



Mission-based Performance Compact

Between

Maynooth University

And

The Higher Education Authority

Self Evaluation and Progress Report

JUNE 2015



1. Regional Clusters

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final Target, end 2016	Summary
1. Agree and implement processes to establish and support a sustainable and shared academic planning process to ensure coherent, coordinated and rational higher educational provision across the region. The shared academic planning process will involve: (a) preparation of projections of demand for higher education in the region and consideration of options for a strategic approach to provision by the cluster institutions; (b) preparation of a scoping study that will map existing course provision, student numbers, catchment areas, and arrangements for access, transfer and progression. It will seek to identify areas of demand, potential for collaboration, and	The cluster institutions will agree and implement a regional cluster plan for higher education provision. More specifically, we will monitor: (a) the number of CAO entry routes by institution; and (b) the number of, and enrolment on, joint academic programmes.	There is an absence of systematically compiled data and information at the regional cluster level.	Agree methodology for projections of regional demand. Complete scoping study data collation and analysis. Complete draft report on review of systems, protocols and procedures for joint academic programmes.	<p>Very considerable progress has been made in implementing the objectives agreed by the Cluster HEIs with the HEA. All targets have been achieved.</p> <p>The Cluster represents one-sixth of total enrolments in the entire HEA funded higher education system. The constituent institutions cater for distinctive geographical hinterlands by providing an extensive range of programmes across NFQ levels 6 to 10. There are strong commonalities and complementarities in provision of programmes between each of the universities and each of the Institutes, and particularly strong complementarities between the universities and the institutes. The Cluster activities are led by the Registrars, with oversight provided by the Cluster Board which includes the Presidents and Registrars of each institution along with the Maynooth University Vice-President for Strategy and Quality.</p> <p>An important factor in the success of the cluster has been its capacity to harness expertise across the four institutions to make successful bids for funding targeted towards collaborative projects. This regional cluster was the only collaboration awarded funding under the SIDF programme. More recently, three of the ten projects funded by the National Forum for the Enhancement of Teaching and Learning involved the cluster members. Two of the projects explore the potential of digital technologies to support flexible learners and provision of feedback in first year. The third examines examples of resources and types of formative assessments to support first year UG mathematics education.</p>	Outputs from scoping study and high level demand projections reviewed by Cluster Board, and management and governance structures in each institution. A draft plan for regional academic programme provision will be completed and agreed among, participating institutions, and discussed with the HEA. The draft plan will include high level targets for undergraduate and postgraduate provision, and an agreed approach to CAO entry routes in line with national the national process.	Commence implementation of plan for regional academic programme provision and commence implementation of rationalised entry routes. The number of, and enrolment on, joint academic programmes as agreed in shared academic programme finalised in 2015. Complete review of pilot phase of delivery of shared and joint programmes at undergraduate and postgraduate levels.	


