



# **Mission-based Performance Compact**

**2018-2021**

*between*

**Maynooth University**

*and*

**The Higher Education Authority**

Date: FINAL 15<sup>th</sup> March 2019



## Context

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This Compact is an agreement between the Higher Education Authority and Higher Education Institution and is the outcome of a process of strategic and performance dialogue between the two bodies.

The purpose of strategy and performance dialogue is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

This Compact demonstrates a shared sense of the balance that is required between institutional autonomy and public accountability and a recognition that a diverse range of strong, autonomous institutions is essential for the overall higher education system to respond effectively to evolving and unpredictable societal needs.

The Compact recognises that Higher Education Institution is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

The Compact recognises that there is a tension between providing a transparent framework of public accountability for performance in relation to funding, and risks of unintended behaviours related to measurements. It addresses this tension by requiring higher education institutions themselves to propose the qualitative and quantitative indicators against which their performance should be assessed by the Higher Education Authority.

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and Higher Education Institution. It sets out how Higher Education Institution's mission and goals align with national goals for higher education.

This Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and Higher Education Institution agree that this Compact will be published.

## The principles of State funding support

The principles under which State funding for higher education is provided are:

- Institutional autonomy balanced with public accountability for high quality outcomes; and
- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

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Sets out Higher Education Institutions strategic intentions and objectives using standardised templates aligned to the published framework. These strategic intentions / objectives <i>must</i> align with the institution's own properly formulated strategic plan.	
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Where significant or urgent governance or compliance issues arise, an institution may be deemed not to have met the minimum requirements of strategy and performance dialogue.	
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Where necessary, this includes additional material supplied by Higher Education Institution, including details of how objectives might be objectively verified. This appendix will include a quantitative data sets developed by the HEA and HEIs over the coming months. Institutions will be required to validate and finalise these institutional baselines by September.	

# 1. Establishment of the Compact

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The Higher Education Authority and Higher Education Institution agree that:

- This Compact consists of this document and the accompanying data report on the performance
- The term of this Compact is from September 2018 to September 2021 unless terminated earlier by agreement

Higher Education Institution acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and Higher Education Institution agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify Higher Education Institution of this in writing and will consult with Higher Education Institution accordingly.

## 2. Performance Funding Framework

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Higher education Performance Funding will provide incentives for higher education institutions to improve overall performance in accordance with their own strategies and with their place in the overall system.

Performance Funding will be allocated by the HEA based on performance by reference to high level targets set out in the Framework. Targets must be agreed in strategy and performance dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategy and performance dialogue.

The Higher Education Authority and Higher Education Institution agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.

### 3 Mission and Strategy Statement

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Higher Education Institution's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and Higher Education Institution acknowledge that Higher Education Institution's mission and strategy may evolve.

Higher Education Institution and the Higher Education Authority recognise that Higher Education Institution is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

However, the Higher Education Authority must ensure that together the missions and profiles of the different institutions will lead to overall coherence of the higher education system as a whole and to completeness, ensuring that national needs are being met and without unnecessary duplication.

#### *Changes to the mission and strategy statement*

The Higher Education Authority acknowledges that Higher Education Institution may adjust its mission and strategy from time to time. Higher Education Institution agrees that the following will be the subject of strategy and performance dialogue with the Higher Education Authority and may result in a change to the Compact:

- Any significant change that it proposes to make to its mission during the term of the Compact
- Any significant change that it intends to make to its activities that could affect either the content or the practical application of its mission.

## Maynooth University Strategy 2018-22

### Introduction

The Governing Authority of Maynooth University approved the *Maynooth University Strategic Plan 2018-22* on 26 April 2018. A copy of the plan is attached as Appendix 1.

The strategic trajectory and accomplishments of Maynooth University (MU), in the twenty years since our establishment as an autonomous public university, are exceptional, and a source of great pride to the university community, our staff, students and alumni. MU is now acknowledged to be one of the leading young universities in the world.

Maynooth University's growing global reputation is based on the originality, quality, importance and impact of our research and scholarship, our commitment to teaching and learning, the quality of our academic programmes, and our leadership in widening participation in higher education. The sources of our success are the dedication of our staff and the energy and engagement of our students.

We have, under the *University Strategic Plan 2012-17*, further enhanced our capacity and reputation for research, transformed our undergraduate curriculum, grown postgraduate enrolments and become even more international, diverse and engaged. MU makes, and is seen to make, an important and distinctive contribution to our national system of higher education.

**The *University Strategic Plan 2018-22* builds from a position of confidence: MU is a university with ambition, vision and values, a clear identity and sense of purpose, a history of achievement, and a future of considerable promise. This strategy builds on our accomplishments, and concentrates institutional energy and resources on further development in research and postgraduate education. The strategy focuses on:**

- **targeted investment in research capacity in a number of priority areas;**
  - **extending the postgraduate portfolio and growing the postgraduate community;**
  - **realising the full benefits of our innovative undergraduate curriculum;**
  - **enhancing the student experience;**
  - **comprehensive and ethical internationalisation;**
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- **equality diversity inclusion and interculturalism as enablers of academic excellence**

Our strategic goals are underpinned by a commitment to invest, first and foremost in people and opportunities for their development and success, and also in the systems and infrastructure required to achieve our scholarly and educational objectives.

The *University Strategic Plan 2018-22* is rooted in the distinctive institutional characteristics of Maynooth University; this distinctiveness is our greatest asset. Our scholarly strengths are concentrated in the humanities, social sciences, and science and engineering. MU is home to the largest number of humanities and social sciences students and scholars in the Republic of Ireland *and* a thriving community of scientists and engineers, creating an exceptional milieu for disciplinary and interdisciplinary research and learning. MU has a deep and historic commitment to liberal education and fundamental research, seeing these as ends in themselves, and also the basis for applied research and professional education. Our programmes in initial teacher education, youth and community work, psychology, electronic engineering, business and law bring particular capacities and strengths, and allow us to broaden our engagement with the challenges faced by our society.

The culture of the University is vital to our success and central to our identity. MU is a dynamic, rapidly-growing and innovative institution, which nonetheless remains a collegial, collaborative and inclusive community, where staff and students can flourish, and there are manifold opportunities for interdisciplinary encounter, dialogue and learning. MU has always pursued a strategy of balanced excellence by equally valuing teaching and research and recognising the synergies between them, so that engagement in world-class research and scholarship is accompanied by a similar dedication to teaching and student success, and these are seen as mutually supportive activities. An institutional commitment to diversity and inclusion ensures the benefits of higher education are equitably distributed within our society.

