

Higher Education Institution Self-Evaluation Report

1st September 2019 – 31st August 2020

<p>Institution Name</p>	<p>Maynooth University</p>
<p>Overview of institutional progress</p>	<p><i>Overarching Statement (maximum 400 words) The institution should set out its view of the original aims set at the commencement of the compact process, and its view on how the institution as a whole has met those aims. This is not intended to be a simple aggregation of context from the 6 objectives, but rather to describe how the institution as a whole has sought to enhance its performance, and how, using appropriate data and evidence, the institution considers that it has progressed in this regard.</i></p> <p>Maynooth University has been making excellent progress, consistent with its strategic plan and performance compact.</p> <p>The University continued to grow, meeting the needs of the catchment area. We have experienced strong demand for our courses, and increased student numbers at all levels. Overall enrolment exceeded the forecast by 578 FTE. The greatest increase was at undergraduate level, where there was a 7.4% increase in CAO first preferences. Taught postgraduate programmes also performed well but fell marginally short of the forecast.</p> <p>The Maynooth International Engineering College (MIEC) in Fuzhou China had its first intake and has been performing to expectations. Other international student numbers grew, but there was a fall in single-semester study abroad students, and the International Summer School was cancelled.</p> <p>MU has targeted growth in research and innovation, while maintaining quality and impact, as a top priority. New research awards for MU activities have risen to €28M in 2019/20, following awards of €21M in 2018/19, and this will provide a significant platform for future activity. Income from EU H2020 programmes is projected to rise to €21M overall, with €12M awards since 2018, and income from industry and non-exchequer sources has increased in line with targets. There were 72 doctoral graduations in 2019/20, and doctoral registrations have risen to 450, exceeding targets. The University outputs are varied, significantly engaged and impactful. The main challenge during the year was the COVID pandemic, which necessitated repatriation of students abroad, provision of alternative programmes for some students, and remote teaching for much of the second semester. While this was unanticipated and stressful for staff and students, most teaching was able to continue, and examination results and progression rates were comparable with previous years.</p> <p>Construction is underway on our largest capital project, with support from HESIF. This will provide new teaching and learning facilities, laboratories, staff offices and research space, to accommodate our expanding student population. Construction was progressing ahead of schedule, but has been delayed by the COVID related closure of building sites. We anticipate the first phase of the new infrastructure to become available early in Semester 1 of the next academic year.</p>

1. Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability;

Overarching Statement (maximum of 250 words) The institution should set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

We continue to contribute to the talent pipeline by offering a high-quality education which is challenging and rigorous and develops a range of intellectual and analytical skills which prepare people for work and life in a variety of different roles. We do this by providing an undergraduate curriculum which concentrates on critical intellectual skills and which allows students to customise their own programme within limits, and to emerge with a degree of international standard in one or two of their chosen disciplines. The combination of intellectual skills, specific disciplinary knowledge and the development of personal skills, is an excellent preparation for a rapidly changing labour market.

Our undergraduate curriculum is continuing work well. It has proven attractive for students, CAO first preferences grew by 7.4% to 4,275, and undergraduate student numbers grew faster than anticipated. Our BA degree remains the largest CAO entry route nationally. Work is underway to enhance and expand the portfolio of science subjects, and to grow the postgraduate portfolio. To date, new subjects and pathways have been added to the B.Sc. and a suite of new postgraduate programmes have been introduced, including Business and Data Analytics and Social Work.

Strategic Priority 1.1 We will further develop the unique Maynooth undergraduate curriculum, offering students new fields of study and subject combinations, greater choice of electives, additional opportunities to develop critical and analytic skills, and an enhanced range of co-curricular and extra-curricular experiences, all with the objective of providing a strong talent pipeline combining knowledge, skills & employability and responding effectively to the needs of our enterprise, public service and community sectors.

i. Institution Strategic Initiative

1.1.1 We will continue to develop the undergraduate curriculum.

The Maynooth University undergraduate curriculum offers our students many opportunities to personalise their degree programme, introducing more subject choice than ever before including our dedicated first-year Critical Skills subject, flexible programme pathways and the opportunity to take an Elective and Experiential Learning opportunities to enhance their degrees.

The **Critical Skills** team delivers student-centred First-Year seminars in small group contexts dedicated to increasing student retention and strengthening key academic and professional skills. This is an optional subject worth 15 ECTS (a quarter of their first-year programme) and has attracted continuous growth in numbers since its inception. We expect numbers to stabilise over the next year or two.

Student numbers in 2019–20: 44 iterations of critical skills were delivered to 1,171 first-year students
Students who take Critical Skills have a higher pass rate than others, despite similar characteristics at entry.

The Critical Skills team works closely with specific disciplines, and that has led to the emergence in 2019–20 of a new thematic offering: Critical Skills for Finance & Accounting.

ACADEMIC YEAR	Critical Skills	As % of all first-years	As % of those for whom it is an option
2017	765	26%	37%
2018	910	29%	41%
2019	1045	33%	46%
2020	1171	35%	49%

Elective streams are offered in second-year. This option broadens students' perspective (e.g. by taking a topic outside their chosen discipline), allows them to interact with students from other disciplines, and helps develop transferable skills for the future in a way that complements their main disciplinary studies (e.g. study of a modern language). An elective stream is 10ECTS, amounting to one-sixth of the total course work for the year.

Student numbers in 2019–20: we offered 25 elective options and they were taken by 549 students.

ACADEMIC YEAR	Students taking Electives	As % of all second-year students
2017	380	15%
2018	517	20%
2019	568	21%
2020	549	20%

1.1.2 We will review and optimise the structure of the BSc degree, and, informed by our research strengths, will increase enrolments and the range of subject offerings, better to address the needs of students and skills requirements of society.

We are continuing to enhance and optimise the BSc degree and the range of offerings. We have added several new programmes:

- MH207 – BSc in Data Science
- MH402 – BSc in Quantitative Finance
- MH203 – BSc in Biological and Geographical Sciences

We introduced a new degree stream in Computer Science with Education within our overall Science with Education degree (CAO Code MH212) for graduates who wish to take up teaching positions in second level education to teach the new 'Computer Science' subject

being offered at Leaving Certificate. In our largest Science Programme, MH201, we have added a stream on statistics and data science that is available from second year to all students, allowing for a new set of combinations that are pertinent in the medical, biological and chemical fields. We have also made structural changes to the final year of most BSc degrees to allow students to take work-place readiness skills – such as communications, report writing, business and management skills. These new modules are in development and will be available to students in academic year 2022/23.

1.1.3 We will provide students with an enhanced range of co-curricular and extra-curricular experiences, affording them broader opportunities to develop their skills and competencies for work, life and engaged citizenship

Maynooth University fosters the development of knowledge and key skills that students will need not only throughout their degree but into the future, including intellectual skills, communication skills, and employability skills. This includes opportunities in undergraduate research, professional development, student leadership, study abroad and service learning, empowering Maynooth students to develop their skills and competencies for work, life, and citizenship.

HEA Funded Innovation and Transformation Project: Initiated in 2019, the *MU Future Ready: Increasing Employability and Accessibility Through Curriculum Innovation* project aims to enhance the employability of graduates, and equality of employment outcomes, through a series of measures to enhance student employment readiness. These included the addition of work-related learning and community engaged learning opportunities, together with the expanded provision of employability electives and Critical Skills programmes, increasing accessibility through blended learning. Our 4 key project partners include the Experiential Learning Office, the Critical Skills Department, the Career Development Centre, and the Placement Office.

Experiential learning professional development and employability modules are available to eligible second year students. The key purpose of these modules is to facilitate students in their academic, personal and professional career development, so that they will be well equipped to secure internships and to successfully enter the graduate labour market. The modules, involving a number of employers, provide students with the opportunity to develop a strong sense of self-awareness, as well as enabling them to identify and develop a range of employability skills, which will be fundamental to their future career.
Student numbers in 2019–20: 98 students (the most heavily enrolled elective stream offered, attracting 18% of all students taking electives).

The Summer Programme for Undergraduate Research (SPUR) is an active research based and paid experiential learning programme for successful undergraduate students who wish to learn more about the postgraduate experience and possibly pursue a career in research. It affords students the opportunity to work closely with faculty mentors on research projects across a range of disciplines, offering an academically enriching environment and exposure to a myriad of learning and research opportunities, thereby enhancing students' confidence and discipline knowledge.

Student numbers in 2019–20: 456 applications, 55 scholarships granted.