<p>potential for more coherent and rational provision; and (c) a review of the student records and administrative systems and agreement of protocols for the development, approval, management and delivery of joint programmes, and also shared registration, alignment of marks and standards, and quality assurance procedures.</p>				<p>A high level Working Group from the four HEIs reviewed enrolment patterns, the range of programmes provided and levels of demand, and also progress towards the 2016/17 Compact targets, and longer term demand projections. The review highlighted some shifts in demand between full-time and part-time students, more emphasis on level 8 degree programmes, and shifts in demand across the major ISCED categories, with different responses from the Universities and Institutes in relation to each of these shifts in demand patterns. There is very little evidence of programmes for which there is insufficient demand, but the projections for the next 15 years indicate that a significant expansion in demand is likely to occur. The DES 2014 full-time UG demand projections imply that the numbers of full-time UG new entrants to the four HEIs could increase by between 2,570 (assuming no increase in current share of all new entrants) and 3,580 (sustained modest rate of increase in line with recent years) over the period to 2028. The comparable figures for increases in total enrolments are 7,720 and 8,100. Increases of this scale will require a coherent and rational approach at national and cluster-levels to planning for increased provision of higher education.</p> <p>Work on reducing the number of designated entry routes is progressing at a national level with leadership provided by leaders of the cluster HEIs.</p> <p>A Working Group that included the Registrars and others has prepared a <i>Protocol for the initiation, approval, management and implementation of joint academic activities within the Midlands East, North Dublin (MEND) cluster</i>. This provides a framework for resolving a wide range of issues that are likely to arise in the context of joint programme provision. This WG also examined the requirements for effective, reliable and efficient systems for <i>Student Data Exchange for Joint Academic Programmes</i>.</p>	<p>Develop and collectively approve proposals in relation to systems, protocols and procedures for shared and joint academic programmes, and also agree performance indicators for collaborative provision.</p>		
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<p>2. Develop a regional approach to access, transfer and progression.</p>	<p>The cluster institutions will: (a) develop an integrated regional approach to access, transfer and progression; and (b) Prepare regional inventory of all options and mechanisms for ATP from FE to HE at programme and institutional level. The quantitative performance indicator will be the number of students transferring into or between institutions.</p>	<p>There is a complete absence of systematically compiled data and information at the regional cluster level.</p>	<p>Complete inventory of current options and mechanisms for ATP into or between cluster institutions and from FE to HE at programme and institutional level.</p>	<p>A further project has reviewed the procedures for access, transfer and progression between the HEIs and also between the FE and HE institutions in the regional cluster. A Higher Education and Further Education Network has been established and is supported by an MOU signed the Presidents, and CEOs of the relevant ETBs. A prototype portal has been developed to assist students to navigate through the extensive range of FE and HE programmes that are available, identify the locations at which courses / programmes are provided, and provide information on pathways between FE and HE provision. The prototype is a model that could be rolled out across the entire HE and FE sectors.</p> <p>The prototype portal can be accessed at http://pathways.maynoothuniversity.ie/</p> <p>A summary of the outputs from the Cluster SIDF projects is included in Appendix A: Slides for Launch of MEND Cluster SIDF project outputs. A full report will be completed over the summer.</p> <p>The success of the Cluster can be attributed to the leadership and commitment provided by the four leadership teams; the sustained efforts to build trust and relationships at different levels between the institutions; and the availability of funding via the SIDF that provided resources to progress projects that are closely aligned to the institutional strategies. The main challenges for the future are (a) the need to clarify the overall objectives for regional clusters as a component of the higher education landscape and (b) the absolute necessity to provide an additional funding line to sustain worthwhile projects and to support the governance, management and further development of the Cluster.</p>	<p>Identification of new progression routes and agreement on pathways to be enabled in 2016; performance indicators agreed for transfer and progression</p>	<p>Full implementation of new transfer and progression pathways under way.</p>	
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2. Participation, Equal Access and Lifelong Learning

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final Target, end 2016	Summary
1. Increase undergraduate intake in a planned manner	1.New entrants to MU as % of total new entrants to all HEA funded HEIs	4.5%	5.0%	<p>The target has been exceeded.</p> <p>Maynooth University has continued to grow rapidly with student headcount reaching 10,616 in 2014/15, an increase of 1,002 (10.4%) since 2010/11. The demand for undergraduate places has been particularly strong with the number of CAO first preferences up by 474 (15.1%) since 2010/11.</p> <p>The number of new entrants to MU increased by 197 (10.2%) from 1,925 in 2010/11 to 2,122 in 2013/14. A further increase of 305 occurred in 2014/15</p> <p>The MU share of new entrants to all HEIs was 5.1% in 2013/14.</p>	5.2%	5.4%	
	<i>Original indicator defined for L8 degree new entrants was revised to permit comparison with HEA data on all new entrants</i>						
	2.Undergraduate enrolment to L8 degree programmes	5,928	6,441	<p>Total UG level 8 enrolment in 2014/15 is 7,363. This is 922 (14.3%) ahead of target, and already very close to target for 2016/17. The increase includes 182 linked to the finalisation of the incorporation of Froebel College and 111 due to redesignation of theology programmes provided jointly with SPCM . The remainder is related to (a) new programmes (e.g, 159 in Law), and (b) expansion of existing programmes in Computer science and software engineering, (139), the Science omnibus programme (171), Business programmes (131) and the BA International programme (127).</p> <p>The University has already embarked on a major capital development programme that is 50% financed by the EIB to support the expansion in enrolment. It will provide much needed additional space for teaching, academic and support staff and also student accommodation. A significant investment in new IT systems to support a rapidly growing university is also underway.</p>	6,754	7,478	
					Revise to 7,865	Revise to 8,602	
					The revised target is based on the MU projection model	The revised target is based on the MU projection model	