We set out our plans at a critical juncture: after a period where Irish universities have expanded with very constrained resources, significant additional investment in higher education is needed and anticipated. We will in this context remain advocates for balanced investment across science, engineering, humanities and social sciences, knowing that major societal challenges require the knowledge insight and creativity of each of these diverse disciplines, and our free exploration of all is essential to human flourishing. Furthermore, the present times highlight the preciousness of informed discourse, understanding and tolerance, the true value of knowledge, learning and inquiry, and the importance of democratising knowledge through a public research and education system. We assert our purpose as a public research university, a purpose which informs all aspects of our strategy, and in particular our commitment to the breadth of teaching and research activity which is essential to innovative, creative and engaged citizenry.

## Purpose

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**Maynooth University is a public research university dedicated to people, ideas and culture, a scholarly community working together to inquire and discover, to teach and learn, to create, conserve, disseminate and apply knowledge, and engage with the challenges that face modern society; through all these things in combination, we are central to innovation, economic growth, social development and cultural vibrancy, and are essential to a free, open, equal, democratic and sustainable society.**

## **Vision**

**Maynooth University will further advance its international standing as a leading research university, with a vibrant postgraduate community, a distinctive undergraduate provision, a comprehensive and ethical approach to internationalisation, and extensive engagement with external partners; we will be recognised for our commitment to the public and civic mission of the university, as a national leader in equality and diversity, an excellent place to learn and work, an inclusive community where students and staff can flourish, and as making a distinctive contribution to the national system of higher education and the public good.**

## **Strategic Goals**

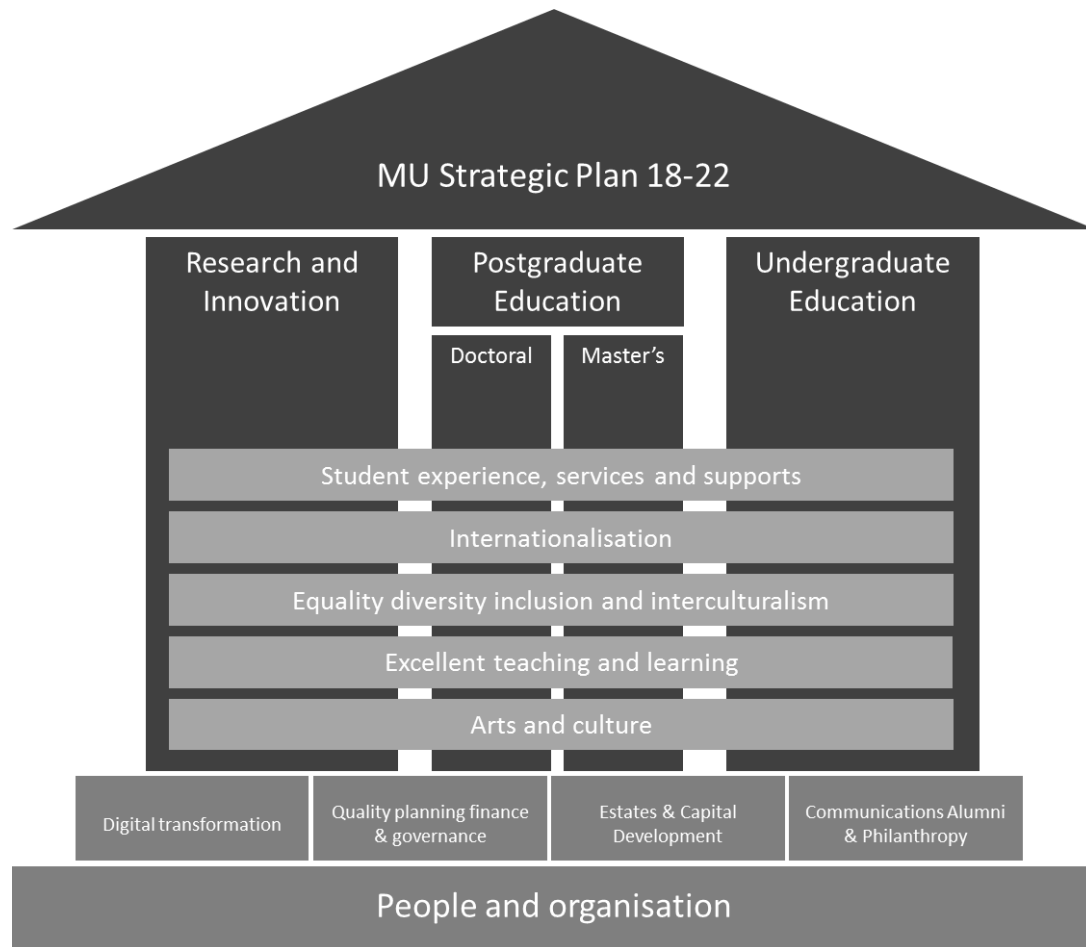
We have set ourselves 13 strategic goals, and will, over the period 2018-22:

- Further strengthen our reputation as a research university of international significance, and secure our future standing, through **focused investment in research** capacity in a number of priority areas, a commitment to both fundamental and engaged research, and by empowering our staff and students to bring their collective creativity to bear on major societal challenges.
  - Extend and enhance our portfolio of **postgraduate programmes** ensuring an excellent advanced education that challenges our students and enables them to develop the intellectual skills and agility to succeed in a broad range of rewarding careers.
  - Realise the full potential of the new Maynooth University **undergraduate curriculum** to deliver the best university education in Ireland, and equip our students for work, life and engaged citizenship by providing a unique, diverse, and intellectually challenging programme portfolio and learning environment, and offering new fields of study and subject combinations.
  - Ensure that the **quality of the student experience** and engagement between
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staff and students are preserved and further enriched as the University grows.

