

Strategy and Performance Dialogue 2018 – 2021

HEI Self Evaluation Report on Progress

1 September 2018 – 31 August 2021

Section A: Summary Information

Name of Institution	Maynooth University
Name and email address of contact person	Aidan Mulkeen registrar@mu.ie
Date of submission	11 April 2022

Section B: Overview of Institutional Strategic Development and Performance

Critical Reflection <i>Max. 5,600-character limit (750-800 words approx.)</i>	<p>At the start of the strategic compact, our overarching aims were to enhance and grow our undergraduate education, rebalance our profile to have a greater proportion of postgraduate and international students, enhance our research output, and to strengthen our systems and infrastructure following a period of underinvestment.</p> <p>At the end of the reporting period, undergraduate education remains a core strength of the university. We have; (i) added new subjects and programmes, (ii) expanded our academic supports such as the maths support centre and writing centre, (iii)</p>
---	---


	<p>developed a new range of co-curricular offerings in experiential learning and preparation for work, (iv) strengthened our student services such as counselling and budget advisory services.</p> <p>Our strategic aim to diversify by growing our taught postgraduate and international education has made some progress, but slower than we had anticipated, and impacted by COVID during the later part of the period.</p> <p>The COVID pandemic was the dominant factor for the second half of the reporting period, and the University operated in an emergency mode for most of this time. Prior to COVID we had a strongly campus-based teaching model. Public health restrictions required a very sudden switch to online teaching. We responded with emergency measures including procuring screen-casting and lecture capture software, delivering equipment to staff homes, provision of laptops, and mobile broadband for students, and changes to curriculum and assessment.</p> <p>Our experience was mixed. Staff made heroic efforts to keep operations running, but it is clear that many of them found it difficult and time consuming, and some less urgent activities were delayed. Our students appeared to engage well academically, attendance at online lectures was high. However, this was in a context of limited alternative activities as work and social activities were restricted. The impact of COVID was uneven. Some students had suitable places to study at home, and home support from family members. Others had little home support and limited private study space, and some were quite distressed. Some students found this period personally challenging, and our counselling and budget advisory services experienced record pressure, despite increased capacity.</p> <p>We established a student helpdesk to support students in dealing with the university remotely, and began to proactively contact students who seemed at risk of disengaging. We also moved to online assessment. Overall pass rates were very similar to normal years, perhaps with different students doing well, although this has not been thoroughly examined.</p> <p>As the pandemic progressed we provided more professional development for staff, and developed more sophisticated approaches to blended learning. During academic year 2020/21 the public health situation changed multiple times, and the university was required to be agile in response. This was very frustrating for students and staff. Not yet clear what the “living with COVID” scenario will look like. More of our students are working while studying, and are struggling to balance jobs and study, and this will present challenges as we move forward.</p>
--	---

	<p>A major infrastructure project was delayed by the COVID related closure of construction work, but is due to open in April 2022. Discussions on the future of the south campus have not reached a conclusion, and we remain renting this part of our infrastructure, which is costly, and impeded expenditure on upgrading buildings. This will become a more critical issue as accessibility regulations are implemented.</p> <p>Student accommodation remains a pressure point. We have approximately 1100 student beds on campus, and demand is a multiple of that. We have responded by providing a Homefinder service which links students with private accommodation, and by arranging bus transport routes from key locations. However, supply has been reducing in the private sector, as private landlords lost income due to COVID closures, many are choosing to sell in the context of high property prices, and homestay options were reduced as families wanted spare rooms as home offices.</p> <p>Overall our current situation is:</p> <p>We are confident that our undergraduate education is well positioned. It is a strong offering, with a good reputation. We are located in an area of high population growth, and are likely to continue to see strong demand.</p> <p>Our success in undergraduate education has resulted in faster growth in this area, and we recognise a need to accelerate growth in taught postgraduate and international students. We are addressing this issue with new postgraduate programmes, particularly professional programmes. We are also moving to refocus our international recruitment, but we recognise that this will take some time to grow.</p> <p>We also recognise a need to broaden our portfolio to a wider range of disciplines. We are currently identifying areas where there are national and regional skills gaps, particularly in the human health and caring areas.</p> <p>We are also facing the challenges of growth. We continue to attract high quality staff and students, but we struggle with legacy infrastructure, and legacy systems, both of which require further investment.</p>
--	--

Section C: Key System Objectives (KSOs)


<p>KSO 1</p>	<p>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</p>
<p>KSO 1 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>We provide a strong and growing educational opportunity, taking entrants from varied backgrounds, and preparing them for life and work through their studies. Our undergraduate programmes have seen growing numbers, and strong demand reflected in an increasing share of CAO first preferences. We have high progression rates (91% first year to second year progression) and strong labour market outcomes (only 7% reported as unemployed in the 2021 graduate outcome survey).</p> <p>Our undergraduate education is based on a flexible curriculum structure which enhances student choice, and resilience in progression. Our largest intake is the BA degree, a flexible multi-disciplinary programme which allows students to take up to 4 subjects in first year, and progressively specialise to emerge with a degree in 1 or 2. The Maynooth BA (MH101) is now the largest programme in the CAO system with an intake of 1,680 in 2021. During the reporting period this degree continued to grow, and to attract more first preference applications.</p> <p>In parallel we offer a range of specialist degrees in sciences, social sciences, humanities, business education and law. These have also continued to grow during the period, and we have had steady growth in sciences, particularly in ICT programmes. Headcount in science degrees grew 20% from 2017/18 to 2020/21 (excluding MIEC Fuzhou).</p> <p>Student success is enhanced by our flexible structure which allows for internal transfer, and allows students to progress with a credit deficit under certain circumstances. Our undergraduate structure incorporates a series of interventions aimed at increasing labour market readiness, including; (i) Critical Skills, a programme aimed at enhancing analytic writing, communication and digital skill, (ii) volunteering and micro-internship schemes, (iii) SPUR internal research placements, and (iv) MUSE student engagement awards to incentivise active engagement in activities.</p> <p>At postgraduate level, we have been working to revise our portfolio, and have developed a suite of new taught postgraduate in Business and Law. These reflect a shift in demand from continuation degrees (taught masters in the initial discipline) to conversion</p>

