by a Programme Director, with structured avenue for student consultation Science Undergraduate Programme Director appointed (GY301) Undergraduate Science programme offerings / pathway choices reconfigured for enhanced student experience Student feedback reflected in School Operational Plans Student Success Coach/ Advisors proactively engaged with students Increased training provided to staff in supporting students with mental health issues Improved PGR 4-year completion rate across all schools	No Yes No No Yes Yes No	SDG4 SDG5 SDG10	
AR06	SER05	Drive change through School Athena Swan accreditation	Develop and implement Athena Swan Action Plans for each school Support the development and submission of Athena Swan applications across all schools Contribute to the implementation of the University's Gender Equality Action Plan	School SATs; Heads of School School SATs; Heads of School; VD-EDI VD-EDI; College EDI committee	1 School AS accredited (Physics) Process for validity awards defined by Advance HE Monitoring in place in Physics; other schools actively seeking AS accreditation No AS Project Manager in College SALI application from Chemistry under review	All Schools Athena Swan accredited Validity Awards in place for structured schools holding awards by 2023/24 Athena Swan Action Plans implemented and monitored Athena Swan Project Manager appointed Additional SALI appointment in place	Yes No. Yes?? Yes Yes	SDG5 SDG10	
Annex Four: Science and Engineering Openness Goals and Action Plan									
<i>NUJ Galway Reference code</i>	<i>CSE Reference code</i>	<i>What we will do</i>	<i>How we will do it</i>	<i>Who is responsible for action</i>	<i>Baseline status / indicator</i>	<i>What achievement looks like</i>	<i>Resource required</i>	<i>SDG goals</i>	
AE11 AE12 AE13 AP06 AP07 AP08 AP12 CE03 CE12 CP01 CP04 CC06 CP05 CS06	SEO01	Enhance our international profile and academic reputation	Implement College Academic Reputation Action Plan Promote international collaboration and engagement with external stakeholders Define and embed a concept of partnerships as large-scale, long-term, broad-based, formal commitments for research, learning opportunities and societal impacts	VD-R&I; VD-Internationalisation; College R&I committee; College Internationalisation committee; Heads of School; Directors of RI VD-R&I; VD-Internationalisation; College R&I committee; College Internationalisation committee; Heads of School; Directors of RI VD-R&I; VD-Internationalisation; College R&I committee; College Internationalisation committee; Heads of School; Directors of RI	College Academic Reputation Action Plan developed and approved Research collaborations with 1,707 international institutions in 86 countries 55.2% of research papers co-authored internationally 55% of research papers co-authored internationally Fragmented approach to MoU development	Increased international ranking, at least one in top 100 and more than one in top 200 All academic staff ² publishing a minimum of 1-4 ³ high quality research journal papers per year All academic staff ³ presenting at 2-4 international conferences/annum All academic staff ³ with at least one public engagement/public research communication per year All academic staff ³ with at least one international research role College, Schools and Research Institutes to all establish at least one new MoU-backed international partnership	Yes No No No Yes	SDG17	
AP07 AP08 AP12 CP05 CR12	SEO02	Develop impact- and innovation-focused strategic partnerships with MNCs, SMEs and high growth spin-outs, and prestigious centres of research excellence	Develop an inventory of current strategic partnerships Implement a strategic approach to attracting and developing academic and industry partnerships Dedicate a portion of the CoSE PhD Fellowships to co-funded research with external partners	VD-R&I; College R&I committee VD-R&I; VD-Internationalisation; College R&I committee; College Internationalisation committee; Heads of School; Directors of RI VD-R&I; VD-GS; College R&I committee; College GS committee	189 new technologies (2016-2020) 45 patents (2016-2020) 13 spin-outs (2016-2020) 4.6% of publications co-authored with industry (18/19) 2019 - 33 new research collaborations signed with industry (out of 52) and 10 licences/options/assignments (out of 19)	80 new technology licences, options, assignments 50 technologies patented over the lifetime of this plan 15 new spin-out companies 10% of publications co-authored with industry Framework in place for the management and oversight of key strategic industry partnerships	Yes - Business Development Manager Yes - Business Development Manager Yes - Business Development Manager	SDG4 SDG8 SDG9 SDG17	