- Be a truly international university, adopting a **comprehensive and ethical approach to internationalisation** with high levels of international mobility for students and staff, strong global partnerships, and a vibrantly international and intercultural campus.
  - Build on our achievements to date and become a model university for equality, diversity, inclusion and inter-culturalism, where social justice, addressing inequality and empowering people are central to our mission.
  - Offer sector-leading support to staff in the continued development of their **teaching and learning practice** at all levels of education from undergraduate to doctoral.
  - Position an innovative **arts and culture** programme as central to the life of the university, animating the campus and the wider region.
  - Be an **excellent place to work** because of the opportunities we provide for scholarly and professional development in a diverse and inclusive culture.
  - Support research, teaching, engagement and institutional effectiveness by promoting **operational excellence and digital transformation** throughout the University.
  - Further develop our **quality, planning** and financial management processes to support growth, development and innovation, and to ensure our success and build public trust through **good governance**.
  - Provide a **vibrant sustainable campus environment**, rich in learning, culture, heritage and nature, with modern inclusive facilities and infrastructure commensurate with the needs of a growing community of students, staff and visitors, by implementing our campus master plan and capital development programme
  - Project a clear and accurate understanding of the activities and **value of the university**, and ensure that alumni and friends of the university remain connected and are motivated to support the institution.
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## Risks

It is important, in setting out our strategic goals and initiatives in this Performance Compact, to identify the key risks to the achievement of our goals, objectives and targets.

- Maynooth University has grown significantly in during a period of recession with significant reductions in funding per student. The University has, during this time, prioritised investment in academic staff, and may not have sufficient managerial or organisational capacity to deliver all of the initiatives outlined in its strategic plan and performance compacts.
- The recurrent and capital allocations to Maynooth University are inadequate by international standards (for instance, the European Universities Association has identified the Irish university system as a 'system in danger' due to declining funding and increasing enrolments). The overall inadequacy of resources (academic, managerial and infrastructural) is the single greatest risk to the achievement of our strategic objectives. The financial consequences for the university of an economic downturn associated with Brexit is an important

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additional risk.

- The proposals to revise the funding allocation model for higher education institutions may destabilise the finances of the University, specifically by failing to recognise the cost and value of education in the arts, humanities, social sciences, business and law, and by diverting funding to science, engineering and technology.
  - The ongoing concentration of national research funding in major centres with an applied science and technology focus presents a risk to the research strategy of Maynooth University.
  - The Maynooth University strategy emphasises growth in postgraduate, part-time and flexible education; if the demand for these modes of education is less than expected the associated targets may not be met.
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## 4. Development Plans and Key System Objectives

### Section summary

Institutions are required to set out a description of their proposed approach to deliver on each of the six key system objectives, with reference to the national targets as set out in the Framework.

- Institutions should detail a maximum of two institutional strategic priorities under each of the six framework headings.
- Each strategic priority should be accompanied by a description of the strategic initiatives, currently being implemented, or to be implemented over the three-year timespan of the compact (academic years 2018–2021).
- These strategic initiatives should be described with reference to the high-level targets as set out in the framework.

<b>Objective 1</b>	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
<b>Objective 2</b>	Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community
<b>Objective 3</b>	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.
<b>Objective 4</b>	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
<b>Objective 5</b>	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
<b>Objective 6</b>	Demonstrates consistent improvement in governance, leadership and operational excellence.

## 4.1 Key System Objective 1

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

### High Level Targets:

1. Increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025 National Skills Strategy Target; current base line is 6.7%;
2. Increase the numbers of HE entrants studying on a flexible basis by 25% by 2021 (baseline 2016/17 20% or 45,018 of total enrolments are flexible learners);
3. Increase tertiary attainment among 30-34 years olds to 60% by 2020 (52.9% 2016);
4. All students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025 (baseline to be established and tracked);
5. Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked);
6. Increase number of available Springboard places by 30% by 2021 in both universities and institutes of technology;
7. Double target to 9,000 annual new apprenticeship registrations by 2020 (over 4,500 in 2017) with 78 separate apprenticeships in place;
8. Increase the proportion of the higher education cohort studying a foreign language, in any capacity, as part of their course to 20% by 2026 (new baseline to be established and tracked);
9. Achievement of the targets in the new ICT Action Plan.

### Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 1. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

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### Strategy summary:

Maynooth University has an outstanding reputation for undergraduate education, and the recent extensive reform of the undergraduate curriculum is one of the signal achievements of the *University Strategic Plan 2012-17*. The resultant Maynooth University curriculum is a major enhancement of our undergraduate offering and is

arguably the most significant and comprehensive development in undergraduate education in this country in recent decades. Its emphasis on intellectual skills, flexibility, unique subject combinations, electives, and experiential learning has resonated with students and driven increased demand for our programmes. Important components of the new curriculum include

- fewer, broader entry routes into undergraduate education;
- greater flexibility in subject choice and progression pathways;
- an explicit focus on the development of the skills of critical thinking, analysis, and clear communication starting with dedicated first-year critical skills modules;
- new majors, fields of study and unique subject combinations;
- credit bearing elective modules open to all students, including modules in modern languages, entrepreneurship, science and society and environmental change.

Our goal over the coming five years is to realise the full potential of the new Maynooth University undergraduate curriculum, with an emphasis on fully embedding and developing our new programme offerings. This will be informed by the needs of our stakeholders, and developed in partnership with students, to ensure the adaptability and employability of our graduates over a lifetime of change. This will result in a superior student experience, and will support our students in becoming lifelong learners and engaged responsible global citizens, empowered to make a difference in the world.

We also intend to extend our innovative approach by undertaking a related reform and expansion of our taught postgraduate programmes. Our experience in developing and introducing the new undergraduate curriculum demonstrates the value of choice, flexibility, and interdepartmental collaboration in creating a unique programme offering that is particularly attractive to and stimulating for students. Our strategy is to build on this success at undergraduate level to develop a distinctive postgraduate portfolio that is agile and responsive to student needs, and challenges them to meet their academic and professional goals.

The strategy for increased postgraduate enrolments is based on a benchmarking exercise, comparing enrolments at MU to those in the other Irish universities and to appropriate international comparators. This has led to a strategic target to increase total taught postgraduate enrolments from a baseline of 1,245 FTE (2016/17) to 1,770 by 2020/21. We are prioritising growth in those areas where there is demand for advanced skills within the economy and therefore demand for postgraduate courses. The enrolment projections by broad discipline area are as shown.