	<p>and in-career professional degrees. These new programmes have enabled us to grow our taught postgraduate numbers by 21% during the period (1,226 full time and part time), but the numbers have fallen short of the target figures of 1,400.</p> <p>We serve both a national population and a commuter catchment area of west Dublin and east Leinster. We provide opportunities for a university education for this region, in many cases to students who would otherwise need to leave home.</p> <p>As a result we provide a strong, and growing opportunity for education both undergraduate and in-career professional education, which serves the people of our region, and provides a skills pipeline both national and regionally.</p>			
<p>Strategic Priority 1.1</p> <p>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</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Total student FTE</p>	<p>10,432</p>	<p>No target provided</p>	<p>August 2021 – 13,120</p>
	<p># of additional Undergraduate degree students (FTE) enrolments</p>	<p>8,074</p>	<p>+ 200-400 FTE per annum, with an emphasis on science, computer science, engineering, business and languages.</p>	<p>Undergraduate degree enrolments (FTE)</p> <p>2020/21 – 10,644</p> <p>Increase from 2016/17 = 2571</p> <p>Average annual = 642</p> <p>2020/21 excluding MIEC = 10,054</p> <p>Increase from 2016/17 (ex MIEC) = 1,980</p> <p>Average annual - 495</p>

enterprise, public service and community sectors.	Range of subject offerings and # of new programmes at undergraduate level	No baseline	Increase the range of subject offerings Fully embed and develop new programme offerings;	BSc in Data Science BSc in Quantitative Finance BSc in Mathematics and Computer Science BSc in Biological & Geographical Sciences Media & Cultural Studies Statistics Data Science
<p>SP 1.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>The Maynooth Curriculum has continued to grow the range of degrees and subjects, and to offer students opportunities to include additional skills components to their degree.</p> <p>We have added several new programmes and subjects, mainly in scientific areas. 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.</p> <p>Our skills development activities have continued to attract students. In 2020/21 take up was:</p> <p>Critical Skills – 1,051 Elective courses – 562 SPUR research placements - 67 MUSE Student Engagement awards - 61</p> <p>We have also introduced; Micro Internships, Alumni Mentoring, and virtual work experience (MU Forage).</p> <p>We consider the target to be exceeded, as our undergraduate curriculum has been very successful and continues to evolve, with demand for places and student numbers growing.</p>			<p>Colour rating for this Strategic Priority: Green</p> 

Strategic Priority 1.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
<p>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.</p>	<p>% and number of Part-time and flexible students</p>	<p>No baseline</p>	<p>Increase part-time and flexible provision to meet the need to reskill and upskill through lifelong learning, including through Springboard provision.</p>	<p>794 part time PG students 33% of PG students.</p>
	<p># of Full-time masters students</p>	<p>750</p>	<p>1,400, with a balance of full-time and part-time provision.</p>	<p>1014</p>
	<p># of part time masters</p>	<p>260</p>	<p>1,400, with a balance of full-time and part-time provision.</p>	<p>212</p>
	<p>Total # of taught postgraduate enrolments</p>	<p>1,245 FTE (2016/17)</p>	<p>1,770</p>	<p>1579 (FTE 20/21)</p>
	<p>SP 1.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>We made steady progress throughout the compact period towards reaching our target of 1,400 taught masters enrolments, meeting interim enrolment targets and achieving 1,226 enrolments by August 2021.</p> <p>Enrolments for AY 2020-21 were greatly impacted by the Covid-19 pandemic, particularly non-EU enrolments and domestic part-time masters enrolments. Part-time masters enrolments have recovered significantly in AY 2021-22, and non-EU enrolments have begun to recover, with provisional total TM enrolments of 1350.</p> <p>Over this period, the University introduced further Springboard/HCI Pillar One programmes, and begun delivering micro-credentials, delivering on the University's commitment to lifelong learning,</p>		