2. Stabilise decline in postgraduate enrolments over short term and plan for subsequent growth	MU share of total PG enrolments in all HEIs	6.0% Correct figure for 2010/11 is 5.3%	6.0%	MU share of total in 2014/15 is 5.3% (HEA Website source of comparative data). Maintaining share is particularly challenging in a context where reduced state funding for postgraduates has contributed to shifts in demand towards more professional programmes. The University is reviewing its portfolio of taught postgraduate programmes.	6.0%	6.0%	
	Total postgraduate enrolment excl. Occasional students	1,774 Revise to 1,812	1,893	PG enrolment target of 1,893 for 2014/15 was exceeded by 12. Future total PG enrolment will be largely driven by the trend in year one enrolments. All PG year one enrolments increased by 73 (5.5%) since 2012/13, including an increase of 21 in research students. Final target is likely to be achieved. <i>The baseline figure omitted 38 L9 PG cert enrolments. The correct baseline is 1,812</i>	1,906 No change	1,917 No change	
3. Retain at least the current proportions of students from designated groups	Proportion of new entrants from (a) targeted SEGs, (b) with a disability, (c) Mature	22%	20%	The 2010/11 figure has been recalculated as 20% and this should be the figure for the targets. The average SEG proportion between 2010/11 and 2014/15 was 20.4%, and has reached 21.5% in 2014/15. The MU proportion in 2012/13 was the highest among the seven universities. Target achieved. The proportion of new entrants with a disability increased from 10.5% in 2010/11 to 13.1% in the current year. The MU proportion in 2012/13 was the second highest among the seven universities. The number of mature student applications to MU declined from 1,020 in 2010/11 to 889 the following year but has since increased steadily to 1,029 in 2014/15. However, the number of mature new entrants to level 6, 7 and 8 programmes declined steadily from 345 to 261 and, therefore, the mature share of new entrants has fallen from 18% to 11%. A similar trend is evident across the University sector where the mature student share of new entrants declined from 11% in 2010/11 to 8% in 2013/14. MU continues to have the highest share of mature students among the UG new entrants: 15.5% in MU vs. 9.0% in all universities in 2012/13 (latest published data by HEA) The decline over recent years is thought to be mostly due to fewer students having sufficient financial resources to cover fees, accommodation and in some instances childcare. An additional factor is the availability of alternative courses through Labour Market Activation initiatives. There is also some evidence in MU of an increase in the attrition rate among mature new entrants.	20%	20%	
		10%	10%		10% Revise target to 13.5%	10% Revise target to 14.0%	
		15%	15%		15% Revise target to 11%	15% Revise target to 11%	