	<p>The Maynooth University Student Experience (MUSE) Awards recognise and reward student contribution to non-credit-bearing activities such as work experience, volunteering, club and society involvement, student representation etc. As well as being a fantastic addition to their CV, this Award helps them to articulate the skills to develop them on their journey towards becoming a distinctive Maynooth student and future graduate. Student numbers in 2019–20: 60 awards granted.</p> <p>Technology Enabled Professional Development Tools employed in 2019-20 include PebblePad – an ePortfolio, assessment, and personalised tutoring tool, Mentimeter to increase interactivity and engagement in the classroom, ShorlistMe for interview coaching, Prospects Career Planner, online psychometric testing.</p>			
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ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Total student FTE	10,432	11,450	11,656	12,234
Undergraduate degree students (FTE)	8,074	8,919	9,100	9,622
Postgraduate taught students (FTE)	1,252	1,442	1,533	1,523

<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>We consider the target to be met, as our undergraduate curriculum has been very successful and continues to evolve, with demand for places and student numbers growing. Reforms of our postgraduate curriculum are progressing well. Enrolment growth has exceeded targets for nearly all indicators, with Postgraduate taught student numbers falling very slightly short.</p>			
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Strategic Priority 1.2 We will enhance the attractiveness, sustainability and flexibility of our taught Master’s portfolio, enabling an increase in taught Master’s enrolments from 1,000 to 1,400, with a balance of full-time and part-time provision.				
i. Institution Strategic Initiatives	<p>1.2.1 We will establish a Master’s Task Force (MTF) to oversee a review and restructuring of the taught Master’s portfolio, taking a faculty- and university-wide view, and sponsoring a greater level of interdepartmental collaboration to optimize the contribution of each department and each faculty member to the overall programme portfolio.</p> <p>Master’s Task Force was established and completed its work.</p>			
	<p>1.2.2 We will ensure that our Master’s programmes prepare graduates for challenging and varied careers, both in the overall design of our programmes and by the inclusion of elements focused on employability.</p> <p>A range of new taught postgraduate programmes have been developed, and further work is underway.</p>			
	<p>1.2.3 We will increase part-time and flexible provision to meet the need to reskill and upskill through lifelong learning, including through Springboard provision.</p> <p>We have increased flexible provision via Springboard and HCI. Further work is underway on systems for micro-credentials, thorough IUA, with support from HCI.</p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Full time masters (Headcount)	750	830	890	940
Part time masters (Headcount)	260	250	350	193
iii. Interim targets, commentary and data source (maximum of 300 words)	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>We continue to make steady progress towards our target of 1,400 Master’s Enrolments. Our full-time master’s enrolments have grown as expected, slightly exceeding projections. The shortfall to our target enrolment is accounted for by a drop in part-time enrolments during 2019/20 following the cessation of one externally-tendered programme and a number of courses with unanticipated reduction in PT numbers. However, we expect the number of number of PT students to increase again as a result of new programmes in Business and Finance with FT and PT options for 2020/21 and 2021/22.</p> <p>The Master’s Task Force conducted a review of the taught master’s provision during 2019, with a report completed in February 2020. Over 60 academic and professional staff, student representatives, employers and external stakeholders participated in the project, and</p>			

a series of recommendations were made in relation to enabling interdepartmental collaboration, increasing flexibility of the delivery of master's programmes, and enhancing the employability of graduates of MU masters programmes. The emergence of Covid-19 and attendant disruption to teaching and learning has impacted on the implementation process for the full suite of recommendations.

Nonetheless, the Master's Task Force report informs all new programme design and one outcome is that new programmes developed since the completion of this project contain specific course elements focussed on employability. For example, the School of Business developed a suite of programmes, including a MSc Business Analytics (new in 2020), each containing a core module on career planning and development, and incorporating experiential learning. Further planned master's courses in Finance will expand 'real world' learning opportunities for students.

During 2020, we received HCI funding to expand provision in skills-based courses for Academic Year 2020/21: PG Dip. Design Thinking for Workplace 4.0; and HDip Science Human Computer Interaction and User Experience. We also received funding for modular skills courses under the July Stimulus initiative (incl. Sustainable Business & Responsible Management, Digital Business, Foundations of Irish Law) which further expand our provision of flexible, skills-based courses. Two new interdisciplinary programmes in the Arts and Humanities are also scheduled for launch in 2021. We were disappointed that a HCI pillar 3 proposal aimed at significantly enhancing flexible provision for lifelong learning in co-operation with enterprise was deemed to have met the standard required for funding, but was not funded. We will continue to work to develop these areas within existing resources.

Strategic Priority 1.3 We will work to increase the supply of excellent secondary teachers, concentrating on those disciplines where there are shortages of qualified teachers							
i. Institution Strategic Initiative	<p>1.3.1 We will expand entry to our concurrent teacher education programmes in Science Education and Mathematics Education Maynooth University offers a hybrid programme whereby BScEd students undertake four years of undergraduate study and join the PME programme in its second year. In 2020-21, 33 students are enrolled in year 4; first-year intake has risen by 85% to 61 students. We have also increased second-year entry routes into the BScEd for mature students and transferring students. The PATH 1 “Turn to Teaching” programme now offers a direct route into the BScEd.</p>						
	<p>1.3.2 We will build on the success of our Mathematics Education programme to develop a new concurrent programme to prepare teachers of Computer Science. The new subject specifications and new Teaching Council accreditation standards will enable us to develop this area. Students in this area take both Maths and Computer Science. This remains a developing area.</p>						
	<p>1.3.3 We will, through the successful implementation of the PATH 1 “Turn to Teaching” programme, increase diversity in initial teacher education. During the first 2 years of PATH 1 “Turn to Teaching”, 49 students completed the <i>Think about Teaching Foundation Certificate</i> and 30 students completed the <i>Rising Teachers Rising Leaders</i> CPD programme. Today, at least 85 of the participants across the various strands of the project are in Initial Teacher Education (ITE) or on ITE pathways in HE institutions. Moreover, the project worked closely with 17 teachers from under-represented groups, the majority of whom have successfully completed a Level 9 Postgraduate Special Certificate in Leading Transformative Education. This committed community of emerging educational leaders are central to the continuing work of the project and are already engaging as a community of practitioners with the Foundation Certificate in phase two. The project has supported seven of the Rising Leaders to progress to further postgraduate study in educational leadership. As the project moves into its second phase, thanks to the reconfirmation of HEA funding, it seeks to embed the ground-breaking work of phase one into the structures and practices of partners work within and across Maynooth University, schools, FE centres, community-based organisations, communities and wider society.</p>						
	<p>1.3.4 We will expand the range of undergraduate routes into teaching, concentrating on measures to increase the supply of language teachers. We are developing a new BA Languages/Arts/Education programme modelled broadly on the BScEd programme. We will be submitting this programme to the Teaching Council for Accreditation with the aim of enrolling students in 2022.</p>						
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)			
Increase the supply of secondary teachers, concentrating on disciplines	No baseline provided	In response to teacher shortages in science, mathematics and computer science, we increased	No interim target for 2020 is provided in the Compact	New Entrants (first year) <table border="1"> <tr> <td></td> <td>18/19</td> <td>19/20</td> </tr> </table>		18/19	19/20
	18/19	19/20					

<p>where there are shortages of qualified teachers.</p>		<p>the intake to the B.Sc. with Education, and added computer science as a subject option. Plans for a teacher education programme specialising in languages are also under discussion.</p>		<table border="1"> <tr> <td>Computer Science</td> <td></td> <td>3</td> </tr> <tr> <td>Maths Ed</td> <td>7</td> <td>4</td> </tr> <tr> <td>Science Ed</td> <td>38</td> <td>47</td> </tr> <tr> <td>Total</td> <td>45</td> <td>54</td> </tr> </table>	Computer Science		3	Maths Ed	7	4	Science Ed	38	47	Total	45	54	
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<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>Over the past 5 years, the number of graduates from Maynooth University's PME programme increased by 52%. In 2021, 157 students will graduate from the PME, the majority of whom studied science subjects and/or language subjects.</p>																

2. Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

There were two major developments in 2019-20. The first was the first intake in to the Maynooth International Engineering College in Fuzhou, China. There was high demand for this programme and the initial enrolment was 300 students, of whom 297 completed the first year. The second major factor was the COVID pandemic. Our initial response was to make arrangements to repatriate our students studying in China, and provide an alternative programme of study for them in Maynooth. As the epidemic spread, we made arrangements for our other students abroad to either remain in place, or to return and complete their studies in Maynooth. Our incoming students were facilitated to complete their studies remotely, and we were forced to cancel our international summer school.

Excluding MIEC Fuzhou, international enrolment continued to grow but slightly slower than anticipated, but international fee income grew faster than projected.

Strategic Priority 2.1 We will take a comprehensive and ethical approach to internationalisation, strengthening our international research and education partnerships to significantly enhance the opportunities for international mobility of students to and from Maynooth University.

i. Institution Strategic Initiatives

a. We will build on our success to date to create wider opportunities for international students to study at Maynooth University, including short programmes, study abroad, Erasmus and full-degree enrolments, increasing the international student population to 12% of the total student body.

The proportion of international students increased from 9.5% of the total student body in 2018/19 to 11.3% in 2019/20, just short of the 2021 target of 12%. The 27% increase in international-student headcount is more than double the increase achieved in 2018/19. Full-degree enrolments increased by 31.5%, with the first intake of MIEC programmes and recruitment from India accounting for a large proportion of undergraduate and postgraduate growth, respectively.