	<p>reskilling and upskilling. Flexibly-structured postgraduate programmes that allow students to progress along a defined pathway were also initiated. 36% of our total taught postgraduate population are part-time learners.</p> <p>Examples of new programmes addressing these needs include:</p> <p>M.Ed. Educational Leadership and Management (pathway from PG Diploma Educational Leadership and Management)</p> <p>MSc Business Analytics</p> <p>HDip Science Human Computer Interaction and User Experience (HCI Pillar One)</p> <p>Professional Certificate in Whistleblowing Law, Practice and Policy</p> <p>Professional Certificate in Foundations of Irish Law</p> <p>Professional Certificate in Strategic Leadership and Organisational Change</p>			
Strategic Priority 1.3	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
We will work to increase the supply of excellent secondary teachers, concentrating on those disciplines where there are shortages of qualified teachers.	# of enrolments undergraduate and postgraduate science, engineering and computer science	No baseline	Increase – no specific target	UG and PG (ex MIEC) 2017/18 – 2,431 2020/21 – 2,918
	# of entrants on concurrent teacher education programmes in Science Education and Mathematics Education	No baseline	Expand entry to our concurrent teacher education programmes in Science Education and Mathematics Education	Enrolment on concurrent science and maths ed: 2017/18 – 152 2020/21 – 202

	New concurrent programme to prepare teachers of Computer Science.	No baseline	Develop a new concurrent programme to prepare teachers of Computer Science.	Begun from 2019
	# of new undergraduate routes into teaching	No baseline	Expand the range of undergraduate routes into teaching, concentrating on measures to increase the supply of language teachers.	1 – computer science.
<p>SP 1.3 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Our primary contribution to the provision of post-primary teachers is the PME, a 2 year postgraduate qualification in education.</p> <p>At undergraduate level, we have a 5 year concurrent programme for science teachers. During the period, we have expanded the intake, grown enrolment by 32%. and created an additional stream for computer science.</p> <p>Plans for a specialist programme in Language Education have not been progressed, following signals from the Teaching Council that it would not support the proposed 5 year model.</p> <p>The Teacher Education programmes are currently under threat from new Teaching Council requirements for a staff student ratio of 15:1, which will undermine the viability of the programmes.</p>			<p>Colour rating for this Strategic Priority: Amber</p> 
KSO 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			
KSO 2 Summary Statement	During the reporting period Maynooth University sought greater national and international engagement in a number of ways.			

Max. 4,200-character limit (550-600 words approx.)

We appointed a Vice President for Engagement, providing extra impetus to our relationships with enterprise and public bodies in our region and nationally. This resulted in an increased number of collaborations and engaged research activities.

In September 2019 we opened our first international college, the Maynooth International Engineering College (MIEC), in partnership with Fuzhou University, Fuzhou, China. This college offers 4 programmes in IT and Engineering, with an annual intake of 300. Teaching is shared between FZU and MU staff, and MIEC uses the MU curriculum, content and procedures. As this matures it will build to a stable student population of 1200, and a flow of taught postgraduate and research students in computer science and electronic engineering.

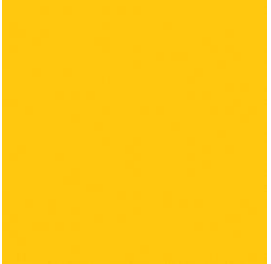
We also began to expand our intake of international students, through enhanced marketing, development of new programmes, and a review of our agent structure. Our data science and business analytics programmes proved particularly attractive, and resulted in a significant increase in intake.

In parallel, we developed a range of engaged and experiential learning activities to enable students to prepare themselves for work or other activities. These included; (i) increases in the number of students including a work placement as part of their degree, (ii) a growing participation in experiential learning courses, (iii) increasing numbers engaging in student engagement activities recognised through our MUSE awards, (iv) development of new activities such as alumni mentoring.


These activities were progressing well, but were impeded by the COVID pandemic. External collaboration and engagement became more difficult, the number of incoming international students declined, and the ability to conduct student engagement activities in person was severely limited. From March 2020 onwards, much of the work in this area was a reaction to COVID, including providing additional supports for international students, enabling some students to complete their studies remotely, and arranging virtual student engagement activities.

COVID also presented challenges for outgoing exchange students. In the early phases, we worked to enable some students to return home and continue their studies remotely, and we enabled others to remain in situ. In 2020/21 academic year, we allowed our exchange students the option to defer their year abroad and take it after completion of final year (a reversal of the normal sequence). This mechanism, which required modifications to assessment, curriculum and systems, resulted in a record number (316 students) going abroad in 2021/22.


	<p>Despite the COVID challenges, the number of students involved in engagement activities increased. The number of students taking a placement as part of their degree increased by 160 (12%) between 2018/19 and 2020/21. The number of students taking experiential learning modules increased over 400% between 2019/20 and 2020/21.</p> <p>The enrolment of international students has fallen short of the expectations. This is primarily a result of COVID, and it should be noted that the target of 1500 international students was actually achieved in 2019/20, but numbers then declined before the end of the reporting period. Given this pattern, we are confident that numbers can recover as we emerge from the pandemic.</p> <p>Overall, Maynooth University was significantly more engaged, nationally and internationally, at the end of the reporting period. This is reflected in student engagement in placement and experiential learning activities. It is not currently reflected in incoming international students, but we remain confident that this can recover.</p>			
<p>Strategic Priority 2.1</p> <p>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.</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i></p>
	<p># of International students</p>	<p>1,080</p>	<p>1,500 or 12% of total student body</p>	<p>1,463 in Aug 2021 (10.2%) Excluding MIEC, 879 (6.4%)</p>
	<p># of outgoing students (ERASMUS, exchange and study abroad)</p>	<p>170</p>	<p>255 (50% increase on 2018 baseline)</p>	<p>71 (All Erasmus, no other outgoing exchange due to pandemic)</p>
	<p>Gross fee income (€) from international students</p>	<p>€4.07m</p>	<p>€5.9m</p>	<p>€7.44m (€4.26 million excluding MIEC)</p>