<p>4.Continue to increase provision of specialist supports provided for non-traditional students</p>	<p>(a) Pre-entry programme for mature students (b) Transition supports for students from non-traditional backgrounds (c) Individual assessment for assistive technology for students with a disability</p>	<p>Baseline (a) Pre entry programme offered to all mature students (b) Learning to learn and peer group support provided to all HEAR students (c) Assistive technology advice available to incoming students with a disability</p>	<p>Maynooth University has through collaborative partnerships developed an outstanding range of outreach activities aimed at removing barriers to progression to higher education and creating realistic expectations among schools, parents, adult learners and communities who historically do not access higher education.</p> <p>The University has also developed a range of flexible pathways to enable students to access third level education; a series of initiatives which enable students to make a successful transition to third level study, and a range of innovative post-entry supports aimed at achieving equity of participation while supporting students to develop as independent learners.</p> <p>A special pre-entry Foundation Level 6 Certificate course is provided for mature students who wish to enrol in science and engineering programmes. The number enrolled in this course increased from 15 in 2013 to 21 in 2014.</p> <p>A one year full-time Higher Diploma in Science (Software Development) is also available for students with no previous experience of information technology. The course is supported by the Springboard initiative.</p> <p>In addition in 2013 the Access Office introduced a three day pre-registration on-campus residential orientation programme, Launchpad, for incoming HEAR and DARE students to facilitate their transition to the University. The number of participants increased from 210 in 2013 to 243 in 2014.</p> <p>A comprehensive review of all supports has been undertaken and significant progress has already been made on implementing recommendations from the review. 19 of the 30 recommendations will be implemented by end 2015 (63.3%)</p> <p>Targets exceeded</p>	<p>Evaluation of existing services and recommendations for enhancement</p>	<p>Enhanced provision of services including implementation of at least 30% of recommendations</p>	
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3. Excellent teaching and learning and quality of the student experience

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final Target, end 2016	Summary
1. Develop a distinctive Maynooth undergraduate curriculum	Introduction of a new undergraduate curriculum in NUI Maynooth. Quantitative performance metrics will include median CAO entry points; outcomes for engagement and learning from Irish National Student Survey; employer survey outcomes	Curriculum Commission established and holding consultations	A revised curriculum will be designed and made available to applicants.	<p>Students at Maynooth University have consistently rated very highly the quality of their entire educational experience. According to the 2015 ISSE 82% of final year undergraduates rate their entire educational experience at MU as either 'good' or 'excellent', compared to 77% for all final year UG university students. 85% of all students who have studied at Maynooth would chose Maynooth if they were starting again.</p> <p>A key contributory factor is the relationship between students and academic staff at Maynooth. The ISSE 2015 confirms a rating by students of 5.3 on a scale for 1 to 7 for the friendliness/availability/ helpfulness of MU academic staff, compared to 4.9 for staff in all universities.</p> <p>The 2015 U Multi-Rank scores for MU on the Teaching and Learning indicators compare very favourably with the scores for the three other universities (UCC, DCU and UL) that participated in the U Multi-rank survey. The MU scores are in the upper end of the international distribution.</p> <p>Academic standards in Maynooth University are constantly benchmarked against those in other Universities through the External Examiner system. 100 external examiners are appointed for the current year, covering all programmes. 66% are from the UK, 5% from other international universities and 29% from other Universities in Ireland.</p> <p>Building on this tradition the University embarked in 2012/13 on a major reform of the undergraduate curriculum led by the President and coordinated by a Curriculum Commission that included representatives of staff and students from across the University.</p>	<p>Initial intake to the revised programme</p> <p>Pilot testing of key aspects of the revised programme will commence in 2015/16</p>	<p>Evaluation of the first year of the programme, including student evaluations and reaction from an expert group including employers.</p> <p>Work is already progressing on devising a methodology to measure the impacts of the new curriculum.</p>	