Incoming Erasmus numbers were comparable to 2018/19, as expected. Study Abroad numbers decreased by 15%, largely due to the trend away from semester-long mobility towards short-term programmes (STP) of 8 weeks or less. This is a sectoral trend and, as such, is not unique to Maynooth University. Regarding STP, we were on track to achieve 28% growth prior to the cancellation of summer 2020 programmes due to Covid-19.

b. We will extend our range of student exchange partnerships with leading international universities to support balanced outward and inward student mobility and will increase our participation in the Erasmus programme through the development of a targeted portfolio of Erasmus and exchange partnerships.

Work commenced on a review of current exchange partnerships, with the objectives of (i) identifying partnerships with imbalances in outward and inward mobility and seeking to redress them; (ii) promoting partnerships to MU departments beyond those that typically avail of some exchange places (but not all) at a particular partner university; and (iii) advising and guiding departments whose

outgoing mobility needs require additional partnerships. While (i) is well underway, progress on (ii) and (iii) has been hampered by the need to allocate staff time to pressing operational matters arising from Covid-19.

c. We will enhance our supports for outward student mobility and will increase by 50% the number of students who spend a period of time overseas as a formal part of their studies.

Our outgoing numbers increased by 20% in 2019/20: Erasmus numbers increased by 10% and non-EU exchange by 26%. The International Office organised more promotional campaigns and information sessions than in the previous year, incl. an increased number of in-class presentations to second-year students. We also built on last year's pilot promotional events for first-year students, recognising that earlier promotion is crucial in awareness-raising and preparation for a mobility experience. Given the financial obstacles to non-EU exchange, we also worked closely with some US partners to make their offering more attractive to MU students (e.g., reduced or waived housing costs), and this was a contributory factor in the increase in outgoing non-EU exchange numbers.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
International students (headcount)	1,080	1,221	1,300	1,548 (1251 in MU and 297 MIEC)
Outgoing student numbers (ERASMUS, exchange and study abroad)	170	190 (166 Erasmus and 24 other outgoing exchange)	220	221 (178 outgoing Erasmus and 48 other outgoing exchange)
Gross fee income from international students	€4.07m	€5.0 million	€5.3 million	€7.3m (€5.76 million excluding MIEC)

iii. Interim targets, commentary and data source (maximum of 300 words)

Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.

The number of students who are non-Irish by domicile has grown faster than expected and exceeded the interim target by 19%, partly due to the first intake at MIEC Fuzhou. The gross fee income from international students exceeded its target by 9%. The targeted increase in outgoing exchange students has been met and exceeded, but by a lower margin (3%). It is important to note that while the University is making a strong effort to raise awareness of and support student participation in outgoing mobility programmes, there are financial and structural barriers to participation (e.g., the Erasmus grant is insufficient for many students, and no financial support is available for non-EU exchanges; most outgoing students must spend one year abroad, and one-semester and summer mobility options are largely unavailable to MU students).

Strategic Priority 2.2 We will deepen our engagement with local and regional communities, civil society and public service organisations, and enterprises to better meet the needs of those partners, provide additional experiential learning opportunities, and expand engaged and enterprise-facing research and innovation.	
i. Institution Strategic Initiatives	<p>2.21 We will create a new senior leadership role with a clear remit to develop activities and partnerships in support of engaged research and teaching, supported by a new MU Engage office, the current successful MU Knowledge Transfer and Commercialisation office and MaynoothWorks business incubator.</p> <p>2.22 We will increase support for engaged research and enterprise-facing research and innovation, building effective and sustainable research and innovation partnerships.</p> <p>A new role of Vice President, Engagement and Innovation, was created and Prof. Brian Donnellan appointed to the post. A number of engaged research partnerships and initiatives, led by staff in the Office of VP Engagement, have been conducted in the period under review:</p> <ul style="list-style-type: none"> (a) Irish Central Border Area Network (ICBAN): Framework for Regional Priorities 2021-2027: Over the course of 2020, representatives of Maynooth University research community worked closely with ICBAN on the co-design of its Framework for Regional Priorities 2021-2017. Aligned to the new EU funding programmes, and taking cognisance of the impacts of Brexit on the Irish border region, the Framework identified the endogenous potential of this cross-border rural region, and recommended five catalyst projects to be collectively delivered on by the constituent local authorities. These catalyst projects align with emerging EU Green Deal and Climate Adaptation policy, and are recognized as being transformative to the balanced economic growth of this cross-border region. The Framework has been ratified by all eight local authorities in the ICBAN region; and attention now turns to implementation. (b) Derry City and Strabane District Council: North West City Region development: Maynooth University has been part of a team providing strategic supports to the North West City Region – both in terms of co-designing the new collaborative structures needed to ensure the balanced and sustainable growth of the region, in the context of a wider all-island economy, and to carrying out action research in support of a progressive growth agenda for this cross border functional area. Under the auspices of the International Centre for Local and Regional Development (ICLRD), this work programme includes facilitating the North West strategic Growth Partnership which involves senior representatives of all Government Departments, North and South, and focused on enabling the balanced development of the North West city Region. (c) Donegal County Council Socio-economic and Geo-Spatial Profile of Buncrana, Co. Donegal: In January 2020, representatives of Maynooth University together with colleagues from Ulster University, AIRO, and a number of affiliates were commissioned by Donegal County Council to consider why Buncrana, as a significant regional gateway within the North West / Inishowen Peninsula, is under-performing. The resulting report considered the strategic asset base of the region, and the policy responses required at a local and regional level to unleash the potential of this strategic gateway on the Irish border. (d) Research Programme on the changing Spatial Relationships between Home and Workplace: During the course of 2019-2020, representatives from Maynooth University, with colleagues from Mary Immaculate College, University College Dublin and Ulster University – under the aegis of the ICLRD (www.iclrd.org) – have been developing a research programme, the aim of which is to examine the impacts of pre- (medium-to-long time spent) and post-COVID commuting patterns on the spatial relationships between people and place. Having actively sought partners to this project, it will now be delivered in

collaboration with the Office of the Planning Regulator (OPR), the Local Government Management Agency (LGMA) and selected local authorities.

- (e) Strategic research partnership between Maynooth University and with Meath County Council/Age Friendly Ireland (<https://agefriendlyireland.ie/>): This initiative resulted from a series of meetings with Meath Co.Co. CEO, Jackie Maguire, where new University-Region engagement models were explored and collaborative research themes identified. Meath Co.Co. hosts the National Shared Services Centre for Age Friendly Ireland. A decision was taken to jointly fund a Research Manager (to be recruited in Spring 2021) to coordinate research activities between Age Friendly Ireland (Meath Co. Co.) and Maynooth University.
- (f) Strategic research partnership between Maynooth University and the Association of Irish Local Government (AILG, <http://ailg.ie/>): The AILG is the body that represents all (900+) County Councillors in Ireland. Strategic initiatives were explored and it was agreed that an AILG sponsored study on “The Evolving Role of The Councillor in the 21st Century” would be undertaken. The study report will identify future education/skills needs of councillors and collaborative research opportunities between the AILG and Maynooth University.
- (g) Proposal for a new SFI-funded national Engaged Research initiative on Data Governance was developed in conjunction with senior policy makers and industry. Policy makers consulted included: The Government CIO, The Data Protection Commissioner, The Garda CIO, The Dept. of the Taoiseach and other relevant government departments. Industry partners consulted included: Facebook, Huawei, Microsoft, Analog Devices and Eaton, as well as several SME’s specializing in Data Security and Privacy. Total projected budget €11million. Decision due in Spring 2021.

2.23 We will enrich the student experience and create value for external partners by developing new experiential learning opportunities with those partners, focusing on student entrepreneurship, work placement and service learning.

MU Inaugural placement and work-related learning fair (October 2019): over 860 students and 35 employers

Employer engagement with Experiential Learning Office in 2019–20:

79 Organisations (including 8 international) and Alumni

- i. 35 employers at fair, 11 delivered to students as part of the module Skills for Success, 6 provided simulated Interviews for students (133 simulated interviews)
- ii. 25 third sector, community and public sector including 8 international

Student and Employer engagement with Careers in 2019–20:

Classroom presentations: 10 departments, 26 courses, 1275 students

3131 student interactions

351 cv/application reviews

54 employers on campus

Over 2900 jobs advertised

24 on-campus careers events

	<p>Student and Employer engagement with Placement in 2019–20: 20 Undergraduate degrees 6 Postgraduate degrees (M.Sc. & H. Dip.) 9 Degrees with compulsory accredited placement - 91% of students placed The Placement Office engaged with 232 enterprises in 2019–20 398 students were placed through the Office in 2019–20 72 Student engagement/employability masterclasses delivered + individual support There was an overall reduction in numbers placed due to uncertainty caused by Covid-19 (467 were placed through the office in 2018–19) and reduction in overseas placements. Students whose placements were cancelled due to the pandemic were given alternative academically accredited projects.</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Deepen our engagement with local and regional communities, civil society and public service organisations, and enterprises to better meet the needs of those partners, provide additional experiential learning opportunities, and expand engaged and enterprise-facing research and innovation.</p>	<p>In 2017, 52% of our publications were with international collaborators. In the same year, we had 83 new collaborations with industry and 5% of our publications were with industry collaborators.</p>	<p>We have appointed a Vice President for Engagement, with responsibility for our engagement with local and regional communities and enterprises. We are very internationally focussed in our research.</p>	<p>No interim target for 2020 is provided in the Compact</p>	<p>Multiple engaged research activities underway – see above.</p>
	<p>The Maynooth University Student Experience (MUSE) Awards recognise and reward the student’s contribution to non-credit bearing activities such as work experience, volunteering, club and society involvement, student representation and lots more. These were piloted in the second semester of 2017–18 and fully rolled out in 2018–19.</p>	<p>96 students received this award in 2018-19. As well as being a strong addition to a CV, this Award will help the student to articulate the skills they develop on their journey towards becoming a distinctive Maynooth student and future graduate.</p>	<p>No interim target for 2020 is provided in the Compact</p>	<p>60 Awards in 2019-20. The number was impacted by the COVID restrictions, which reduced opportunities for many of the usual MUSE activities.</p>

iii. Interim targets, commentary and data source (maximum of 300 words)

Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.