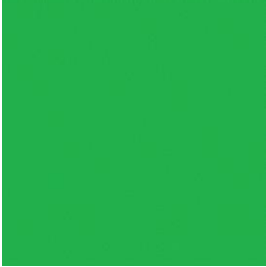
<p>SP 2.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Excluding MIEC, our intake of international students rose steadily until 2019/20, and then fell back as COVID reduced student travel. The number of students non-Irish by domicile (excl MIEC) was:</p> <p>2017/18 – 1,114 2018/19 – 1,235 2019/20 – 1,236 2020/21 – 879</p> <p>The number of outgoing students (Erasmus plus other international exchanges) also increased steadily, and seemed on track to reach the target, but fell sharply with the onset of COVID.</p> <p>2017/18 – 188 2018/19 – 189 2019/20 – 221 2020/21 – 70</p> <p>Outgoing numbers have increased to 316 in the current year, suggesting that the COVID drop is temporary.</p> <p>Overall we have increased our number of international students, mainly through the opening of MIEC. Recruitment of international students to Maynooth remains below expectations.</p>			<p>Colour rating for this Strategic Priority: Amber</p> 
<p>Strategic Priority 2.2</p> <p>We will deepen our engagement with local and regional communities, civil</p>	<p>Key Performance Indicators</p> <p># of new experiential learning opportunities and # of</p>	<p>Pre-compact Baseline 2018</p> <p>The Maynooth University Student Experience (MUSE) Awards piloted in the second</p>	<p>Overall Target 2018-2021</p> <p>Enrich the student experience and create value for external partners by developing new</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p> <p>50% growth in experiential learning initiatives</p>

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.	Maynooth University Student Experience (MUSE) Awards	semester of 2017–18 and fully rolled out in 2018–19.	experiential learning opportunities with those partners, focusing on student entrepreneurship, work placement and service learning.	1038 students completed Experiential programmes in 2020–21 = 411% increase MUSE Awards Student Numbers in 2020-21: 58,713 Student Hours Recognised, 61 Awards Gra
	# and % of outgoing students on work-placement or service learning assignment (as % of the graduating cohort)	No baseline	Increase – no specific target	Number and % going on placement (UG, TM, H.Dip, PG.Dip). 2018/19 – 1,260 – 38% 2020/21 – 1,420 - 38%
	Knowledge transfer indicators: # of new licences, options and assignments # invention disclosures	No baseline	Increase the number of commercially relevant technologies generated from university research;	New licences, options and assignments – 20/21 - 7 Invention disclosures – 20/21 - 14
	# spinouts; FTE jobs in spinouts	No baseline	Increase the number of MU spin-outs to an average of three per annum;	Spinouts - 20/21 - 1 FTE jobs in spinouts – 20/21 - 49

<p>SP 2.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>We appointed a Vice President Engagement in 2019 to enhance our external engagement activities.</p> <p>We have developed a suite of diverse curricular, co-curricular, and extra-curricular experiential learning programmes have been advanced involving external engagement from industry and community partners, employers and alumni. Examples include:</p> <ul style="list-style-type: none"> • Research Live is a curricular initiative that allow students to engage in real world research activities, that respond to external stakeholders' research needs. • MU Alumni Mentoring programme supports the development of student preparedness for work, life, and engaged citizenship through mentoring by alumni. • MU Future Ready Forage, a virtual employability, experience and insights platform that enables the development of real-world skills direct from world-leading organisations was introduced into the curriculum in 2020/21. 	<p>Colour rating for this Strategic Priority: Green</p> 
<p>KSO 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.</p>		
<p>KSO 3 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>MU publication outputs continue to grow with 719 and 842 publications recorded in Scopus in 2020 and 2021 respectively. 31 books and 211 book chapters were published in 2020 and 31 and 163 in 2021 (please note that the 2021 figures from Scopus will not be complete until May 22). 19.5% and 23.7% of the publications recorded in Scopus were in the top 10% of cited publications worldwide (field weighted). The Field Weighted Citation Index for MU for the period 18/21 currently stands at 1.67.</p> <p>In 2019/20 total new research awards amounted to €45M, with €28M to support MU researchers, and €17M for distribution to collaborating institutions and in 20/21 total new research awards amounted to €41M with €27M in direct costs to MU and €14M for distribution to collaborating institutions.</p> <p>MU have further increased participation in 20/21 to ten 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), SSPC (Pharmaceuticals), Centre for Chronic and Rare Neurological Diseases (FutureNeuro). In addition, participation of MU researchers within the centres has increased overall from 13 to 34 active participants.</p> <p>Further notable SFI successes include the Empower Spoke with funding €1.1M from SFI with an additional €4.8 million funding from the SFI Research Centres and industry partners and an SFI Strategic Partnership Programme application "Terrain-AI" with €5 million</p>	