				<p>The Curriculum Commission has completed its work. Following extensive internal and external consultation a final report with a comprehensive work programme has been approved by the Academic Council and the Governing Authority. Key elements of the Maynooth Undergraduate Education Initiative are: (a) a succinct statement on MU graduate attributes (b) new structures for undergraduate degrees with greater flexibility in subject combinations and progression pathways; (c) credit bearing elective modules open to all students; (d) revised academic policies, rules and regulations; and (e) a framework for experiential learning. In addition a new internal resource allocation model has been designed to incentivise reform, new/ upgraded IT systems will be installed to support the implementation of the Curriculum, and additional teaching resources have been identified to support implementation.</p> <p>The specific proposals are informed by reviews of recent initiative to reform undergraduate curricula in universities outside Ireland and by feedback from both the Irish Survey of Student Engagement (ISSE), the National Employers survey and data from the annual HEA First Destinations Survey.</p> <p>An implementation process led by the President commenced in September 2014. Eight Working Groups have addressed the issues highlighted above and already items (a) to (e) have been approved by the Academic Council, and the new internal resource allocation model has been agreed with the Heads of Departments. A new grade of academic staff has been introduced to support key aspects of the teaching of skills focused modules.</p> <p>Provision of a first year skills programme and optional elective modules will be implemented on a pilot basis in 2015/16 to be followed by roll-out of the full new curriculum in 2016/17.</p>			
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				The implementation will be supported by an enhanced orientation programme and a new peer mentoring initiative.			
2. Continue to strengthen our portfolio of taught postgraduate programmes	Revised portfolio of taught postgraduate advanced disciplinary and interdisciplinary programmes aligned to our academic and research strength and addressing important societal needs and challenges	Review of taught postgraduate programmes has commenced	Revised postgraduate portfolio developed	<p>The review of the portfolio of taught postgraduate programmes has been delayed slightly due to the pressures of work associated with the reform of the undergraduate curriculum. The review will be completed in 2015/16.</p> <p>Progress on enrolment patterns is reported in section 2 above.</p>	Revised postgraduate portfolio implemented	Stabilised postgraduate enrolment.	
3. Enhanced support for student learning, doubling of the numbers availing of writing centre, maths support and study skills support.	Numbers availing of the support centres.	933 individual students registered for support centres.	1,300+ students registered at drop-in sessions	<p>The University continues to improve and expand the range of academic support services available to students. In 2013/14 889 unique students participated in tutorials provided by the Maths Support Centre; 459 attended sessions organised by the Writing Centre, 1,741 attended the Academic Advisory Office; 260 availed of <i>Student+</i> (an MU programme designed to assist first year students in the transition to University) and 276 had one-to-one advisory meetings with staff in the Career Development Centre. The University will in future consider how these services might be better integrated.</p> <p>The aggregate level of activity has exceeded the targets</p> <p>The 2015 ISSE confirms that the staff providing these services are very highly regarded by students. The average score on a scale of 1 to 7 for friendliness, availability and helpfulness was 5.0 for support staff in MU compared to 4.5 for all universities.</p>	1,600+ students registered at drop-in sessions	2000+ students using support centres.	

4. High Quality, Internationally competitive research and innovation

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final Target, end 2016	Summary	
1. Establish distinctive research priorities and increase our research capacity and impact	<p>(a) Research income</p> <p>(b) Publications per academic</p> <p>(c) Field weighted citation index</p> <p><i>(note: no baseline or targets were set for publications or citations)</i></p>	€20M	€21.0M	<p>Very good progress. Targets for research volume and research quality have been achieved or exceeded.</p> <p>MU has agreed a set of research priorities that reflect the strengths of the University and which are aligned with the national research priorities. New policies, processes and structures to enhance the research performance of staff throughout the university have been implemented.</p> <p>The research income target of €20.9M was achieved by end Sept. 2014. Further increase anticipated in 2014/15 and later targets are likely to be exceeded. MU has maintained its share (5%) of total research income for the seven universities over the period 2009-2013.</p> <p>The number of new research students is another measure of capacity. New enrolments in 2014/15 have recovered to the level in 2011/12 prior to a sharp decline.</p> <p>The annual average no. of peer reviewed academic publications per staff member has remained constant at 1.4 between 2012 and 2014, despite increases in teaching commitments to significantly increased numbers of students (SciVal / Scopus).</p> <p>The field weighted citation index (FWCI) sourced via SciVAL, is a key measure of the quality of publications, increased from 1.3 in 2011 to 1.66 in 2014. This is an exceptional performance well above our expectation and may fluctuate in future years, the goal is to remain > 1.3.</p> <p>The MU FWCI index for 2012/13 was ranked fourth among the seven universities after TCD, UCD and UCC</p> <p>A further measure of the quality of MU research is that three major ERC awards have been secured by staff in the Social Sciences and Humanities – no other university in Ireland has had this level of success in ERC awards for AHSS fields.</p> <p>In the 2015 U Multi-rank survey MU is classified in the top 'Very Good' category for external research income per academic staff member, the number of art related events, and the relative number of post doctoral posts.</p>	€21.5M	€22.0M	<p>No change</p> <p>No change</p>	