DISCIPLINE AREA	ACTUAL FTE		PROJECTED FTE			GROWTH (2017-21)	
	2017	2018	2019	2020	2021	FTE	%
Business	125	141	181	192	212	91	50%
Social sciences	273	240	214	238	261	85	40%
ICT	87	103	93	107	131	76	82%
Education	566	671	721	757	774	68	9%
Humanities	96	118	115	118	131	41	36%
Law	51	48	57	57	67	34	60%
Mathematical and Physical Sciences	26	26	26	28	29	5	20%
Languages	15	22	27	25	27	4	15%
Biochemical Sciences	12	10	8	10	15	3	33%
<b>PGT TOTAL</b>	<b>1252</b>	<b>1380</b>	<b>1443</b>	<b>1533</b>	<b>1648</b>	<b>407</b>	<b>28%</b>

We are planning for significant growth in professional areas including business, information and communications technology, teacher education and law. We are also planning a significant refresh of our offering in humanities and social sciences, emphasising, as outlined above, interdisciplinarity and student choice. There is a recognised need for advanced education in the humanities and social sciences for areas as diverse as the creative industries through to public administration and social policy. There is a particular focus in our strategy on flexible and blended offerings at postgraduate level to support lifelong learning and upskilling.

MU is a centre of excellence in teacher education, and recognises that achieving the highest standards in the education and training of teachers is essential to ensuring a strong talent pipeline and a creative citizenry. MU will play a leading role in responding to changing needs in teacher supply and in widening participation in teacher education through a range of recruitment and programme innovations.

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

#### *Key initiatives*

1. We will continue to develop the undergraduate curriculum, with an emphasis on:
  - fully embedding and developing our new programme offerings;
  - increasing opportunities for experiential learning;
  - the further development of analytic, critical thinking and research skills from first year to final year;
  - interdisciplinary learning modules and pathways;
  - language learning;
  - increasing opportunities for work placements for a greater number of students;
  - enhanced flexibility of provision.
2. We will review and optimise the structure of the BSc degree, and, informed by our research strengths, will increase enrolments and the range of subject offerings, better to address the needs of students and skills requirements of society.
3. We will provide students with an enhanced range of co-curricular and extra-curricular experiences, affording them broader opportunities to develop their skills and competencies for work, life and engaged citizenship.; this will include work, service learning and other experiential learning placements for a greater number of students across a wide range of courses.

These initiatives will support an increase in undergraduate enrolments by 200-400 FTE per annum, with an emphasis on science, computer science, engineering, business and languages.

**MU Performance Compact Strategic Objective 1.2: *We will enhance the attractiveness, sustainability and flexibility of our taught Master's portfolio, enabling an increase in taught Master's enrolments from 1,000 to 1,400, with a balance of full-time and part-time provision.***



*Key initiatives*

1. We will establish a Master's Task Force (MTF) to oversee a review and restructuring of the taught Master's portfolio, taking a faculty- and university-wide view, and sponsoring a greater level of interdepartmental collaboration to optimize the contribution of each department and each faculty member to the overall programme portfolio.
2. We will ensure that our Master's programmes prepare graduates for challenging and varied careers, both in the overall design of our programmes and by the inclusion of elements focused on employability.
3. We will increase part-time and flexible provision to meet the need to reskill and upskill through lifelong learning, including through Springboard provision.

**MU Performance Compact Strategic Objective 1.3: *We will work to increase the supply of excellent secondary teachers, concentrating on those disciplines where there are shortages of qualified teachers.***

*Key initiatives*

1. We will expand entry to our concurrent teacher education programmes in Science Education and Mathematics Education
2. We will build on the success of our Mathematics Education programme to develop a new concurrent programme to prepare teachers of Computer Science.
3. We will, through the successful implementation of the PATH 1 "Turn to Teaching" programme, increase diversity in initial teacher education.
4. We will expand the range of undergraduate routes into teaching, concentrating on measures to increase the supply of language teachers.

**Alignment with national objectives:** These actions and initiatives, along with related initiatives in the *University Strategic Plan 2018-22*, will support the achievement of the high-level targets set out in the System Performance Framework and specifically will:

- increase numbers engaged in lifelong learning;
- increase the numbers learning on a flexible basis;
- increase tertiary attainment;
- increase numbers of students undertaking work placement and experiential learning;
- enhance graduate employability;
- strengthen MU involvement in the Springboard programme;
- increase student engagement with foreign languages;
- strengthen the pipeline of ICT graduates and thus support the ICT Action Plan;
- increase the supply of excellent second-level teachers.

**Benchmarks:** The enrolment targets have been set based on a detailed analysis of enrolments across the Irish higher education system, and the university sector in particular, over the last decade, and international comparison with the Scottish higher education system. The strategic initiatives in undergraduate and postgraduate curriculum enhancement are informed by a range of international comparators

**Key performance indicators:** Total undergraduate and taught postgraduate degree enrolments; undergraduate and postgraduate science, engineering and computer science enrolments, undergraduate and postgraduate full-time and part-time enrolments; uptake of curricular and co-curricular experiential learning.

Targets					
Indicator	2017 actual	2018 actual	2019 target	2020 target	2021 target
Total student FTE	10,482	11,003	11,441	11,656	12,028
Undergraduate degree students (credit-weighted FTE)	8,074	8,467	8,900	9,100	9,300
Postgraduate taught students (FTE)	1,252	1,380	1,443	1,533	1,648
Full-time taught Master's students (headcount)	750	781	820	890	1,000
Part-time taught Master's students (headcount)	260	285	300	350	400

## 4.2 Key System Objective 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.*

### High Level Targets:

1. Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15);
2. International students to represent 15% of full-time students by 2020. (In 2016/17, 11.6% of all fulltime students in HEA-funded higher education institutions were international students);
3. Progress towards Bologna target of at least 20% of those who graduate in 2020 to undertake a study or training period abroad;
4. Number of innovation vouchers project agreements with industry to increase by 12% by 2020 (487 in 2016);
5. Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (163 in 2017);
6. Increase number of spin-outs established during the year by 40% by 2020 (Innovation 2020 target, 29 in 2014);
7. Improve Employer satisfaction rates with HEI collaboration with enterprise by 25% as tracked in National Employer Survey (companies < 50 employees – 55% rated collaboration as good/very good; companies with 51 – 250 employees – 60% and companies > 251+ employees – 75%);
8. Participation in Erasmus+ in Higher Education and other Study and Work Placements Abroad to reach 4,400 by 2022 (3,135 in 2016) in accordance with international strategy.

### Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 2. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

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### Strategy summary:

Maynooth University has become more international and more engaged in the course of the *University Strategic Plan 2012-17*, doubling international student numbers and outgoing student

mobility and expanding the range of enterprise and community partnerships. The *University Strategic Plan 2018-22* places appropriate emphasis on internationalisation and engaged teaching and research, and on alignment of strategic actions across the research, teaching, engagement and internationalisation domains.

We have adopted a comprehensive and ethical approach to internationalisation that stimulates students and staff to be active and engaged citizens in an interconnected and globalised world. Our strategy is concerned with creating, implementing and monitoring mechanisms to ensure that international dimensions of learning, scholarship and services are included in all university activities and initiatives. We are cognisant of the *International Education Strategy for Ireland (2016-2020)* and thus stress the quality of learner experiences, research and mobility to create a distinctive Maynooth University offering at the centre of Ireland's delivery of international education.

We are committed to research and teaching that genuinely engage with communities and actors beyond the university, for societal benefit; this is a recognised hallmark of Maynooth University. We will, alongside our supports for basic research and scholarship, strategically enhance our capacity for research pursued in collaborative engagement with communities, civil society organisations, the public service and enterprises, and will enrich the student experience and create value for external partners by developing new experiential learning opportunities with those partners, focusing on student entrepreneurship, work placement and service learning.

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

#### *Key initiatives*

1. We will build on our success to date to create wider opportunities for international students to study at Maynooth University, including short programmes, study abroad, Erasmus and full-degree enrolments, increasing the international student population to 12% of the total student body.
2. We will extend our range of student exchange partnerships with leading international universities to support balanced outward and inward student mobility, and will increase our participation in the Erasmus programme through the development of a targeted portfolio of Erasmus and exchange partnerships.
3. We will enhance our supports for outward student mobility and will increase by 50% the number of students who spend a period of time overseas as a formal part of their studies.

**MU Performance Compact Strategic Objective 2.2: *We will deepen our engagement with local and regional communities, civil society and public service organisations, and enterprises to better meet the needs of those partners, provide additional experiential learning opportunities, and expand engaged and enterprise-facing research and innovation.***

#### *Key initiatives*

1. We will create a new senior leadership role with a clear remit to develop activities and partnerships in support of engaged research and teaching, supported by a new MU Engage office, the current successful *MU Knowledge Transfer and Commercialisation* office and *MaynoothWorks* business incubator.

2. We will increase support for engaged research and enterprise-facing research and innovation, building effective and sustainable research and innovation partnerships.
3. We will enrich the student experience and create value for external partners by developing new experiential learning opportunities with those partners, focusing on student entrepreneurship, work placement and service learning.

**Alignment with national objectives:** These actions and initiatives, along with related initiatives in the *University Strategic Plan 2018-22*, will support the achievement of the high-level targets set out in the System Performance Framework and specifically will:

- increase fee revenue from international students;
- increase international student numbers;
- increase the proportion of Irish students undertaking a study or training period abroad;
- increase the number of commercially relevant technologies generated from university research;
- increase the number of MU spin-outs to an average of three per annum;
- increase employer satisfaction with HEI collaboration;
- increase participation in Erasmus+.

**Benchmarks:** The international mobility targets have been set based on the analysis and recommendations of *Irish Educated-Globally Connected, An International Education Strategy for Ireland 2016-2020*, and an analysis of enrolments across the Irish university sector. We monitor knowledge transfer and engagement KPI with reference to *Knowledge Transfer Ireland* and *Campus Engage* reports and benchmarks.

**Key performance indicators:** International student numbers by category, and as a proportion of total student population. Gross fee income from international students. Outgoing student numbers on international study, work-placement or service learning assignment, headcount and as a proportion of the graduating cohort. Engagements with Erasmus+. Students engaged in experiential learning with external partners. Number of active enterprise and other research and learning partnerships. Knowledge transfer indicators (licences, options and assignments; invention disclosures; spinouts; FTE jobs in spinouts).

Targets					
Indicator	2017 actual	2018 actual	2019 target	2020 target	2021 target
International students (headcount)	1,080	1,094	1,150	1,300	1,500
Outgoing student numbers (ERASMUS, exchange and study abroad)	170	175	180	220	250
Gross fee income from international students	€4.07m	€4.42m	€4.80m	€5.30m	€5.9m

### 4.3 Key System Objective 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.*

#### High Level Targets:

1. Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020. (baseline 2,235 in 2014/15);
2. Increase by 30% the number of funded postdoctoral positions in disciplines aligned to enterprise and other national needs by 2020. (Innovation 2020 target);
3. Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014);
4. Increase research projects between enterprise and the public research system by 20% by 2020 (2014 Baseline is 878);
5. Secure HEI Horizon 2020 target of €550m in funding by 2020 (over €200m secured by end of 2016);
6. Increase applied research in the Institutes of technology.

#### Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 3. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

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#### Strategy summary:

Maynooth University is a research-intensive university, and as such research and scholarship are fundamental to our mission. Our greatest strength in research is the people in departments, institutes and research support units, and their capacity to work collaboratively across disciplines and with external partners to address important questions. Our strategy, therefore, is to invest in people and structures that support collaboration. We will continue to strengthen our departments and our wide spectrum of disciplinary expertise, and will also focus our energies and investment, through our research institutes, towards a relatively small number of strategic areas to create centres of high ambition and critical mass with strong international networks. The opportunity now exists to sharpen our attention to issues that will shape our world in the middle part of this century. An increasing number of these issues are at the intersection of science, technology, society and the humanities and these will be areas where Maynooth will aim to make a strong and distinctive contribution. We will be guided in our

research strategy by national research and innovation priorities, the grand challenges identified by the European Union, and the UN Sustainable Development Goals.

Basic and fundamental research across the humanities, social sciences and natural sciences are central to the purpose of the University and are the well-spring from which application and utility flow. Equally, research that genuinely engages with communities and actors beyond the university, for societal benefit, is also a recognised hallmark of Maynooth University. We will, alongside our supports for basic research and scholarship, strategically enhance our capacity for research pursued in collaborative engagement with communities, civil society organisations, the public service and enterprises.

We intend to significantly increase our external funding for research and innovation and have set clear targets in this regard; the objective is to increase our capacity to do excellent research and to support talented students and early-career researchers.