CP01 CP04 CC06	SEO03	Strengthen the impact of existing partnership portfolio	Expand the range of activities and benefits leveraged from existing partnerships Grow existing campus partnerships by broadening staff involvement	VD-R&I; VD-Internationalisation; College R&I committee; College Internationalisation committee; Heads of School; Directors of RI VD-R&I; VD-Internationalisation; College R&I committee; College Internationalisation committee; Heads of School; Directors of RI	33 new collaborations signed with industry in 2019 Partnership performance not reviewed	Up-to-date register of all partnerships in place Benchmarked evaluation of key/strategic partnership performance	No No	SDG17
CP01 CP04 CS03	SEO04	Position the College for transnational education (TNE) and European University network opportunities	Lever opportunities of European Universities initiative Engage with evolution of regulations for dual, joint and micro qualifications Grow capabilities for effective virtual and off-campus teaching	VD-Internationalisation; College Internationalisation Committee; Heads of School; Directors of Research Institutes VD-Internationalisation; College Executive VD-Internationalisation; College Executive; Heads of School	ENLIGHT programme kick starting TNE feasibility study undertaken 0 TNE in place	Active participation in full range of ENLIGHT mobility, teaching and outreach initiatives College strategy, goals and pathway for TNE and network-based degrees agreed At least one TNE established	Yes Yes Yes	SDG4 SDG17
CE05 CE06 CS01 CS03 CE04	SEO05	Diversify PG student recruitment	Coordinate postgraduate recruitment effort and identify targets Engage actively in broad range of marketing activities Embed a recognition that diversity including internationalisation enriches everyone	VD-GS; College GS Committee; PG Programme Directors; VD-Internationalisation; College Marketing Manager VD-GS; College GS Committee; PG Programme Directors; VD-Internationalisation; College Marketing Manager College Executive; VD-Internationalisation; College Internationalisation committee; relevant school committees; College Marketing Manager	Integration and coordination of PG recruitment efforts continuing International recruitment action plans not in place for all programmes Global Galway Project recruitment targetd developed, phase 1 of project approved by UMR	Integrated postgraduate recruitment strategy developed, implemented and monitored Annual international recruitment action plans in place for all programmes Global Galway Project PG recruitment targets, including non-EU PG targets, achieved	Yes Yes Yes	SDG4 SDG5 SDG10
APO4	SEO06	Promote an Open Scholarly Community where research is openly accessible	Require all staff to upload pre-prints in University Open Access repository (ARAN) Support Open Access Publications	Heads of School; VD-R&I Heads of School; VD-R&I	Uploading on ARAN inconsistent National agreement in place for open access journals	Standard practice of uploading pre-prints on ARAN Increased number of publications available through open access	Yes No	SDG4 SDG9 SDG10
CE01 CE03 CP02 CV02	SEO07	Increase international UG participation	Set up a prestigious scholarship scheme to underline quality ambition Implement strategy and action plan for non-EU UG recruitment	VD-Internationalisation; College Executive; College Internationalisation Committee College Internationalisation Committee; College E&S Committee; College Marketing Manager; UG Programme Directors; Heads of School	Student intake targets set out on annual basis rather than 5-year rolling basis 73 full-time non-Eu fee paying students Global Galway Project high level targets agreed by UMT	Annual EU and non-EU recruitment action plan in place for all UG programmes Scholarship scheme in place College Global Galway growth targets for non-EU UG recruitment achieved	Yes Yes Yes	SDG4 SDG17
CP02 CP04 CR08 CE04 CS01 CS04	SEO08	Increase number and diversity of outgoing mobility opportunities for students and staff and develop virtual mobility	Encourage mobility among staff Establish clear procedures for UG and PG mobility Encourage academic staff to engage in reciprocal teaching activities Promote virtual mobility as a sustainable mechanism to broaden student horizons	VD-Internationalisation; College Executive; College Internationalisation Committee; Heads of School VD-Internationalisation; VD-SR&PE; College Executive; College Internationalisation Committee; Heads of School VD-Internationalisation; College Executive; College Internationalisation Committee; Heads of School VD-Internationalisation; VD-E&S; VD-GS/College Executive; Heads of School	26 students on Erasmus programmes Guidelines and protocols for student mobility in development Data not captured Low visibility of study abroad opportunities in recruitment assets	Year-on-year growth in all mobility categories Central resource of guidelines and protocols in place for student mobility programmes Year-on-year growth in international teaching Event series established to promote virtual mobility examples	Yes No No No	SDG4 SDG10 SDG17
CE01 CE03 CS03 CC04	SEO09	Develop effective and measurable student recruitment activities and our public profile	Develop a portfolio of marketing assets Develop a clear College brand to ensure consistency of quality, tone and messaging Create a sustainable creative pipeline of physical and digital recruitment content Develop a sustainable school visits programme Reinforce research and innovation strengths in programme marketing and Civic and Public Engagement activities	College Marketing Manager; VD-SR&PE; VD-R&I; VD-Internationalisation; Programme Directors College Marketing Manager; College Executive College Marketing Manager; VD-SR&PE; Programme Directors VD-SR&PE; College and School SR&PE committees; College Marketing Manager VD-SR&PE; College and School SR&PE and R&I committees; College Marketing Manager	Development of integrated marketing assets initiated Digital content developed as a result of covid - learnings from virtual visits to inform strategy beyond covid Audit of assets planned to include consideration of funding for marketing assets Audit of existing initiatives planned Through the ALIVE programme, our students undertake more than 30,000 hours annually of voluntary activity across the University campus, Galway city, and wider communities to develop their own practical skills and ci	Rich portfolio of physical and digital marketing assets and recruitment content developed Digital content and virtual visits leveraged to expand catchment to new feeder schools Audit of assets undertaken and research and innovation strengths levered in marketing and recruitment assets and initiatives Civic and Public Engagement Champions identified and new initiatives to engage with the public and students from an earlier age implemented New public engagement initiatives implemented that include deeper engagement by Programme Directors and central register of College Public Engagement activities developed and maintained	Yes Yes Yes Yes Yes	SDG17