2.Increase participation in EU Horizon 2020 programmes	(a) Annual number of applications (b) Success rate (c) H2020 income annual / EU research income (€000's)	31 10-12% NA €1,436 (2011)	Implementat ion of EU H2020 plan for Maynooth University	<p>Excellent progress ahead of target Number applications: 2014 target - implement H2020 plan- achieved, *actual 2014 applications = 50. The H2020 2015 target to increase participation v FP7- achieved 12 months early. Success Rate: 2014 H2020 success rate achieved. Target Increased for 2015 & 2016 to >12%</p> <p>Total EU research income is an alternative performance metric. Amount received increased by 68% from €1.436M in 2011 to €2,409M in 2014</p> <p>We propose changing the 2016 target from “% of national share” to a specific numerical target. This is because sourcing national data is slow and will not be available until well in to 2017 reducing its utility as an indicator. The proposed alternative target is for 55 H2020 with at least a 12% success rate in 2016/17. This will represent a further significant increase in applications over the FP7 baseline (2016 v FP7 average).</p>	Increased participation in H2020 compared to baseline	Participation and success rate equal to or greater than Maynooth University share of total researchers in all HEA funded HEIs. Revise to 55 H2020 applications per annum with >12% success rate.	
3.Enhance doctoral education with emphasis on structured PhDs	Percentage of research students enrolled in structured PhD programmes Review and prepare revised structured PhD programmes	2011 All new students enrolled in first generation structured PhD programmes at Maynooth University	Review current PhD programmes redefine role of local supervisory committees	Since 2010 all PhD students are registered to a structure programme. Review of structure PhD programmes was undertaken in 2014. Outcomes include formal identification of role and functions of Departmental Research Student Progress Committees. The Graduate Studies Office has developed a new suite of graduate skills modules that are aligned with the IUA PhD Graduate Skills Statement. The modules are offered to partners in 3U and in the Technology Transfer Alliance.	Implement revised model of structured PhD progs; develop models to support sharing of modules across the cluster; and implement best practice guidelines for initial meetings and annual progress reviews for all research students and supervisors	100% of PhD students enrolled to revised structured PhD. Embed a ‘continuous quality enhancement’ approach to PhD modules and structure of PhD programmes; implement new models to share PhD modules across the regional cluster	

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

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final Target, end 2016	Summary
1. Prepare an engagement plan that will bring strategic coherence and direction to a range of enterprise engagement activities currently undertaken by individual staff	Completion of university engagement plan	University staff engaged in discrete engagement activities with limited coordination	Review completed of all activities contributing to enterprise engagement, leading to a coherent implementation plan.	<p>Internal review has been partially completed and has already led to planning and initiation of several co-ordinating initiatives:</p> <p>1. Establishment in January 2014 of Maynooth University Centre for Entrepreneurship, Design and Innovation (EDEN) with 2FTE staff. Its remit is to foster and promote entrepreneurial thinking and innovation within the university and to build on links to external bodies. 73 students enrolled in customised credit bearing modules in the first year. Plan to increase enrolment to 400 by 2016/17. EDEN has taken on the management of the Student Enterprise Competition and achieved a three- fold increase in the number of entries. At the end of May a team of MU students, for the first time, won the 2015 Enactus Ireland National Competition for Social Entrepreneurship.</p> <p>2. MU is an active participant in national Campus Engage network.</p> <p>3. Opportunities for student experiential learning have been reviewed. A structure and additional resources will be put in place in 2015/16 to expand opportunities for greater numbers of students to acquire some experiential learning – this initiative is a key element of the new Maynooth curriculum.</p> <p>4. The responsibilities for the Technology Transfer Office in building enterprise links are being widened.</p> <p>The 2015 U Multi-Rank survey provides further evidence of MU engagement with the region. MU is classified in the 'Very Good' category for the proportions undergraduates and Masters students working in the region, and in the</p>	<p>c.150 students taking credit bearing modules on entrepreneurship and creativity provided by EDEN</p> <p>EDEN will continue to promote and manage the Student Enterprise Competition in the University</p> <p>Employers advisory board on undergraduate curriculum established and active</p>	<p>c. 400 students taking credit bearing modules on entrepreneurship and creativity provided by EDEN</p> <p>Launch of new locus for Experiential Learning and provision of a co-ordinated range of opportunities for undergraduates that will be integrated with the Maynooth Curriculum Initiative</p>	