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

#### *Key initiatives*

1. We will strengthen our university research institutes and centres, to provide dedicated space, time and infrastructure for research, to support major research programmes and grants, to foster interdisciplinarity, to stimulate and nurture the development of research groups of varying scale, and to provide a platform for major interdisciplinary research programmes addressing significant societal challenges.
2. We will prioritise participation in SFI Centres which align with our areas of strength and will invest in research capacity which enables such participation.
3. We will add unique value to the national research landscape through a specific initiative at the intersection of technology and society, which will facilitate deeper consideration of the diffusion and impact of new and emerging technologies.

These initiatives will facilitate doctoral enrolments being increased by 100, with an emphasis on engaged research for social and economic impact.

**MU Performance Compact Strategic Objective 3.2: *We will increase by 30% our research income from EU, enterprise and non-governmental sources.***

#### *Key initiatives*

1. We will strengthen our university research institutes and centres, to provide dedicated space, time and infrastructure for research, to support major research programmes and grants, to foster interdisciplinarity, to stimulate and nurture the development of research groups of varying scale, and to provide a platform for major interdisciplinary research programmes addressing significant societal challenges.
2. We will implement a refreshed strategy for EU funding to include targeted recruitment and specific supports for ERC and large EU project and consortium grant applications.

**Alignment with national objectives:** These actions and initiatives, along with related initiatives in the *University Strategic Plan 2018-22*, will support the achievement of the high-level targets set out in the System Performance Framework and specifically will:

- increase postgraduate research enrolments;
- increase funded postdoctoral positions in disciplines aligned to enterprise and other national needs;
- contribute to a doubling of overall research income derived from industry;
- increase research projects in partnership with enterprise;
- secure additional EU Horizon 2020 funding and prepare for Horizon Europe.

**Benchmarks:** The doctoral enrolment and research income targets have been set based on *Innovation 2020: Ireland's Strategy for Research and Development, Science and Technology*, and an analysis of doctoral enrolments and research spend across the Irish university sector.

**Key performance indicators:** Doctoral enrolments, number of doctoral degrees in science, engineering and computer science; number of doctoral enrolments with an external partner; research income from EU sources; research income from other non-exchequer sources.

Targets					
Indicator	2017 actual	2018 actual	2019 target	2020 target	2021 target
Doctoral enrolments	361	370	390	420	460
Annual Research income from EU sources	€2.16m	€2.84m	€3.00m	€3.20m	€3.40m
Annual Research income from other non-exchequer sources	€0.76m	€0.61m	€0.80m	€0.90m	€1.0m



#### 4.4 Key System Objective 4

*Significantly improve the equality of opportunity through education and training and recruits a student body that reflects the diversity and social mix of Ireland's population.*

##### High Level Targets:

1. All HEIs will have a Student Success Strategy in place by 2020 which will embed whole-of-HEI approaches to institutional access strategies;
2. Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019;
3. Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019;
4. Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from Further education access programmes;
5. Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme;
6. Completion rates for students from disadvantaged cohorts will be specifically targeted for improvement.

##### Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 4. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

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##### Strategy summary:

Maynooth University, since its foundation, has had a deep commitment to equality and inclusion. We have consistently attracted students and staff from a diverse range of backgrounds and offered an environment in which they can flourish and succeed. This has made Maynooth University a more diverse and interesting place to study and work, and an inclusive and collegial community. We are a national leader in widening participation in university education: in 2017 15% of our new undergraduate students had a disability, 28% came from social groups under-represented in higher education, and 47% came from families where neither parent had a higher education qualification. This has made the University both a provider of educational opportunities, and an agent of social change.

This strategy builds on our ethos, culture, experiences and successes and seeks to establish MU as a model university for equality, diversity and inclusion, which pursues excellence through equality and inclusion, and where diversity and inter-culturalism are opportunities for learning and scholarship.

The MU access and widening participation targets in this compact may seem modest on first reading. We are, for instance, projecting an increase in new entrants from target socio-economic groups from 22% to 23%. This is, in fact, an ambitious target for a rapidly growing university, as this 1% increase represents an additional 168 new entrants, or an increase of 28% in the size of this access cohort. Similarly, the constant proportion of new entrants with a disability (15%) corresponds to an increase in the estimated number of new entrants from 405 to 495 students, or 22%.

While we have continued to encourage and facilitate mature entrants, the buoyant labour market has reduced demand and numbers have declined. We anticipate that enhanced outreach activities and greater flexibility in FE pathways may go some way to reverse this trend, but we do not anticipate major increases in mature new entrants in the short term. We expect increased numbers of mature students on part time programmes, particularly the flexible postgraduate programmes.

We have a specific initiative in relation to inclusion of Irish Travellers and have had some success in this regard. MU will engage with the HEA as part of the 2019 strategic dialogue process to agree how performance in this area should be assessed and an appropriate target.

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

#### *Key initiatives*

1. We will intensify the efforts of the Maynooth Access Programme (MAP) for those groups it currently serves (socioeconomic disadvantage, disability, and mature students) and extend our work to address the needs of other groups who experience barriers to participation and success (including lone parents, migrants and refugees, prisoners and former offenders, Traveller and Roma). This will be done through a combination of outreach activities, entry supports, and post-entry supports.
2. We will bring our experiences in ensuring student success across a very diverse student population and publish a Strategy for Student Success in the 2019/20 academic session. This strategy will include consideration of (i) entry routes and entry standards, (ii) pre-entry information, (iii) orientation and initial information, (iv) advisory services, (v) support services, (vi) pass rates and standards.
3. We will adopt a strategic approach to outreach and civic engagement activities which will include a greater focus on communities and groups who face the greatest barriers to participation in higher education. This will include establishing a network of community connectors (funded by the PATH programme) who will engage directly with under-represented groups, including Travellers, and make them aware of the opportunities and the supports available.
4. Pre- and post-entry supports: We will continue to enhance our pre-entry supports. We will review and revise the certificate in science which is a pathway to degrees in science. We will also review our pre-entry orientation for under-represented students. We will

continue to expand our post entry supports including; (i) the MAP ambassador programme, (ii) Student Plus, an introduction to university learning, (iii) the mathematics support centre, and (iv) the programme advisory office.

5. We will continue to show regional and national leadership in responding to and implementing the strands of the PATH programme.
6. Travellers: We will specifically welcome and support students from the Traveller community. This is a specific focus for the community connectors, who will liaise with Traveller groups as part of a systematic outreach to Travellers. Travellers who have completed their university education will be encouraged to act as supporting ambassadors, and specific post entry support through one to one liaison will be provided for Traveller students.