Good progress has been made in this area. A senior academic post has been created, and relevant research activities are underway.

Opportunities in experiential learning have substantially increased, including our professional development and employability module, summer programme for undergraduate research (SPUR), the Maynooth University student experience award (MUSE), inaugural placement and work-related learning fair, and employer engagement through the three offices of Experiential Learning, Placement, and Careers. The Future Ready HEA project has significantly supported the development of these initiatives.

3. Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

MU's research outputs continue to be at a high level judged by international standards. In 2019 There were 587 publications recorded by MU authors in Scopus. In addition, there were published 39 books and 163 book chapters. 14.7% of the publications recorded in Scopus were in the top 10% of cited publications worldwide (field weighted) and the Field Weighted Citation Index for MU 2019 publications stands currently at 1.43. MU has endorsed DORA, and never uses Journal Impact Factors as a proxy for quality of research. The University's annual research and innovation report provides narrative detail of impact across multiple domains, including multiple significant engaged research projects.

In 2019/20 total new research awards amounted to €45M, with €28M to support MU researchers, and €17M for distribution to collaborating institutions.

Increase in doctoral registrations to 450 in 2019/20 has exceeded the interim target of 420. A significant contributory factor has been success in two of the SFI Centres for Research Training; they are Foundations of Data Science and Advanced Networks for Sustainable Societies. These will add approximately MU 60 PhD students over 4 years and the successes arose through the Hamilton Institute and Assisting Living and Learning Institute. There were 72 doctoral graduations in 2019/20.

Strategic Priority 3.1 We will contribute to the development of an excellent research and innovation system by investing in focused areas of strength to address major societal challenges to build research capacity and a research culture of international quality and outlook which is aligned to national and EU priorities and connected to major national research centres.

i. Institution Strategic Initiatives

3.11 We will strengthen our university research institutes and centres, to provide dedicated space, time and infrastructure for research, to support major research programmes and grants, to foster interdisciplinarity, to stimulate and nurture the development of research groups of varying scale, and to provide a platform for major interdisciplinary research programmes addressing significant societal challenges.

MU has established four university-wide multidisciplinary research institutes, namely the Hamilton Institute (Artificial Intelligence, Data Science, Robotics); the Arts and Humanities Institute; the Maynooth University Social Sciences Institute which encompasses the National Institute for Regional and Spatial Analysis and the National Centre for Geocomputation; the Kathleen Lonsdale Institute for Research in Human Health.

In addition to the four major interdisciplinary research institutes, we are developing four designated centres which represent areas of focussed excellence and future growth for MU, which have been bolstered by a number of recent strategic hires. They are:

- Assisting Living and Learning (ALL) Institute
- Innovation Value Institute
- ICARUS Climate Research Centre
- Centre for Ocean Energy Research

The ICARUS Climate Research Centre is the national leader in the area of climate change research.

	<p>3.12 We will prioritise participation in SFI Centres which align with our areas of strength and will invest in research capacity which enables such participation.</p> <p>Researchers from these institutes and centres have extended MU participation in 2019/20 in nine Science Foundation Ireland Research Centres; namely Lero (Software), Connect (Communications), Adapt (Digital Content), Confirm (Advanced Manufacturing), iForm (Advanced Manufacturing), Marei (Marine and Renewable Energy), Insight (Data Analytics), iCrag (Geosciences) and SSPC (Pharmaceuticals).</p> <p>3.13 We will add unique value to the national research landscape through a specific initiative at the intersection of technology and society, which will facilitate deeper consideration of the diffusion and impact of new and emerging technologies.</p> <p>The ALL (Assisting Living & Learning) Institute represents a major new initiative at the intersection of assistive technologies and society. In November 2019 the ALL Institute launched SHAPES (Smart and Healthy Ageing through People Engaging in supportive Systems), a €21 million European Commission funded health research project – the largest ever Horizon 2020 health grant led by an Irish university. The research project consists of a consortium of 36 partners across 14 European countries, and will run for four years. SHAPES will undertake research aimed at helping Europe’s ageing population to live actively and independently at home in their communities with the support of assisted living technology. It will foster the large-scale deployment of integrated digital solutions which will bring greater independence and improved quality of life to citizens while demonstrating significant efficiency gains in health and care delivery across Europe. The ALL Institute has also built a formal partnership with Microsoft in the area of Learning Technologies, that has led to their co-funding of a lectureship position.</p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Doctoral Enrolment	361 323 PhD and 38 Prof Doc	408 353 PhD +55 Prof Doc (March 2019)	420	450 (372 PhD + 78 Professional Doctorates)
Development of an excellent research and innovation system		We have developed four major research institutes to lead interdisciplinary research in the university, and which represent significant research strengths: <ul style="list-style-type: none"> • MU Social Sciences Institute • MU Arts and Humanities Institute • MU Hamilton Institute (ICT and mathematics) • MU Human Health Institute 	No interim target for 2020 is provided in the Compact	

iii. Interim targets, commentary and data source (maximum of 300 words)

Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.

Good progress has been made. The target for doctoral enrolment has been met, and the research institutes continue to grow.

Strategic Priority 3.2 We will increase by 30% our research income from EU, enterprise and non-governmental sources.				
i. Institution Strategic Initiatives	<p>3.21 We will strengthen our university research institutes and centres, to provide dedicated space, time and infrastructure for research, to support major research programmes and grants, to foster interdisciplinarity, to stimulate and nurture the development of research groups of varying scale, and to provide a platform for major interdisciplinary research programmes addressing significant societal challenges.</p> <p>See 3.11 above</p> <p>Total research awards in 2019/20 amounted to €45M, with €28M to support MU researchers, and €17M for distribution to collaborating institutions.</p> <p>Income in 2019/20 from research grants and projects showed an overall increase of €9.6m over the previous year (34% increase). The major part of this increase relates to income for EU projects led by MU and then distributed to research partners in other institutions (increase €8.5m). The biggest contribution to this was from the SHAPES EU project led by the ALL Institute.</p> <p>However, the income for research carried out on campus at MU has not significantly risen in 2019/20 over 2018/19, and this indicates that scale of activity is still lagging awards by a considerable extent. This can partly be attributed to slow down in expenditure following the onset of the pandemic in March 2020, and which affected the final 7 months of the year.</p> <p>In terms of new awards, researchers responded to the crisis with a number of short term research projects designed to understand and alleviate the effects of covid-19. In December 2020 a major multi-institutional climate change research project, led by the ICARUS Climate Research Centre and the National Centre for Geocomputation, has been co-funded to €5m by Microsoft Ireland and Science Foundation Ireland.</p>			
	<p>3.22 We will implement a refreshed strategy for EU funding to include targeted recruitment and specific supports for ERC and large EU project and consortium grant applications</p> <p>MU has secured just under €12M in H2020 and EU awards for activity at MU in the two years 2019 and 2020. In addition to the SHAPES project, this includes two European Research Council awards won by researchers in Law and Biology in the 2019/20 period, which is a significant success given that these are won in competition with researchers across all of Europe and open to all areas of research. Local expenditure from EU sources was 43.04M in 2019/20, which is just short of the target that was revised upwards in 2019. Research income from industry and non-exchequer sources has risen to 0.97M in 2019/20, exceeding interim targets.</p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Annual Research income from EU sources	€2.16m	€2.83 (2017-18 figure)	€3.20m	€11.5M in total EU income to MU with €3.04M income local.

Annual Research income from other non-exchequer sources	€0.76m	€0.614m (2017-18 figure)	€0.90m	0.97M
iii. Interim targets, commentary and data source (maximum of 300 words)	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>Income targets have been exceeded by a multiple of 3.</p>			

4 Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

MU serves a diverse and non-traditional population. In the 2019-20 academic year, 2,732 students (almost 24% of the student body) were identified as belonging to an under-represented group. Among the Irish Universities we have the highest proportion of students in receipt of a SUSI grant and the highest proportion of students from the most disadvantaged areas.