				'Good' category for joint publications with authors in the region.			
2. Extension of research-led innovation activities to create value, and to support enterprise with a specific focus on the Midlands East/Dublin West region, and our sectoral enterprise partners.	Performance will be aligned with the primary indicators of success under Enterprise Ireland TTSi2	2012 TTSi 1 performance	Targets are appropriate to 3 years 2014-2016	<p>Funding secured from Enterprise Ireland/IDA for Technology Centre in IT Innovation - €7.5M over 5 years 2014-2019. Significant endorsement of Enterprise engagement.</p> <p>The Maynooth University Incubation Centre has been completed and incorporated into an entirely new state of the art innovation hub. A major anchor tenant has been sourced.</p> <p>Excellent progress has been made in relation to the targets for 2013-2016:</p> <p>28 invention disclosures in 2013 -2014 16 license agreements in 2013-2014 4 spin out companies 2013-2014 142 industry contracts 2013-2014 plus an additional 80 via the Innovation Value Institute (IVI)</p>	Incubation centre completed, first 5 spin-in companies identified	(For years 2013-2016) minimum 30 invention disclosures; 15 patent applications; 15 licences, options or assignments; 5 new spin-out companies. 10 spin-in companies on campus	
3. Increase number of students taking work placements as part of formal studies, thus improving students' preparation for the workplace and building university-enterprise relationships	(a) Number of students taking work placement; and (b) number of enterprises (private and public) taking Maynooth students for internships	80 students per annum on work placements in 2012, and number of companies working with the university on placements Baseline corrected from 180 to 80	Increase of 20% in number of work placements	<p>The target has been achieved. The number of students on work placements has increased from 80 in 2012 to 121 in 2014</p> <p>The planned centre for experiential learning will include additional resources for brokering work placements in 2016.</p>	50% increase in number of work placements over baseline; 20% more enterprises interacting with university via placements	75% increase in number of work placements over baseline; 50% more enterprises interacting with university via placements	

6. Enhanced Internationalisation

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final Target, end 2016	Summary
1. Revise curriculum to provide greater opportunities for an international student experience	Increase number of outgoing students by 50% Additional international dimensions in new undergraduate curriculum	Degree offering in International Development scheduled to begin in 2013-14	Additional new international options within the curriculum	<p>A new undergraduate degree programme in International Development Studies was introduced in 2013/14, and a 15 credit inter-disciplinary elective module on Globalisation will be included in the new Maynooth curriculum.</p> <p>An increasing number of students are enrolling for the 4 year BA International programme – up from 76 in 2010/11 to 203 in 2104/15.</p> <p>No targets were set for the number of out-going students. However, between 2011/12 and 2013/14 the numbers increased from 91 to 150 and reached 182 in the current academic year – a doubling over three years. The number is expected to increase further as more students will be encouraged to avail of one semester integrated study abroad opportunities in context of the new curriculum.</p>	Increased number of students taking options to study abroad and study international topics	Further increase in number of students taking options to study abroad, and study international topics	
2. Increased recruitment of international students for degree and study abroad programmes	Development of a strategic plan for sustainable growth in international recruitment; International student enrolments	Number of international students domiciled outside Ireland enrolled in NUI Maynooth	Approved strategy for international recruitment. International student monitoring system in place	<p>The international student recruitment programme has become more strongly focused on North America and eastern Asia (China and Japan) with targeted efforts to strengthen relations with a specific institutions.</p> <p>The MU efforts are complemented by the joint efforts of the 3U partnership via the 3U Pathways Programme.</p> <p>The number of international students increased by 90% from 527 to 1003 between 2010/11 and 2014/15 – considerably ahead of the target</p> <p>Maynooth University scored particularly strongly on the International Orientation indicators in the 2015 U Multi-Rank survey. MU is placed in the top category for four of the six indicators: student mobility, international academic staff, international joint publications and international doctorate degrees (% of doctoral students that are classified as international by domicile).</p>	30% increase in enrolment of international students	50% increase in enrolment of international students.	