**MU Performance Compact Strategic Objective 4.2: *We will support our staff in making curricula, teaching and learning more inclusive, international and intercultural and will work to create an inclusive academic environment.***

#### *Key initiatives*

1. We will develop a framework for inclusive teaching, provide colleagues with the resources and support to use the framework in the design, delivery and review of modules and programmes, and raise awareness of the value of equality, diversity, inclusion and inter-culturalism in supporting academic excellence and enriching the learning experience for all students.
2. We will put specific supports in place to enable colleagues to make curricula, teaching and learning more international and culturally diverse.
3. We will create structures and opportunities, curricular, co-curricular and extra-curricular, to promote inter-culturalism and development of students' intercultural competence.

**Alignment with national objectives:** These actions and initiatives, along with related initiatives in the *University Strategic Plan 2018-22*, will support the achievement of the high-level targets set out in the System Performance Framework and specifically will:

- embed a whole-of institution approach to access and student success;
- ensure successful implementation of the PATH initiative and the National Plan for Equity of Access 2015-2019;
- expand enrolments from under-represented groups, including new groups, and enhance the transfer from FE to HE;
- increase university enrolments from DEIS schools and strengthen links with those schools;
- sustain our excellent completion rates for students from disadvantaged cohorts.

**Benchmarks:** The widening participation targets have been set based on the *National Plan for Equity of Access to Higher Education 2015-2019*, and an analysis of Equal Access Survey results across the Irish university sector. While the provisional targets set below may seem modest, it should be remembered that the MU undergraduate population will grow at about 250 students per year, which means that over the course of this compact the number of socioeconomically disadvantaged students supported each year by the University will increase by 200-300, and the number of students with disabilities will increase by 100-150.

**Key performance indicators:** Proportion of undergraduate and postgraduate degree entrants in receipt of SUSI financial aid. Participation, as estimated by the Equal Access Survey or improved instruments, of students facing socioeconomic barriers, students with disabilities and mature students. Number and proportion of new entrants from FE. Progression and completion rates for students in disadvantaged cohorts.

<b>Targets</b>					
Indicator	2017 actual	2018 actual	2019 target	2020 target	2021 target
Full-time new entrants to undergraduate level 8 degree programmes (headcount)	2,698	2,819	2,960	3,140	3,300
New entrants from target socio-economic groups (D, F and G) as % of total new entrant respondents to EAS	21.9%	21.9%	22.3%	22.6%	23.0%
New entrants from target socio-economic groups (D, F and G) (estimated headcount)	591	617	660	710	759
New entrants with a disability as % of total new entrant respondents to EAS	15.0%	15.0%	15.0%	15.0%	15.0%
New entrants with a disability (estimated headcount)	405	423	444	471	495
Full-time mature new entrants to L6, L7, L8 UG programmes	196	174	185	193	200

## 4.5 Key System Objective 5

*Demonstrate 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.*

### High Level Targets:

1. Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs;
2. All HEIs to engage in International benchmarking by 2020;
3. Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15);
4. Improve non-progression rates in STEM disciplines by 10% (differing discipline baselines);
5. All HEIs to have in place policies for digital teaching and learning by 2019;
6. The HEA will develop guidelines to steer the process of total quality management, in line with best international practice.

### Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 5. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

### Strategy summary:

Maynooth University has a deserved reputation for outstanding research-led teaching, staff engagement with students and educational innovation. Our strategy seeks to ensure the very best student learning experience by

- enhancing the professional development programme for academic staff;
- further strengthening our quality assurance and enhancement processes.

The Teaching and Learning Development Programme, through seminars, masterclasses and a modular accredited programme, reinforces and disseminates good practice, supports colleagues to develop and enhance teaching and learning. We also recognise and encourage good teaching practice and its enhancement through staff recognition and promotion processes. We aim in particular to stimulate developments in digitally-enabled and technology-supported learning. We intend to sponsor three significant pilot projects in this area and will build on the experience of these to establish a clear strategy for flexible and blended learning that is specific to the needs and objectives of Maynooth University.

Quality assurance and enhancement are key drivers of institutional strategy, effectiveness, innovation and change. The success of the University depends upon excellent quality assurance and enhancement processes, linked to good strategic, operational and financial planning, and robust governance. The University will undergo the CINNTE independent review of quality assurance/quality enhancement processes, and will use this to further improve our quality, planning, finance and governance structures and processes to support planned growth, increased research capacity, excellent student and staff experience, transparency and public trust.

**MU Performance Compact Strategic Objective 5.1: *We will further enhance our supports for teaching development and learning innovation.***

*Key initiatives*

1. We will strengthen our capacity to support a culture of reflection and continuous improvement in teaching and learning practice and the adoption of innovative methodologies, through a seminar and masterclass series and a formal professional development programme.
2. We will establish a Teaching Innovation Fund and extend the current Teaching Fellowship programme to sponsor novel approaches to teaching and learning that have the potential for wider application and transformative impact and to support pedagogical research.
3. We will fund the development and launch of three blended e-learning programmes in the 2019-2021 period, and will use our experience of these to develop a Maynooth University Strategy and Action Plan for blended and e-learning.

**MU Performance Compact Strategic Objective 5.2: *We will enhance our quality assurance and quality enhancement processes, and strengthen the link between quality enhancement and strategic planning.***

*Key initiatives*

1. We will use the forthcoming CINNTE independent review of our quality assurance/quality enhancement processes to further develop a culture of continuous quality enhancement and to formalise the links between quality assurance and strategic planning at institutional, faculty and departmental levels.
2. We will implement a faculty-level strategic planning process, to support the planned growth of the university, foster interdepartmental collaboration, promote quality enhancement, and link quality assurance/quality improvement processes to formal strategic planning.
3. We will establish annual quality enhancement themes derived from those recommendations within quality reviews that are best delivered at faculty or university level

**Alignment with national objectives:** These actions and initiatives, along with related initiatives in the *University Strategic Plan 2018-22*, will support the achievement of the high-level targets set out in the System Performance Framework and specifically will:

- enhance the professional development framework for academic staff;
- extend our use of international benchmarking;

- improve progression rates (in both AHSS and STEM disciplines) by further developing effective approaches to large group teaching and assessment in first year;
- support the development of an appropriate digital and blended learning strategy for MU;
- strengthen quality assurance and enhancement in accordance with international best practice.