The Maynooth University Access Programme (MAP) actively works across the University and with our regional cluster to attract and support non-traditional students in higher education. We have an extensive pre-entry programme with strong investment in partnerships with parents, families, and communities, and a range of mainstream and specialist post entry supports for student success.

MAP has been very successful in securing PATH funding to address the system-level objective with the largest national initiative to diversity access to initial teacher education (PATH 1 – Turn to Teaching), and MAP is leading and co-ordinating €2.1m of supports for marginalised groups in the Midlands, East, North Dublin (MEND) region (PATH 3 – College Connect).

COVID-19 amplified the need for targeted support for the most vulnerable and disadvantaged students and MAP proactively responded with a 'reach-out' to students, providing additional advisory supports, laptop lending, and assistive technology as required.

Strategic Priority 4.1 We will build on our experience and achievements in supporting access, participation and success for students from diverse backgrounds, continuing our current programme and extending our work to address other groups that face barriers to participation and success in higher education.

i. Institution Strategic Initiatives

4.11 We will intensify the efforts of the Maynooth Access Programme (MAP) for those groups it currently serves (socioeconomic disadvantage, disability, and mature students) and extend our work to address the needs of other groups who experience barriers to participation and success (including lone parents, migrants and refugees, prisoners and former offenders, Traveller and Roma). This will be done through a combination of outreach activities, entry supports, and post-entry supports.

MAP has intensified support for the Access groups it currently serves through targeted entry supports (*Launchpad 2019 – Orientation Programme for Access Students; Shadowing Programme for Mature Students*) and innovative post-entry solutions, e.g., in relation to student mental health (*Student Central Service* established), access to technology (*Technology Transition Programme* developed) and mainstreaming inclusive academic support (*MAP Academic Advisors* identified in each department). MAP has extended its work to address the needs of other groups through a combination of targeted outreach, entry and post-entry supports e.g., *MU University of Sanctuary Scholarships, the Mountjoy Prison – Maynooth University Partnership* and the *Unlocking Potential Project*.

4.12 We will bring our experiences in ensuring student success across a very diverse student population and publish a Strategy for Student Success in the 2019/20 academic session. This strategy will include consideration of (i) entry routes and entry

standards, (ii) pre-entry information, (iii) orientation and initial information, (iv) advisory services, (v) support services, (vi) pass rates and standards.

MU is participating in the pilot phase of the Student Success Framework to be published by the National Forum and this will inform the development of our Strategy for Student Success. Elements during 2019/20 included: Orientation (7,502 student engagements 2,520 online engagements); The Writing Centre one-to-one appointments (c.400); Programme Advisory and Academic Advisory capacity moved online.

4.13 We will adopt a strategic approach to outreach and civic engagement activities which will include a greater focus on communities and groups who face the greatest barriers to participation in higher education. This will include establishing a network of community connectors (funded by the PATH programme) who will engage directly with under-represented groups, including Travellers, and make them aware of the opportunities and the supports available.

A network of community connectors has been established as part of PATH 3 – College Connect. A research and evaluation advisory group made up of senior academics across the participating HEIs was established in early 2020. Two members of the advisory group; Dr Fergal Finnegan and Prof. Hana Cervinkova have undertaken research with the community connectors as a resource to draw on for the overall evaluation of College Connect. A pilot ‘Community Needs Analyses’ (CNA) has been published as part of PATH 3 – College Connect (<https://collegeconnect.ie/community-needs-analysis-for-prisoner-and-former-prisoners/>) and three other CNAs (Traveller Community; people in the asylum system and refugees; and people applying to higher education with Further Education and Training (FET) awards) are at various stages of development and implementation.

4.14 Pre- and post-entry supports: We will continue to enhance our pre-entry supports. We will review and revise the certificate in science, which is a pathway to degrees in science. We will also review our pre-entry orientation for under-represented students. We will continue to expand our post entry supports including; (i) the MAP ambassador programme, (ii) Student Plus, an introduction to university learning, (iii) the mathematics support centre, and (iv) the programme advisory office.

A working group was set up to review and revise the foundation certificate programmes, the Certificate in Science was evaluated and embedded in the Faculty of Science with a Computer Science stream developed in 2020. The Launchpad MAP Orientation Programme for under-represented students was reviewed and 95% of attendees reported improved outcomes/greater engagement;

- (i) The MAP Ambassador programme (2019/20) included 180 current students volunteer as Ambassadors to support c.1,000 students to connect to MU. This has also been strengthened with collaborations with external partners including GAISCE and the Irish Prison Service. The MAP Ambassadors can have their volunteering hours accredited in partial fulfilment of a Maynooth University Student Experience (MUSE) award.
- (ii) Student Plus, an academic skills course for first year students.
- (iii) Maths Support Centre supported 9,852 students pre-Covid, 451 online post-Covid;
- (iv) Programme Advisory Office offers a convenient first point of contact for students who wish to seek advice or assistance with their general experience of University life. The office provides an ombudsman-like role for students who may be encountering difficulties in their programme of study.

4.15 We will continue to show regional and national leadership in responding to and implementing the strands of the PATH programme.

MAP has been addressing system-level objectives through:

- *PATH 1 – Turn to Teaching:* The foundation certificate programme *Think about Teaching* and the two-year school outreach and CPD programme (Rising Teachers Rising Leaders), the project has engaged with more than 200 participants from under-represented cohorts who are or aspire to be teachers, and 40 partner primary and secondary schools, and a network of 10 Further Education centres, 5 local area partnerships and a range of other community and advocacy groups.
- *PATH 2 – 1916 Bursaries:* During 2019/20 we received 275 applications for 10 Bursaries. All unsuccessful applicants were referred to the Student Budgeting Advisor to help identify further support.
- *PATH 3 – College Connect:* To date almost 400 young people and 90 mentors have participated in a range of mentoring initiatives; Work is underway by the All-Ireland Research Observatory (AIRO) in MU to develop the *Community Engagement Map & Dashboard* geographically maps and tracks the project team’s work in the community.

4.16 Travellers: We will specifically welcome and support students from the Traveller community. This is a specific focus for the community connectors, who will liaise with Traveller groups as part of a systematic outreach to Travellers. Travellers who have completed their university education will be encouraged to act as supporting ambassadors, and specific post entry support through one to one liaison will be provided for Traveller students.

In 2019/20 MAP held a year-long celebration of Travellers and Traveller ethnicity at the University. Key events included a living history exhibition and public lecture, as well as over 60 Traveller women gathered for an International Women’s day joint Kildare County Council and Kildare Traveller Action Group event. We have developed dedicated outreach, pathways and advisory supports for Travellers. In response to Covid-19, a Traveller and Roma Pop-Up Group was established involving a number of academic departments to direct the response for Traveller and Roma students. MU hosted a virtual round table discussion on 29th June 2020 for the third level sector, to consider the findings from the Higher Education Forum Report and to discuss how HEIs could reinforce existing commitments to increasing Traveller and Roma access, participation and outcomes.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Full-time new entrants to undergraduate level 8 degree programmes (headcount)	2,698	2,869 (March 2019)	3,140	3,270 2,973 in Maynooth, + 297 MIEC/FZU
New entrants from target socio-economic groups (D, F and G and J) as % of total new entrant respondents to EAS	21.9% (Note that this was based on the old definition which included null data in the denominator. We are now using a revised definition agreed with HEA which excludes	29% using new definition as at March 2019. (Note that this information will not be available in future as this question is no longer in the EAS.)	22.6%	n/a see note below re HEA deprivation index score as replacement of SEG in EAS

	null responses. The figure is 28.1% with the new definition.)			
New entrants from target socio-economic groups (D, F and G and J) (estimated headcount)	591 (old definition) 758 (new definition)	832 (new definition)	710	n/a
New entrants with a disability as % of total new entrant respondents to EAS	15.0%	23% but note that it is no longer possible to verify as this was not linked to a student ID in 2018/19. This figure seems inconsistent and may be exaggerated.	15.0%	18.8% as % of New Entrants excluding IEC/ FZU
New entrants with a disability (estimated headcount)	405	660	471	559 estimate extrapolated from EAS survey response. 415 students responded to EAS to say that they had at least one disability. They account for 18.8% of EAS respondents.
Full-time mature new entrants to L6, L7, L8 UG programmes	196	160	193	156
iii. Interim targets, commentary and data source (maximum of 300 words)	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>The Deprivation Index Score used by HEA for analysis of the spatial and socio-economic profile of students indicates that among the 7 Universities, MU has the highest proportion of students from disadvantaged areas (10%).</p> <p>We have exceeded our target for new entrants with a disability at 18.8%. However, mature student recruitment has declined, a trend noteworthy nationally possibly due to competing work, care-based and financial responsibilities.</p> <p>We consider that overall we have made significant progress in this area, generally exceeding what we had expected in terms of initiatives delivered and levels of engagement when compared to 2018–19.</p>			

Strategic Priority 4.2 We will support our staff in making curricula, teaching and learning more inclusive, international and intercultural and will work to create an inclusive academic environment.

i. Institution Strategic Initiatives

4.21 We will develop a framework for inclusive teaching, provide colleagues with the resources and support to use the framework in the design, delivery and review of modules and programmes, and raise awareness of the value of equality, diversity, inclusion and inter-culturalism in supporting academic excellence and enriching the learning experience for all students.