7. Institutional consolidation

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final Target, end 2016	Summary
1. Fully integrate Froebel College of Education into NUI Maynooth academic structures, and develop Maynooth Centre of Excellence for teacher education spanning the continuum from early childhood through primary, secondary and tertiary education to adult and community education	Successful transition of the Froebel staff and students to NUI Maynooth, and establishment of a centre of excellence for teacher education	Relocation of the Froebel staff and students in September 2013	Successful integration of Froebel staff and students into Maynooth campus community validated by survey of staff and students. Commence exploration of opportunities for further collaboration	<p>The education programmes previously provided by Froebel College of Education have been successfully transferred to the Maynooth campus and fully into integrated into the University portfolio of programmes, including all the supporting academic policies and procedures. A separate Froebel Department of Primary and Early Childhood Education has been established in the University. The majority of Froebel staff transferred to Maynooth.</p> <p>Work on the construction of a new building for the Froebel and other Education Departments has commenced, some months later than originally planned due mainly to delays with planning permission. The building is scheduled for completion by end August 2016. The new building will also house the other Education departments in the University and will facilitate greater interactions among staff involved in the provision of education training at different levels.</p> <p>In summary the integration and transfer of staff and students has been achieved. Significant progress being made in relation to other aspects of the broad objective.</p>	Completion of a new, purpose designed education building at NUI Maynooth to house the Froebel Department, and other education departments	Consolidation of all education departments and support units into new structure for teacher education in Maynooth	
2. Continue to strengthen our relationship with St Patrick's College Maynooth for the benefit of both institutions	Completion of a feasibility study for a shared student record system for NUI Maynooth and SPCM Collaboration on recruitment of study abroad students to enrol in jointly	High level Working Group established by NUI Maynooth Governing Authority and Trustees of St Patrick's College Maynooth	Complete study of the feasibility of a shared student record system Pilot recruitment strategy to attract study	The University is working closely with SPCM on academic matters and on planning the future of the Maynooth campus. An inter-institutional Working Group, that included the Registrars, is meeting regularly to consider matters of academic interest – this includes the BA Theology degree which already includes significant inputs from the University; collaboration in the teaching of Philosophy; and delivery of the first Arts programme in Kilkenny where theology is offered as a separate subject.	If feasible, proceed to implement a shared student record system Subject to outcome of 2014 review, launch new jointly provided	Recruit students into new jointly provided undergraduate programme Recruit study abroad students into jointly	

	<p>provided academic programme Completion of review of feasibility of new jointly provided undergraduate programmes Development of a shared vision for the future of the Maynooth campus</p>		<p>abroad students into jointly provided programme Complete review of feasibility of new jointly provided undergraduate programmes Consider alternative scenarios for future development of the Maynooth south campus</p>	<p>A preliminary review has been completed of the feasibility of using a shared students records system. While there are no technical constraints there are some outstanding issues re data protection to be addressed</p> <p>The two institutions have sought to collaborate in recruiting international students. However, progress to date on actual recruitment has been slow.</p> <p>The Presidents of both institutions have had a number of meetings to consider the future of the South campus and an overall vision for the utilisation, planning and governance of the entire Maynooth campus. These discussions are taking place alongside the preparation by the University of a long term campus Masterplan that will provide a rational framework for the physical development of the campus and its links with the town of Maynooth.</p> <p>Summary: significant on-going activity in relation to shared approaches to academic matters; and on the articulation of a vision and plan for future development of Maynooth campus.</p>	<p>undergraduate degree programme as an additional CAO option Further develop and extend joint recruitment strategy for study abroad students Agree long term plan for development of Maynooth south campus</p>	<p>provided programme Commence implementation plan for future development of an integrated Maynooth campus</p>	
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Chief Officer, Maynooth University

Date: _____ 22nd June 2015 _____