			Implement an integrated Civic and Public Engagement strategy across schools and Research Institutes to enhance recruitment pipelines	VD-SR&PE; College and School SR&PE committees; College Marketing Manager; Directors of Research Institutes	No coherent framework in place for Public Engagement activities and contribution not recognised in current workload allocation models	Resourced Public Engagement Community of Practice framework developed and implemented	Yes		
CE01 CR01 CR03 CR04 CR05 CR12 AP03	SEO10	Widen participation and develop our pathways for accessing education	Widen access of QQI/FETAC/PLC applicants to our suite of undergraduate programmes Embed consistent messaging on 'HEAR' and 'DARE' routes to entry in recruitment content Strengthen partnership with J&W/STEM2D Develop relationship with 'IWISH' in Taster Days and Open Days	VD-SR&PE; VD-EDI; Programme Directors VD-SR&PE; College Marketing Manager VD-EDI; VD-SR&PE College and school EDI committees VD-SR&PE; VD-EDI; Programme Directors; College Marketing Manager	Variable opportunities for participation by QQI/FETAC/PLC applicants across our suite of undergraduate programmes 0 University of Sanctuary Scholars thus far 3 University of Sanctuary Scholarships awarded in 2020/21 0 Scholarships IWISH piloted	Maximise participation by QQI/FETAC/PLC entrants across our full range of undergraduate programmes 9 University of Sanctuary Scholars graduated over lifetime of this Plan A minimum of 4 University of Sanctuary Scholarships awarded per annum More students supported in under-represented areas. 10 Scholarships/annum 'IWISH' initiative extended	No Yes Yes No Yes	SDG4 SDG5 SDG10	
Annex Five: Science and Engineering Sustainability Goals and Action Plan									
NUI Galway Reference code	CSE Reference code	What we will do	How we will do it	Who is responsible for action	Baseline status / Indicator	What achievement looks like	Resource required	SDG goals	
CE06 AS19 AS20 AS03 AS04 AS07 AS08 AS11 AS13 AS01 AS03	SES01	Sharpen the focus of our Research and Innovation on the UN SDGs to achieve a better and more sustainable future	Embed sustainability across our research to become an exemplar in research on sustainable energy, biodiversity protection and sustainable buildings Focus our research expertise and infrastructure on the targets of the UN SDGs, targets and indicators Champion inter-, cross- and trans-disciplinary collaboration as a driver of sustainability research Engage with partners nationally and globally and become a global leader in research and innovation that address the SDGs	VD-R&I; Directors of Research Institutes; Heads of School VD-R&I; Directors of Research Institutes; Heads of School VD-R&I; Directors of Research Institutes; Heads of School VD-R&I; Directors of Research Institutes; Heads of School	69% of our indexed publications aligned with UN SDGs (loose is there another indicator here as this reads like we are ahead already of indicated target??) 26th worldwide rank for UN SDG14 Life Under Water; 14th worldwide rank for UN SDG7 Affordable and Clean Energy; 44th worldwide rank for UN SDG11 Sustainable Cities and Communities	At least 70% of research income, outputs and impacts specifically related to SDG themes Leadership in sustainability innovation and entrepreneurship evidenced by awards, funding, speaker invitations, contributions to policy papers etc	No Yes	SDG2 SDG3 SDG6 SDG7 SDG9 SDG11 SDG12 SDG13 SDG14 SDG15 SDG17	
AS06 AS03	SES02	Future-proof our College through sustainably managed research and recruitment activities	Align initiatives with Global Galway project targets Grow internationalisation capabilities among staff Sharpen our focus on global-facing activities Develop and implement a robust CAO Planning strategy, informed by retrospective analysis and market research Through the University Institute Boards, develop a sustainable resourcing plan for Research Institutes, including through external funding and the development of graduate schools with dual alignment (School/Research Institute)	VD-Internationalisation; Heads of School; Programme Directors VD-Internationalisation; Heads of School; College and school internationalisation committee College Executive VD-SR&PE; VD-E&S; UG Programme Directors Directors of Research Institutes; Heads of School, Vice-Dean R&I	Initiatives aimed at increasing internationalisation know-how in development Global Galway targets approved by UMT Student number projections developed on annual basis Variable and unclear resourcing models in place for College-affiliated research institutes	Internationalisation know-how embedded in Schools and Research institutes College Global Galway Project targets achieved Rolling five-year UG and PG Student number projections developed by programme Sustainable resourcing model in place for College-affiliated research institutes	No Yes No Yes	SDG17	
AS03 AS04 AS09	SES03	Embed sustainability into our curricula to develop future sustainability leaders	Identify opportunities for growth in Programmes or Content related to Sustainability Develop new programmes and modules integrating principles of sustainability	Programme Directors and Programme Boards; College and School E&S and / or GS committees; Heads of School; Directors of Research Institutes Programme Directors and Programme Boards; College and School E&S and / or GS committees; Heads of School; Directors of Research Institutes Programme Directors and Programme Boards; College and School E&S committee; Heads of School VD-GS; Heads of School; Directors of Research Institutes	145 modules that capture sustainability principles 4 flagship community engaged learning modules, where students gain academic credit while working in partnership with civic and civil society organisations (CSOs), to act on local and global societal challenges	New Graduate programmes focused on sustainability developed New modules integrating principles of sustainability implemented across our portfolio of UG and PG programmes All new degree programmes will be aligned to at least 1 UN SDG Centre for Research Training in Sustainability established	No No Yes Yes	SDG1 SDG2 SDG3 SDG4 SDG6 SDG7 SDG8 SDG9 SDG11 SDG12 SDG13 SDG14 SDG15 SDG16 SDG17	