**Benchmarks:** The faculty strategic planning process and the supports for teaching development and learning innovation have been designed with reference to *Quality and Qualifications Ireland* and *National Forum for Enhancement of Teaching and Learning* good practice guidance, as well as examples of best practice internationally.

**Key performance indicators:** Number of staff engaged with teaching development programmes; student progression rates; number of students enrolled to blended learning programmes; completion of faculty strategic plans; number of quality enhancement themes identified and developed.

#### 4.6 Key System Objective 6

*Demonstrate consistent improvement in governance, leadership and operational excellence.*

##### High Level Targets:

1. Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations;
2. HEIs to have attained an Athena SWAN bronze institutional award by 2019 (TUs within 3 years of establishment);
3. All HEIs to submit their annual Governance Statements to HEA on time;
4. 100% compliance by HEIs with public procurement rules;
5. Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines;
6. Full transparency in HEI financial statements about accounting for Trusts and Foundations;
7. 100% compliance by HEIs with public pay policy;
8. 100% compliance by HEIs with public sector numbers controls;
9. Implementation of recommendations from rolling governance reviews;
10. HEA will develop individual compacts with the HEIs which reflect the overall ambitions of the System Performance Framework and local/regional opportunities;
11. Institutional strategic compacts will be assessed by a panel of experts, including international participants, to assess their coherence and capacity for delivery.

## Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 6. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

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### Strategy summary:

The University provides an extraordinary service to society, but public trust in institutions is in decline. While MU has a reputation for robust governance and institutional probity and responsibility, it is essential that in our conduct and through our governance structures we demonstrate in a transparent manner our value and contribution to society and build public trust. Gender inequality within higher education institutions, especially at senior levels, is a cause for significant and justified concern. Maynooth University will continue to adhere to the highest standards of governance, and will accelerate progress towards gender equality using an action-oriented approach with clear and ambitious targets.

**MU Performance Compact Strategic Objective 6.1: *Maynooth University will take specific strategic initiatives to advance equality and diversity amongst staff, focusing in the first instance on gender equality.***

#### *Key initiatives*

1. We will implement the Athena Swan Gender Equality Action Plan for Academic Staff, and develop and implement a comprehensive Gender Equality Action Plan for all staff, which will address the recommendations of the HEA National Review of Gender Equality in Irish Higher Education Institutions and the Task Force on Gender Equality in Higher Education. We will prepare the University to apply for an Athena Swan Silver award.
2. We will target recruitment and retention of excellent women researchers and academics, particularly in disciplines and at grades where women are under-represented.
3. We will develop an equality-in-employment monitoring system, undertake an equality-in-employment workforce profile and produce equality-in-employment data annually.

**MU Performance Compact Strategic Objective 6.2: *Maynooth University will, through its governance structures, demonstrate in a transparent manner our value and contribution to society and build public trust.***

#### *Key initiatives*

1. Maynooth University Governing Authority will carry out a review of its governance infrastructure to ensure it meets best practice standards, the provisions of the Code of Governance and relevant legislation, and takes into account the outcomes of rolling governance reviews.



2. We will ensure annual governance statements and annual financial statements continue to be comprehensive, transparent, account for trusts and foundations and are delivered to agreed deadlines

**Alignment with national objectives:** These actions and initiatives, along with related initiatives in the *University Strategic Plan 2018-22*, will support the achievement of the high-level targets set out in the System Performance Framework and specifically will:

- support the implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations;
- underpin our retention of an Athena SWAN bronze institutional award in 2021 and progress towards an silver award;
- ensure timely submission of annual governance statements;
- maximise compliance with public procurement policy;
- ensure we continue to complete annual financial statements and submit them to the Comptroller and Auditor General in a timely manner;
- ensure transparency in accounting for Trusts and Foundations in our financial statements;
- ensure compliance with public pay policy;
- ensure compliance with such agreed employment control frameworks as may apply to the sector;
- assist in addressing recommendations from rolling governance reviews;
- align the MU strategic planning and performance compact processes.

**Benchmarks:** The gender equality targets have been set based on *Report of the Expert Group - HEA National Review of Gender Equality in Irish Higher Education Institutions*, subsequent HEA staff profiles, and detailed analysis conducted as part of the Athena SWAN process.

**Key performance indicators:** Progress towards gender equality in appointments, promotions and profiles of staff, disaggregated by category of staff and for academic staff, broad disciplinary area; timing of submission of annual governance statements and financial statements; level of spend that is judged not compliant with public procurement policy; staff numbers and staff student ratios.

<b>Targets</b>					
Indicator	2017 actual	2018 actual	2019 target	2020 target	2021 target
Increase the number of applications from women for promotion to Professor B	34%	no promotions	37%	no promotions	40%
Increase the number of applications from women for promotion to Senior lecturer	42%	no promotions	46%	48%	50%
An increase in applications from women for academic staff positions in STEM	27%	not yet available	31%	33%	35%
An increase in applications from women for postdoctoral positions in STEM	29%	not yet available	34%	36%	38%

## 6. Annual Compliance Statement

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The HEA will take into account ongoing compliance with important foundational requirements such as:

- Statutory quality assurance processes
- Providing an annual statement required under their Code of Governance and with all other requirements of that Code
- Providing details of satisfactory financial outturn, budget and financial plan
- Employment control framework
- Data returns to the HEA.


Where significant or urgent governance or compliance issues arise, such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, an institution may be deemed not to have met the minimum requirements of strategy and performance dialogue.


## 7. Agreement

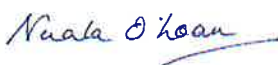
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**To be completed following the conclusion of the strategy and performance dialogue process.**

The HEA and Higher Education Institution agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to the place of Higher Education Institution within the system.

Signed:   
Date: 24/4/19  
Chief Executive, Higher Education Authority

Signed:   
Date: 11/4/19  
President, Higher Education Institution

  
Signed: \_\_\_\_\_  
Date: 11/4/19  
Chair, Governing Body, Higher Education Institution

## Appendices

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We include the following appendices with our performance compact.

✓	Appendix 1: Maynooth University Strategic Plan 2018-22
	Appendix 2: Institutional quantitative data return (September 2018)