During 2019/20 the IUA Equality Network (including MU) collaboratively redeveloped an online Equality Diversity and Inclusion (EDI) training course (formerly LEAD) that will form the basis of the **5 ECTS Equality and Diversity module** of the PDHETL (Postgraduate Diploma in Higher Education teaching, learning and assessment), running for the first time in 2021.

Disciplines Inquiring into Societal Challenges (DISCs): project funded by *National Forum for the Enhancement of Teaching and Learning in Higher Education*. Conducted in partnership between students and staff from UCC, DCU, and MU. Launched 2019, to better understand the views/experiences of staff across disciplines regarding their professional development in the themes of gender consciousness, interculturalism, and community. Six MU DISCs Advocates participated in a professional development pilot programme focused on the incorporation of social justice principles in T&L across disciplines in the HE context. Including assigned texts, attending workshops, completing self-assessments, and sharing their experiences via blogs and vlogs on the DISCs website.

Teaching and Learning Seminar Series deliberately targets talks from experts in equality and diversity, e.g., ‘Teaching race and/at Maynooth’.

4.22 We will put specific supports in place to enable colleagues to make curricula, teaching and learning more international and culturally diverse.

The Department of Adult and Community Education and the Office of the Vice-President for Equality and Diversity co-hosted an introductory session on ‘*Creating Intercultural Learning Environments*’ on the 12th of March 2020. The session was facilitated by Philomena Obasi and Veronika Akinborewa and was based on their Erasmus+ funded [HE4u2](#) programme, which intends to make teaching and learning in Higher Education more diverse, responsive, and competitive by integrating inclusive pedagogies into existing curricula.

The Irish Universities Association’s Equality Network (including MU) has collaboratively redeveloped an online Equality Diversity and Inclusion (EDI) training course (formerly LEAD) that will form the basis of the **5 ECTS Equality and Diversity module** of the PDHETL (Postgraduate Diploma in Higher Education teaching, learning and assessment) and will run for the first time in academic year 2021.

4.23 We will create structures and opportunities, curricular, co-curricular and extra-curricular, to promote inter-culturalism and development of students’ intercultural competence.

Two **Maynooth University Student Experience (MUSE)** award themes that specifically encourage inter-culturalism are: ‘Social and Cultural’: Rewarding activities that celebrate and enrich our proud tradition of student involvement in the Arts, Sport and clubs and societies; and, ‘Internationalisation’: Rewarding activities that take place outside a student’s home country that expose the student to

	<p>new perspectives and cultures and/or an activity that happens on campus which contributes to the University’s mission to make our campus more international.</p> <p>MU Clubs and Societies actively promote inter-culturalism. Of note are our Africa, Chinese, Deutsch, Filipino, French, Indian, Islamic, Japanese, and Spanish Societies, as well as our ESN (Erasmus Student Network) Society: The Erasmus Student Network Society is Maynooth University's Section of ESN. It is a society that brings together both International and Irish students to ensure incoming international students can enjoy the best possible experience during their time here in Maynooth. ‘We plan trips and events in order to bring people together, make friends and create lifelong memories. We also help current students considering going abroad by providing information from our own experiences.’</p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Supporting our staff in making curricula, teaching and learning more inclusive, international and intercultural and will work to create an inclusive academic environment.	No baseline	Work on this is planned, and is part of the work programme for the Centre for Teaching and Learning. However, this has not yet been implemented.	No interim target for 2020 is provided in the Compact	Work is underway on this.
iii. Interim targets, commentary and data source (maximum of 300 words)	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>Substantial progress has been made in the development of supports for staff to make curricula, teaching and learning more inclusive, international and intercultural through the initiatives outlined above.</p>			

5 Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Student Feedback and Teaching Evaluation Initiative

Initiative Aim: To examine how qualitative and quantitative approaches to student feedback and teaching evaluation, at module and programme level, can support the enhancement of the student learning experience and contribute to the continuing professional development of staff who teach.

Timetable January 2020 – May 2021.

This interdisciplinary teaching and learning initiative will explore qualitative and quantitative approaches to the evaluation of teaching and learning approaches at programme, module and session level to support enhancement of the student learning experience and teacher development.

The initiative has two key elements which complement each other, and which will result in a developmental approach to evaluation. The first element centres around exploring module and programme feedback approaches; the intention here is to explore, pilot, and share the range of feedback mechanisms and feedback cohorts that can help in the enhancement of all elements of a programme or module. The second element concentrates specifically on evaluating teaching and as such is driven by a commitment to continuing professional development for all those who teach.

This pilot initiative will provide a basis for scaling up to an institutional approach of programme and module evaluation at Maynooth University. This initiative links directly with current practice and processes associated with Quality Assurance and Enhancement, including quality processes associated with continuing professional development for all staff who teach in the University.

Strategic Priority 5.1 We will further enhance our supports for teaching development and learning innovation.

i. Institution Strategic Initiatives

5.11 We will strengthen our capacity to support a culture of reflection and continuous improvement in teaching and learning practice and the adoption of innovative methodologies, through a seminar and masterclass series and a formal professional development programme.

Seminar Series and workshops 2019-20:

Technology Enhanced Learning (TEL) workshops: 58 events.

Events include TEL Workshops, EdTech Week Jan 2020, and TEL Webinars March - August to support remote teaching.

Staff attendance: 549

Teaching & Learning Seminar Series: 8 organised (5 were delivered and 3 were postponed due to Covid and attention turned to TEL Webinars from March 2020).

Staff attendance: 125

Postgraduate Diploma in Higher Education Teaching, Learning and Assessment, relaunched in 2019–20 (60 ECTS) with a 30 ECTS Certificate option. Stand-alone modules of the programme offered as CPD modules for other teaching staff of the university including *Digital Technologies in Higher Education* (10 ECTS) and *Equality & Diversity in Higher Education* (5 ECTS)
Staff numbers 2019–20: 12 with 11 continuing on to the diploma

CTL1: Postgraduate Certificate in Teaching and Learning for Tutors/Demonstrators (CTL): 5ECTS as an Elective within the structured PhD, offered in both semesters

Student numbers: 41 PG tutors/demonstrators across all three faculties

Enhancing Digital Teaching and Learning (EDTL) in Irish Universities is a 3-year project, funded through the HEA's Innovation and Transformation Programme, and aims to enhance the digital attributes and educational experiences of Irish university students. A range of activities were initiated at Maynooth University in respect of this aim during the reporting period, including the following:

- Participants on the 15-ECTS module TL514: Introduction to Teaching, Learning and Assessment in Higher Education were introduced to the European Framework for the Digital Competence of Educators (DigCompEdu) and were awarded the IUA EDTL Micro Credential: Getting Started with Personal and Professional Digital Capacity.
- Staff in the School of Modern Languages, Literatures and Cultures and School of Computer Science participated in workshops aimed at supporting them to develop their skills in line with the DigCompEdu framework, in areas including blended learning; assessment and feedback; and digital resource development, with some workshop participants subsequently being awarded the Getting Started with Personal and Professional Digital Capacity microcredential.
- A 10-ECTS online module TL517: Digital Technologies in Higher Education Teaching and Learning was designed and developed for rollout in the 2020/21 Academic year.

Maynooth University Teaching Awards 2019-2020

These awards were introduced to foster, recognise, and reward excellence in teaching activity which has led to particularly enriching and worthwhile learning for students, aiming to acknowledge the efforts of outstanding individuals or teams that contribute to excellence and innovation in teaching and learning across the university and enhance student learning.

5.12 We will establish a Teaching Innovation Fund and extend the current Teaching Fellowship programme to sponsor novel approaches to teaching and learning that have the potential for wider application and transformative impact and to support pedagogical research.

In 2019 the Centre for Teaching and Learning awarded five Teaching and Learning Fellowships. These Fellowships facilitated practice-based research into teaching and learning that contributed to the enhancement of teaching and learning within the University. The theme for the 2019 CTL Fellowships was Maynooth University as a Learning Community. Specifically, Fellowships addressed one or

more of the following areas: innovation in postgraduate education, inclusive, international and intercultural teaching and learning, blended and online learning, assessment and curriculum design, and students as partners in curriculum and enquiry.

<https://www.maynoothuniversity.ie/centre-teaching-and-learning/teaching-fellowships/2019-fellowships>

Dissemination: The results of the 2019 fellowship projects were published in April 2020: <https://www.maynoothuniversity.ie/sites/default/files/assets/document//Maynooth%20University%20-%20Fellowship%20Report%202019.pdf>

Our **Teaching Innovation Fund (TIF)** was launched in January 2020. The theme of the 2020 Teaching Innovation Fund was **'Inspirational Teaching for Student Success'** and included three teaching and learning initiatives for Maynooth University staff.