AS02 AS03 AS04 AS17	SES04	Emphasise sustainability practices in undertaking our research activities	Develop Action Plan to address plastic usage, waste management and sustainable practices in research activity	U. Fitzgerald; College Executive; Pis	1 lab green certified and 10 engaged in process for certification	All labs Green Certified by 2026	Yes	SDG6 SDG7 SDG9 SDG12 SDG13
AS06 AS03	SES05	Empower schools as the core organisational unit of academic activity in the College	Implement school restructuring to optimise scale, efficiency and interdisciplinary synergies Create schools large enough to be administratively efficient and flexible and to avoid duplication of effort and of resources Develop sustainable school growth plans aligned to the College's undergraduate and postgraduate student recruitment strategy and early pipeline public engagement activities	Executive Dean; Director of Strategic Development; Working Groups; Steering Groups; Heads of School Executive Dean; Director of Strategic Development; Working Groups; Steering Groups; Heads of School Executive Dean; Director of Strategic Development; Working Groups; Steering Groups; Heads of School	Restructuring proposal accepted and school statute change approved Working groups established and work in development School progress on achieving the SDGs historically not reflected Operational Plans/ progress reports Working groups established and work in development Working groups established and work in development	New school structures implemented School-level approach to resource planning, academic planning, teaching allocations and budgeting implemented School progress on achieving the SDGs, including progress of aligning major school initiatives to the SDGs targets and indicators, reported on annual basis Professional services and technical support in schools managed on school-wide basis Sustainable school growth plans developed and monitored	Yes Yes Yes Yes Yes	SDG8

Footnotes

¹ Following the implementation of NUI Galway's Research Overhead Allocation Model/Policy

² Taking into account contractual conditions (A/B), full-/part-time, permanent/contract

³ Taking into account subject norms defined in School and Research Institute Research Strategies