	<p>funding from SFI and co-funded to the value of €2.5million by Microsoft. Empower brings together researchers from the SFI Research Centres Lero, ADAPT, FutureNeuro and Insight to develop new systems and methods to enable and support data governance in the real-world application of data-driven solutions. This collaborative research programme, engaging with both industry and state agencies, represents a unique opportunity to advance solutions to the technical, standardisation, ethical, legal and economic challenges in governing data ecosystems.</p> <p>Terrain-AI brings together an interdisciplinary team of co-investigators from Teagasc, DCU, TCD and UL. The objective of Terrain-AI is to develop a digital data platform capable of integrating, analysing and visualising large volumes of Earth observation data, including from satellites, drones and on-site measurements. In addition to Microsoft, Terrain-AI will work with indigenous Irish based companies including state-owned Coillte (Forestry) and Bord na Móna (Peatland), as well as sensor and data technology SMEs; Icon Group, Anuland, Netfeasa & TreeMetrics.</p>			
<p>Strategic Priority 3.1</p> <p>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.</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Doctoral Enrolment</p>	<p>361 323 PhD and 38 Prof Doc</p>	<p>461</p>	<p>Doctoral enrolment 2020/21 – 495</p>
	<p>Research institutes and Research centres</p>	<p>No baseline</p>	<p>Strengthen our university research institutes and centres</p>	<p>4 Research Institutes and a further 4 Designated Research Centres</p>
	<p>Level of participation in SFI Centres</p>	<p>No baseline</p>	<p>Prioritise participation in SFI Centres which align with our areas of strength</p>	<p>Increased participation to 10 SFI Research Centres and researcher participation from 13 to 34 individual researchers</p>

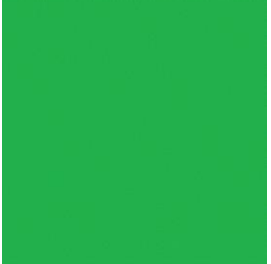
<p>SP 3.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>The four major research institutes and the designated centres research institutes continue to lead interdisciplinary research in the university, which represent significant research strengths. New awards include:</p> <ul style="list-style-type: none"> • A €2.5M EU project funded directly by the European Centre for Medium-Range Weather Forecasts to access to a comprehensive archive of historical surface observations, involving 12 European partners across 6 countries to The ICARUS Climate Research Centre • SHAPES (Smart and Healthy Ageing through People Engaging in supportive Systems), a €21 million European Commission funded health research project involving a consortium of 36 partners across 14 European countries lead by The ALL Assisting Living & Learning institute). • The ALL Institute also lead an SFI project the ‘STEM Passport for Inclusion’ to address the issue of young women from socially-economically disadvantages backgrounds (SED) not accessing STEM careers. The projects partnerships with the RDI Hub, Accenture, Microsoft, Teen Turn and Munster Technological University STEM Passport aims to extend the vision of SFI Discover by building a three-tiered programme of STEM supports for SED girls. An accredited STEM skills programme will be developed preparing 1000 disadvantaged girls for STEM courses. In addition, a pathway into both institutions will be built for those who do not meet University matriculation 			<p>Colour rating for this Strategic Priority: Green</p> 
<p>Strategic Priority 3.2</p> <p>We will increase by 30% our research income from EU,</p>	<p>Key Performance Indicators</p> <p>Annual Research income (€) from EU sources</p>	<p>Pre-compact Baseline 2018</p> <p>€2.84m</p>	<p>Overall Target 2018-2021</p> <p>€3.40m</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p> <p>20/21 €3.3M with an average per annum of €6.1M over the 3-year reporting period</p>


enterprise and non-governmental sources.	Annual Research income (€) from other non-exchequer sources	€0.61m	€1.0m	20/21 €2m with an average per annum of €1.4M over the 3-year reporting period
<p>SP 3.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Research income from enterprise and other non-exchequer sources amounted to €1.1M and €2M in 19/20 and 20/21. There also has been a significant increase in funding awards from EU sources (H2020 and other EU sources), amounting to €11.5M in 19/20 (predominately due to the Shapes project) and € 3.2M in 20/21. It should be noted that there is a considerable lag in expenditure due to the pandemic, however the overall target of 30% has been exceeded.</p> <p>There is also a consistent pipeline of new larger awards including a Coordination and Support Action involving 39 participants with a budget of €10,485,804. This is in addition to two European Council Starter Awards of €2M and €1.5M and a transferred ERC consolidator award through recruitment of a Professor of Computational Cognition from the University of Lancaster.</p> <p>Total research awards in 2019/20 amounted to €45M, with €28M in direct costs to MU researchers with €17M for distribution to collaborating institutions and in 20/21 amounted to €41M with €27M in direct costs to MU researchers and €14M for distribution to collaborating institutions. This is an increase of over €6M per year on the previous year's figures.</p>			<p>Colour rating for this Strategic Priority: Green</p> 
<p>KSO 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</p>				
<p>KSO 4 Summary Statement</p>	<p>We have been very successful in progressing our Strategic Plan ambition to 'become a model university for equality, diversity, inclusion and interculturalism' by intensifying our efforts for the groups that we currently serve and extending our work to meet the needs of other marginalised groups.</p> <ul style="list-style-type: none"> • 11% of the student body are now from the most disadvantaged areas (HEA Deprivation Index 2019/20, highest proportion in the university sector) vs 10% (2018/19 HEA data); 			