1. **Team Based Teaching and Learning Fellowships (Fellowships 2020)**, which support the development of disciplinary excellence in teaching and learning. Six Team Fellowships were awarded in January 2020. See below.
2. The **Spark** initiative was launched in February 2020. It supports small-scale teaching and learning enhancements. In total €20,000 was made available as part of the initiative with €5,000 allocated to each Faculty. As part of the **Spark** initiative, staff were able to apply for funding for teaching and learning projects from between €250 and €1,000. In total, 14 Spark initiatives were funded in 2020..
3. The third element of the Teaching Innovation Fund, is a **'Connect & Converse Teaching and Learning Showcase'** to disseminate the work of the TIF together with wider T&L initiatives across the university. This is scheduled for April/May 2021.

The **2020 Team Fellowships** formed a key part of Maynooth University's ongoing commitment to developing teaching and enhancing the student learning experience. The Fellowships were intended to contribute to enhancement of the student experience more broadly across the University and to build institutional capacity in teaching and learning. This Fellowship call built on previous themes and reflected the priorities articulated in the University's Strategic Plan 2018 – 2022. The theme for the 2020 Team Fellowship call was **'Inspirational Teaching for Student Success'**.

<https://www.maynoothuniversity.ie/centre-teaching-and-learning/teaching-fellowships>

Impact examples: one of the Team Fellowships resulted in the launch in January 2020 of a new blended programme: PG Certificate in Programme Design & Validation in FE & Training. This project was entitled Pure-CPD Blended Delivery (Pure Blend): Action research of blended learning delivery in a pilot level 9 Post Graduate Certificate in Programme Design and Validation (PDV1X). This is a CPD course to re-model excellence in technology enhanced learning delivery for Further Education and Training (FET) Professionals. Another Team Fellowship focussed on developing a Foundations of Law Online Module for Postgraduate Students which launched in Semester 1 2020–21.

5.13 We will fund the development and launch of three blended e-learning programmes in the 2019-2021 period, and will use our experience of these to develop a Maynooth University Strategy and Action Plan for blended and e-learning.

With the widescale move to remote teaching and learning mid-year, most of our programmes had to move fully online, nevertheless, a number of new programmes and modules were designed and developed specifically as blended or online courses.

1. In 2019–20 Critical Skills (as part of the Future Ready HEA funded project) developed blended, online asynchronous, and online synchronous programmes to deliver Semester 1 and 2 of Universal Critical Skills. The pandemic precluded delivery of the blended model. However, we delivered pilots of the asynchronous programme in the summer of 2020. We developed persistent resources and a dedicated site to host them: www.criticalskills.ie. We gathered valuable student survey data and learning analytics from the pilots relating to student engagement. These data will prove invaluable in developing the Maynooth University Strategy and Action Plan for blended and e-learning.
2. Professional Development and Employability modules: In 2019–20 (as part of the Future Ready HEA funded project) blended versions of these modules were designed and delivered using a live setting that enabled active breakout rooms and employer engagement virtually. Students also benefited from valuable resources such as [an Online Simulated Interview Platform](#) to perfect video interviewing techniques, alongside a 24-7 online CV-review tool, that provided instant personalized feedback.
3. 2019–20: launch of MHA87 **Postgraduate Certificate in Programme Design and Validation in Further Education and Training** (emerging from a 2020 team T&L fellowship):
https://www.fess.ie/images/stories/ResourcesForTutors/2019_MU_PDVFET_Course_Information_Brochure.pdf

Additional, new blended or online courses:

4. Dianchursa I Scríobh na Gaeilge [Intensive Course in Written Irish (online) (new for 2019-20 but not certified yet)]

Revision or development of existing blended or online programmes:

The Masters in International Development is fully online rather than a blended e-learning programme. Over 2019–20 the staff started to review the modules on this MA programme following feedback from staff and students. This review and redevelopment of modules is ongoing with the inclusion of more screencast recordings over static PDFs and Word documents and a review of the assessments.

2019-20 initiative: Developing Disciplinary Practice in Blended Learning Curriculum Design (National Forum for the Enhancement of Teaching and Learning, SATL 2019 funding)

This will develop disciplinary capacity in blended learning curriculum design with one postgraduate programme team (Design Innovation). It will provide a basis for scaling up to an institutional approach to developing programme teams' capacity in designing blended learning curricula and will feed into the development of our strategy and action plan for blended and e-learning.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of staff engaged with teaching development programmes	No baseline provided	Masterclass series: 8 seminars last year with a total attendance of 246 (2018-19)	No interim target for 2020 is provided in the Compact	Masterclass series: 8 seminars organised last year. First 5 were delivered with a total attendance of 125 (2019-20). The last 3 scheduled after March 2020 were postponed due to Covid and the series was merged with the TEL workshops to support staff working remotely.
		Centre for Teaching and Learning: Technology Enhanced Learning (TEL): 44 events were organised with 221 staff in attendance (2018-19)	No interim target for 2020 is provided in the Compact	Technology Enhanced Learning (TEL): 58 events were organised with 549 staff in attendance (2019-20)
		The newly launched PG Certificate in Higher Education Teaching, Learning and Assessment had 12 staff Enrolled in 2019-20.	No interim target for 2020 is provided in the Compact	PG Cert in Higher Education: 12 staff completed and 11 are continuing on to the Diploma. 41 PG students who teach completed the Postgraduate Certificate in Teaching and Learning for Tutors/ Demonstrators (CTL1)
Student progression rates	12% non-presence rate, HEA definition (16/17 to 17/18)	13% non-presence rate, HEA definition (17/18 to 18/19)	No interim target for 2020 is provided in the Compact	11% non-presence rate, (2018-19 to 2019-20)
Number of students enrolled to blended learning programmes	No baseline	New flexible programmes are in preparation, not yet launched.	We will fund the development and launch of three blended e-learning programmes in the 2019-2021 period and will use our experience of these to develop a Maynooth University	We funded the development and launch of three blended e-learning programmes during the 2019-20 academic year (with a fourth also launched).

			Strategy and Action Plan for blended and e-learning.	Additional students enrolled in new blended or online learning programmes for 2019-20: 147 Total students enrolled in blended or online learning programmes for 2019–20: 1037 (excluding those that moved online due to Covid-19)
iii. Interim targets, commentary and data source (maximum of 300 words)	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>We consider that we have made significant progress in this area, generally exceeding what we had expected in terms of initiatives delivered, timelines, and levels of engagement when compared to 2018–19 figures.</p>			

Strategic Priority 5.2 We will enhance our quality assurance and quality enhancement processes and strengthen the link between quality enhancement and strategic planning.

i. Institution Strategic Initiatives

5.21 We will use the forthcoming CINNTE independent review of our quality assurance/quality enhancement processes to further develop a culture of continuous quality enhancement and to formalise the links between quality assurance and strategic planning at institutional, faculty and departmental levels.

For the reporting period, some key areas identified for enhancement were:

- Enhancement of staff development activity and staff promotions. Staff development activities have increased, and the promotion scheme has been revised.
- Enhancement of systems to collect and utilise student feedback on teaching & learning and the student experience. A decentralised approach was agreed, to allow customisation of questions.
- Information platforms and institutional research capacity – enhancement of institutional research capacity is underway.

In addition, there has been substantial progress in infrastructure and space planning, with commencement of the major new build, and an associated series of refurbishment and re-purposing developments.

5.22 We will implement a faculty-level strategic planning process, to support the planned growth of the university, foster interdepartmental collaboration, promote quality enhancement, and link quality assurance/quality improvement processes to formal strategic planning.

Academic planning is done in annual planning and staffing reviews, chaired by the Deans. These result in decisions about strategic programme development, and academic staffing. Faculty executives (Dean and Heads of Department) meet regularly (normally weekly) to coordinate the Faculty.

Faculty Deans are members of University Executive (UE) that provides for discussion and planning of strategic matters at University level and are used to inform local planning measures. UE discussions are informed by the University Strategic Plan 2018-2020, reports such as the QQI CINNTE Institutional Review report, national reports related to key aspects of higher education, and other developments and emerging issues as they are identified at Faculty, University, or national level.

Quality Improvement Plans (QIPs) produced by Departments within a Faculty, following receipt of their quality review reports, address each of the recommendation made in the reports. The QIPs are discussed and agreed with the head of department at a high-level meeting with the President, The Vice President Academic., the Dean of Faculty and the Director of Quality. Finalised QIPs are included as part of the Departments planning process and form part of heads of department discussions with the Dean. Departments are also requested periodically to provide follow-up progress reports to the Quality Office.

5.23 We will establish annual quality enhancement themes derived from those recommendations within quality reviews that are best delivered at faculty or university level.