<p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<ul style="list-style-type: none"> • 15.2% new enrolments have a disability (2020/21) vs 9% entrants with a disability (HEA data 2018/19); • 29 Travellers studying at MU (almost half of the national target). • MU non-presence rate (level 8 in year one) is just 9% (HEA 2020/21); • 180 current students, alumni and parents volunteered as MAP Ambassadors to support c.1,000 students in the MAP Ambassador programme (2019/20); • 95% of attendees at MU Launchpad Orientation (2019/20) reported improved outcomes/greater engagement; • PATH 1 – Turn to Teaching: This initiative to diversify access to initial teacher education 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; • PATH 2 – 1916 Bursaries: During 2019/20 MU received 275 applications for 10 Bursaries. • PATH 3 – College Connect (€2.1m, MU led MEND project): To date almost 400 young people and 90 mentors have participated in mentoring initiatives. The All-Ireland Research Observatory (AIRO) in MU is developing a Community Engagement Map & Dashboard to geographically map and track the project team’s work in the community. Two pilot ‘Community Needs Analyses’ (CNA) have been published on prisoner and former prisoners (2019) and people in the asylum system and refugees (2021) informing policy and practice. <p>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. 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.</p> <p>We have developed an extensive pre-entry programme with strong investment in partnerships with parents, families, and communities, and a range of mainstream and innovative specialist post-entry supports for student success, including a network of MAP Academic Advisors in each department providing local support for Access Students.</p> <p>The MAP Ambassador programme has 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 MU Student Experience (MUSE) award. In 2021, the annual Launchpad Orientation Programme that eases the transition to third level for MAP-supported</p>
--	--

	<p>entrants was completely student-owned, designed and delivered by 100 MAP Ambassadors in a blended online and remote delivery format.</p> <p>We have also extended our 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 (first in Ireland) and the Unlocking Potential Project (produced a toolkit for HEIs to update entry requirement policies).</p> <p>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. The Guiding Strategies and Practices for Student Success project was initiated in March 2021 (funded by Strategic Alignment of Teaching and Learning Funding (SATLE) in Higher Education 2020) to develop a strategic framework to further embed a shared vision and culture of student success at Maynooth University. Project outputs include the establishment of a Student Helpdesk, Student Success Strategy and Proposed Action Plan for the Future, and University Learning Analytics Principles. Expected project completion December 2022.</p>			
<p>Strategic Priority 4.1</p> <p>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</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i></p>
	<p># of full-time new entrants to undergraduate level 8 degree programmes (headcount)</p>	<p>2,698</p>	<p>3,300</p>	<p>2020/21 - 3,259 (excl MIEC)</p>
	<p>% entrants from target socio-economic groups (D, F and G and J) as % of total new entrant respondents to EAS</p>	<p>21.9%</p> <p>(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 null responses. The</p>	<p>23.0%</p>	<p>No longer captured in Equal Access Survey</p>

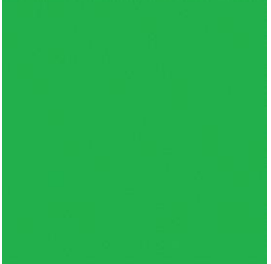
participation and success in higher education.		figure is 28.1% with the new definition.)		
	# of new entrants from target socio-economic groups (D, F and G and J) (estimated headcount)	591 (old definition) 758 (new definition)	759	No longer captured in Equal Access Survey
	New entrants with a disability as % of total new entrant respondents to EAS	15.0%	15.0%	15.2%
	# of new entrants with a disability (estimated headcount)	405	495	495
	# of full-time mature new entrants to L6, L7, L8 UG programmes	196	200	171
	Progression and completion rates for students in disadvantaged cohorts.	No baseline	No specific target	2016-17 to graduation ever (18/19, 19/20, 20/21) Total New Entrants 78% QQI/ FETAC (777) 71% HEAR below and merit (978 and 979) 74% DARE below and merit (968 and 969) 73% Mature (888) 76%

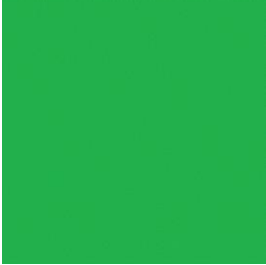
<p>SP 4.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>We consider that overall, we have made significant progress in this area, generally exceeding what we had expected in terms of initiatives delivered and levels of engagement when compared to the pre-compact Baseline 2018/19.</p> <p>MU has the highest proportion of students from disadvantaged areas in the university sector (11%, 2019/20, HEA Deprivation Index) and a low new entrant non-presence rate (9% from 2019/20 to 2020/21). Investment in our MAP programme has greatly benefited our student population and the MAP work is addressing system-level objectives through the PATH funded projects that it leads.</p> <p>We exceeded our target for new entrants with a disability in 2019/20 (18.8%) and are in line with our overall target (2018-2021) in 2020/21 (15.2%). However, the mature student recruitment has declined, a trend noteworthy nationally possibly due to competing work, care-based and financial responsibilities.</p>			<p>Colour rating for this Strategic Priority: Green</p> 
<p>Strategic Priority 4.2</p> <p>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.</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Roll out of framework for inclusive teaching</p>	<p>n/a</p>	<p>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,</p>	<p>We have developed a framework for inclusive teaching, and provide colleagues with the resources and support to use the framework in the design, delivery and review of modules and programmes.</p>
	<p>Roll out of teaching and learning supports for diversity and inclusion</p>	<p>n/a</p>	<p>Specific supports in place to enable colleagues to make curricula, teaching and learning</p>	<p>We have put specific supports in place to enable colleagues to make curricula, teaching and</p>

			more international and culturally diverse.	learning more international and culturally diverse.
<p>SP 4.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</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 and to create an inclusive academic environment through the initiatives outlined above. Specifically, we have introduced:</p> <ul style="list-style-type: none"> • A module on Equality, Diversity and Inclusion (5 credits) for staff was introduced in academic year 20/21 as part of the Postgraduate Diploma in Higher Education. • A Digital Badge for Universal Design in Teaching and Learning, an online 10 week programme for staff. • Moodle Accessibility Support for staff. This provides guides for staff showing how to set up an accessible Moodle page; template pages to demonstrate good practice; and a series of UDL-focused webinars and consultations. <p>We have extended our outreach work into communities, through the College Connect project, and have specifically increased our engagement with Travellers, and Prisoners.</p>			<p>Colour rating for this Strategic Priority: Green</p> 
<p>KSO 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</p>				
<p>KSO 5 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>During the reporting period we have continued to focus on enhancement of teaching and learning through:</p> <ol style="list-style-type: none"> 1. Increasing provision of staff development for staff who teach. 2. Sharpening of the cyclical quality review process to enhance focus on teaching and departmental quality processes. 3. Enhancing the linkage between quality reviews, planning for staff development, and strategic planning in faculties. <p>This work was impacted by COVID in a number of ways. While some work was delayed as staff responded to the crisis, the work accelerated in other areas.</p>			


	<ul style="list-style-type: none"> The sudden pivot to remote teaching brought an increased focus on technology, and resulted in experimentation with technologies, and high participation in workshops. There was an increased focus on assessment, and on the challenge of ensuring the integrity of assessments. The wider use of online seminars has allowed easier access to a range of international expertise. <p>Staff responded to the COVID crisis in creative ways, and some formed communities of practice for peer-to-peer sharing of ideas.</p> <p>Current areas of focus include our strategic direction for blended teaching and learning, continued digital skills development, and academic integrity in the online environment.</p>			
Strategic Priority 5.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
We will further enhance our supports for teaching development and learning innovation.	# of staff engaged with teaching development programmes	No baseline	Strengthen capacity to support a culture of reflection and continuous improvement in teaching and learning practice and the adoption of innovative methodologies, through a formal professional development programme.	111 staff, of whom: PG Diploma Programme - 26 Digital Teaching Module – 42 National Forum PACT – 15 Getting started – 28 Plus: Tutor programme – 125 Workshops – 1,053 Seminar series - 200

	# participants on Teaching Fellowship programme	No baseline	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.	31 staff in 13 teaching fellowships. Most are team based. In addition 22 staff engaged in smaller scale Spark projects.
	Student progression rate	12% non-presence rate, HEA definition (16/17 to 17/18)	No specific target set	Non=presence rate 16/17 to 17/18 – 12% 17/18 to 18/19 – 13% 18/91 to 19/20 – 11% 19/20 to 20/21 – 9%
	# of new blended e-learning programmes and # of students enrolled to blended learning programmes	N/a	Fund the development and launch of three blended e-learning programmes in the 2019-2021 period	8 online or blended programmes were developed, e.g. Dianchursa I Scríobh na Gaeilge H. Dip in HCI PG Cert in Whistleblowing Law, Practice & Policy 1,410 students enrolled in blended or online progs,

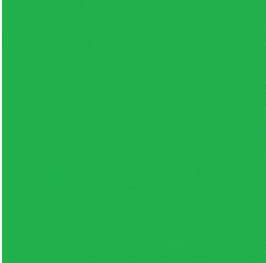
<p>SP 5.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>During the reporting period, the staff development activities were expanded with a greater range of programmes. While interest in the accredited programmes was sustained, we found a very large take up of short workshops. There was particular interest in content related to blended teaching, use of technology, and assessment.</p> <p>This increase is partly driven by new needs arising from the COVID pivot to blended teaching, but also a result of increased provision, and use of technology to allow flexible access to staff development.</p>			<p>Colour rating for this Strategic Priority: Green</p> 
<p>Strategic Priority 5.2</p> <p>We will enhance our quality assurance and quality enhancement processes and strengthen the link between quality enhancement and strategic planning.</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Development of quality enhancement themes</p>	<p>No baseline</p>	<p>A number of quality enhancement themes identified and developed</p>	<p>Themes:</p> <ul style="list-style-type: none"> Strengthened institutional research capacity. Revised student feedback process. Enhanced staff development. Development of blended learning approaches. <p>These themes emerged from the Strategic Plan, and</p>
	<p>% of Faculties with Strategic Plans completed</p>	<p>No baseline</p>	<p>No specific target set</p>	<p>100%.</p> <p>Each faculty has an annual academic planning and staffing exercise, underpinned by key</p>

				data indicators, which results in a report to the executive, staffing decisions, and investment in new programmes.
<p>SP 5.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>We have refined our cyclical quality reviews to enhance the focus on departmental quality processes, and strengthen the involvement of the Dean. We have adjusted the process to ensure that the output of cyclical reviews is shared with the Registrar and Dean, and a synthesis of themes is prepared to guide university level actions.</p> <p>Outputs from quality reviews at Institutional level and at unit level have been used to drive enhancement led initiatives and to improve on operations. At faculty level, the outputs of academic unit reviews, (peer review group reports, academic unit quality improvement plans, together with cross-faculty thematic review reports) inform planning at faculty level and within individual academic units.</p> <p>The University has improved capacity for planning and evaluation through enhanced institutional research reporting capacity and the use of better systems for evaluating activities such as a localised system for departments to elicit feedback from students at module and programme level.</p> <p>Next steps for the University involve building on advancements made and developing capacity further. It is also important that developments continue to inform the cross fertilisation of planning between academic units and their faculty in a holistic and in an effective manner.</p>	<p>Colour rating for this Strategic Priority: Green</p> 		
<p>KSO 6: Demonstrates consistent improvement in governance, leadership and operational excellence.</p>				
<p>KSO 6 Summary Statement</p>	<p>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</p>			