	Following completion of the quality reviews of all academic units within a Faculty the associated peer review reports are analysed with a report of key and common themes produced. This is used to identify areas for enhancement at Faculty or University level with actions taken as appropriate.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of quality enhancement themes identified and developed	No baseline	We completed an institutional quality review in 2018-19, and completed departmental quality reviews of the Departments in the Faculty of Science and Engineering. We are now moving to identify annual quality enhancement themes.	No specific target set in the Compact	3 themes identified and progress made on each.
Completion of Faculty Strategic Plans	No baseline	No update provided	No specific target set in the Compact	Faculty strategic planning progress has been strengthened.
iii. Interim targets, commentary and data source (maximum of 300 words)	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>Of five key enhancement-led thematic areas identified in the QQI CINTE review of 2018/2019 (Staff development & Promotion; student feedback; information platforms & institutional research; space & staffing; and workloads) all aligned with commitments made in the University Strategic Plan 2018-2022. Similar themes arose, as areas requiring attention, from an analysis of findings and recommendations of the quality review peer review reports of academic units of the Faculty of Social Sciences and of the Faculty of Science & Engineering.</p> <p>Over the period 2019/20, the University has made progress in four of the areas: Staff development & Promotion; student feedback; space & staffing, and information platforms & institutional research. In terms of space, completion of existing building projects continued with extra finance assisting that process, additional space was acquired, or leases were extended. In the area of staffing, a number of key appointments were made, or finance was committed to new positions, such as in the EDI, and IT service areas; restructuring and review of staffing in other areas was also undertaken.</p> <p>In relation to staff development & promotions, the staff development function in HR was strengthened with recruitment of additional staff including a Learning & Development Manager. A substantially expanded range of supports and training programmes were put in place catering for the needs of the different categories of staff. The Teaching and Learning training programme for academic staff was</p>			

recommended and was made available in a more flexible format to enable staff to take it up (flexible timing, etc.) Promotions for academic staff also recommenced.

In terms of student feedback, a new department-led approach to module & programme evaluation was introduced and funding was secured as part of the Strategic Alignment Teaching and Learning Enhancement (SATLE- HEA and National Forum) project for a Students Feedback and Teaching Evaluation Project with the appointment of a researcher to work in this area.

In the area of information platforms & institutional research preliminary work was initiated with the University ITS system upgraded and a new reporting platform for the system, to enhance reporting and analysis capability, was identified for use. Work is ongoing in this area.

The development of a workload model was not commenced but the University remains committed to developing a model as soon as is possible.

6 Demonstrates consistent improvement in governance, leadership and operational excellence.

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Maynooth University is committed to strong governance and oversight of its decision making. The University has adopted the *Code of Governance for Irish Universities 2019* and is working to fully implement its provisions. The University has recently overhauled its Risk Register preparation process and agreed with its Audit and Risk Committee how this will be monitored and reviewed. An independent Chairperson was appointed to the University's Finance, Human Resources and Development Committee in December 2020.

The University Executive underwent *Leading in a Challenging Environment* training in January 2021. This training supplemented training for the University Executive and Heads of Departments on gender and on dispute resolution. Training is also provided on an annual basis to Heads of Departments on budget management and the control of expenditure as well the role of the Head of Department. A number of female staff have gone to an Aurora training programme.

Maynooth University is constantly reviewing its processes and day to day methods of working and seeks to both them and make them operationally excellent. In the last three years, Maynooth University has automated its staff expenses re-imburement process, its occasional pay processing process, its accounts payable process and its process for the grading of student exam results.

Strategic Priority 6.1 Maynooth University will take specific strategic initiatives to advance equality and diversity amongst staff, focusing in the first instance on gender equality.**i. Institution Strategic Initiatives**

6.11 We will implement the Athena Swan Gender Equality Action Plan for Academic Staff, and develop and implement a comprehensive Gender Equality Action Plan for all staff, which will address the recommendations of the HEA National Review of Gender Equality in Irish Higher Education Institutions and the Task Force on Gender Equality in Higher Education. We will prepare the University to apply for an Athena Swan Silver award.

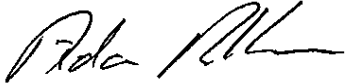
Our Gender Equality Action Plan incorporates the HEA Expert Group recommendations and the Gender Equality Taskforce actions. It is deliberately ambitious, outlining challenging targets and goals for the University with a view to applying for a Silver Athena SWAN Institutional award in 2025. In 2018, we were the first in Ireland to achieve an Institution Bronze Athena SWAN award under the expanded Charter and followed this with departmental Bronze awards for Biology, Geography and Law in 2018, 2019 and 2020, respectively. With a further 9 currently in preparation. The appointment of a full Vice President for Equality and Diversity (2019), who is a member of the senior management team, is also a clear indication of the seriousness that the University places on achieving sustainable organisational and cultural change for both staff and students.

6.12 We will target recruitment and retention of excellent women researchers and academics, particularly in disciplines and at grades where women are under-represented.

We have targeted the recruitment and retention of excellent women through securing two *Senior Academic Leadership Initiative Professor Posts*, offering *Women in STEM Athena SWAN Doctoral Scholarships* and *30%Club MU Masters Scholarships*, and implementation of a suite of training and development for all staff and students on mitigating bias, being an active bystander and Active*Consent.

	<p>6.13 We will develop an equality-in-employment monitoring system, undertake an equality-in-employment workforce profile and produce equality-in-employment data annually.</p> <p>Collection of equality-in-employment data is underway, however the very low data for female applications in STEM may reflect a need for a targeted campaign to raise awareness about the importance and value of disclosing EDI information and to give people confidence about disclosing this information (e.g. the default ‘prefer not to say’ option was selected by 47% of applicants, with 41% selecting ‘male’, and only 12% selecting ‘female’).</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Increase the number of applications from women for promotion to Professor B</p>	<p>34%</p>	<p>Promotions delayed until November 2019</p>	<p>No promotions</p>	<p>42%</p>
<p>Increase the number of applications from women for promotion to Senior lecturer</p>	<p>42%</p>	<p>Promotions delayed until November 2019</p>	<p>48%</p>	<p>46%</p>
<p>An increase in applications from women for academic staff positions in STEM</p>	<p>27%</p>	<p>2019 data not yet available. 2017 – 23% 2018 – 18%</p>	<p>33%</p>	<p>12%</p>
<p>An increase in applications from women for postdoctoral positions in STEM</p>	<p>29%</p>	<p>No data provided</p>	<p>36%</p>	<p>23%</p>
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>KPIs Information workshops and increased communication via a dedicated website/emails helped to increase the number of applications from women for promotion to Professor B and Senior Lecturer. However, STEM applications have not increased and further work is needed on this.</p> <p>Substantial progress has been made but targets have not been met in full and potential reasons identified.</p>			

Strategic Priority 6.2 Maynooth University will, through its governance structures, demonstrate in a transparent manner our value and contribution to society and build public trust.				
i. Institution Strategic Initiatives	<p>6.21 Maynooth University Governing Authority will carry out a review of its governance infrastructure to ensure it meets best practice standards, the provisions of the Code of Governance and relevant legislation, and takes into account the outcomes of rolling governance reviews.</p> <p>A review of governance structure was completed in 2019, and a project to update governance instruments was commenced and will complete during 2021.</p> <p>6.22 We will ensure annual governance statements and annual financial statements continue to be comprehensive, transparent, account for trusts and foundations and are delivered to agreed deadlines</p> <p>Done, as evidenced by the fact that we meet the three-month deadline to present final accounts to the C+AG, and the final accounts are signed off by C+AG and published on our website within six months of year end.</p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Timing of submission of annual governance statements and financial statements	No baseline	The university governance is appropriate and is performing well. It will be further strengthened by the recent completion of a review of the effectiveness of Governing Authority, and by the implementation of the 2019 Code of Governance for Irish Universities. Some weaknesses have been identified recently in the frequency with which the risk register is updated, and it has been agreed that it should be updated at least annually	No specific target indicated	Maynooth University submits its Annual Financial Statements to the C&AG within three months of the year end and the Annual Financial Statements are certified by the C&AG within six months of the year-end. The Annual Governance Statement is submitted to the HEA before the end of March annually.
Level of spend that is judged not compliant with public procurement policy	No baseline	No update provided	No specific target indicated	In 2019/20 €174,000 of expenditure has been identified as non-compliant down from €314,000 in the prior year.

<p>Staff numbers Staff:student ratios</p>	<p>No baseline</p>	<p>No update provided</p>	<p>No specific target indicated</p>	<p>As per HEA definition in Institutional Profile Technical documents, SSR: 2017/18 – 26.6 2018/19 – 25.3 2019/20 – 25.4 2020/21 – 25.2 (based on 01 Nov provisional student FTE)</p>
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p> <p>Please colour code this box in line with progress achieved.</p>	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>Targets have been met and there has been substantial progress in updating governance structures.</p>			
<p>7 Signature: <i>Of the President or on behalf of the President (please sign in space below)</i></p>				
<p>Signature:</p>	 <p>Professor Aidan Mulkeen Vice-President Academic, Registrar and Deputy President. Leasuachtarán um Chúrsaí Acadúla, Cláraitheoir agus Uachtarán Ionaid.</p>			
<p>Date:</p>	<p>12 March 2021</p>			