<p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>independent Chairperson was appointed to the University's Finance, Human Resources and Development Committee in December 2020.</p> <p>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 equality, diversity, and inclusion, 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.</p> <p>Maynooth University is constantly reviewing its processes and day to day methods of working and seeks to make them operationally excellent. In the last three years, Maynooth University has automated its staff expenses re-imburement process, its occasional pay processing process, and its accounts payable process.</p>			
<p>Strategic Priority 6.1</p> <p>Maynooth University will take specific strategic initiatives to advance equality and diversity amongst staff, focusing in the first instance on gender equality.</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Application for Athena Swan institution Silver award.</p> <p># of departmental Bronze Awards</p>	<p>Institution Bronze Athena SWAN award</p>	<p>Prepare the University to apply for an Athena Swan Silver award.</p>	<p>We are on track for applying for a Silver Athena SWAN Institutional award in 2025.</p> <p>5 awards (Departments of Biology, Chemistry, Geography, Law and Psychology)</p>
	<p>Ratios of gender equality in appointments</p>	<p>No baseline</p>	<p>Progress towards gender equality in appointments</p>	<p>42% male, 58% female</p>
<p>% of applications from women for promotion to Professor B</p>	<p>34%</p>	<p>40%</p>	<p>2019 – 42%</p>	


	% of applications from women for promotion to Senior lecturer	42%	50%	2020 – 47%
	% applications from women for academic staff positions in STEM	27%	35%	2021 - 25.5%
	% applications from women for postdoctoral positions in STEM	29%	38%	2021 - 33%
<p>SP 6.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Our Gender Equality Action Plan is deliberately challenging and will be renewed in 2022 as part of our Bronze Institutional renewal. Feedback from the HEA Assessment Panel, Senior Academic Leadership Initiative, 2020/21 noted that Maynooth University ‘has a robust EDI infrastructure in place and demonstrates excellent progress and an ambitious, comprehensive, systematic, and proactive approach in key areas of gender equality.’</p> <p>We have targeted the recruitment and retention of excellent women: securing four Senior Academic Leadership Initiative Professor Posts; offering annual Women in STEM Athena SWAN Doctoral Scholarships and 30%Club MU Masters Scholarships. We have implemented a suite of training and development sessions for all staff and students on mitigating bias, being an active bystander and Active*Consent, and have dedicated EDI training for new Heads of Department.</p> <p>Substantial progress has been made but targets have not been met in full. 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, the percentage of applicants for posts in STEM who are female has fluctuated and has not met the target.</p>			<p>Colour rating for this Strategic Priority: Amber</p> 

Strategic Priority 6.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Maynooth University will, through its governance structures, demonstrate in a transparent manner our value and contribution to society and build public trust.	Timing of submission of annual governance statements and financial statements	No baseline	Delivered to agreed deadlines	Annual Governance Statements for 2018/19, 2019/20 submitted by March in the following year. Consolidated Financial Statements for 2018/19 and 2019/20 certified by the C+AG within six months of year end.
	Level of spend that is judged not compliant with public procurement policy	No baseline	No specific target set	2018/19: €315K 2019/20: €174K 2020/21: €126K
	Staff numbers Staff: student ratios	No baseline	No specific target set	2021 - 1,275 staff, 650 academic As per HEA definition in Institutional Profile Technical documents, SSR: 2017/18 – 26.6 2018/19 – 25.3 2019/20 – 25.4 2020/21 – 24.7

<p>SP 6.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Maynooth University prides itself on its compliance with the reporting requirements set out in the Code of Governance for Irish Universities 2019. Consolidated Financial Statements are presented for audit on time (within three months of the year end), the audit process is managed effectively and the Financial Statements and reviewed and approved by University Executive, the Audit and Risk Committee and the Governing Authority and certified by the Comptroller and Auditor General within six months of the year-end.</p> <p>The Annual Governance Statement is completed and approved by the University Audit and Risk Committee and Governing Authority within six months of the year-end.</p> <p>Maynooth University compliance with Public Procurement Guidelines is exemplary.</p> <p>The overall growth in academic staff numbers has kept pace with the growth in student numbers. However, the growth in Administrative and Professional staff has not kept pace. The University has re-engineered many support processes to achieve additional productivity from Administrative and Professional staff which allows these staff to do more with less resource requirements.</p>	<p>Colour rating for this Strategic Priority: Green</p> 
--	---	--

Section D: Signature

Note: This section should be signed by the President or on behalf of the President.

Name of signatory	Professor Eeva Leinonen
Title	President, Maynooth University
Signature	
Date	11 April 2022