



## **Mission-based Performance Compact**

**Between**

**Maynooth University**

**And**

**The Higher Education Authority**

**Self Evaluation and Progress Report**

**JUNE 2016**



## 1. Regional Clusters

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Interim target, end 2015	Progress against 2014 and 2015 targets, commentary and data source	Final Target, end 2016	Summary
<p>1. Within the Dublin / Leinster 2 Cluster agree and implement processes to establish and support a sustainable and shared academic planning process to ensure coherent, coordinated and rational higher educational provision across the region. The shared academic planning process will involve:</p> <p>(a) preparation of projections of demand for higher education in the region and consideration of options for a strategic approach to provision by the cluster institutions;</p> <p>(b) preparation of a scoping study</p>	<p>The cluster institutions will agree and implement a regional cluster plan for higher education provision. More specifically, we will monitor:</p> <p>(a) the number of CAO entry routes by institution; and</p> <p>(b) the number of, and enrolment on, joint academic programmes.</p>	<p>There is an absence of systematically compiled data and information at the regional cluster level.</p>	<p>Agree methodology for projections of regional demand. Complete scoping study data collation and analysis. Complete draft report on review of systems, protocols and procedures for joint academic programmes.</p>	<p>Outputs from scoping study and high level demand projections reviewed by Cluster Board, and management and governance structures in each institution.</p> <p>A draft plan for regional academic programme provision will be completed and agreed among, participating institutions, and discussed with the HEA. The draft plan will include high level targets for undergraduate and postgraduate provision, and an agreed approach to CAO entry</p>	<p><b>Very considerable progress has been made in implementing the objectives agreed by the Cluster HEIs with the HEA. All targets have been achieved.</b></p> <p>The Cluster represents one-sixth of total enrolments in the entire HEA funded higher education system. The constituent institutions cater for distinctive geographical hinterlands by providing an extensive range of programmes across NFQ levels 6 to 10. There are strong commonalities and complementarities in provision of programmes between each of the universities and each of the Institutes, and particularly strong complementarities between the universities and the institutes. The Cluster activities are led by the Registrars, with oversight provided by the Cluster Board which includes the Presidents and Registrars of each institution along with the Maynooth University Vice-President for Strategy and Quality.</p> <p>An important factor in the success of the cluster has been its capacity to harness expertise across the four institutions to make successful bids for funding targeted towards collaborative projects. This regional cluster was the only collaboration awarded funding under the SIDF programme. More recently, three of the ten projects funded by the National Forum for the Enhancement of Teaching and Learning involved the cluster members. Two of the projects explore the potential of digital</p>	<p>Commence implementation of plan for regional academic programme provision and commence implementation of rationalised entry routes.</p> <p>The number of, and enrolment on, joint academic programmes as agreed in shared academic programme finalised in 2015. Complete review of pilot phase of delivery of shared and joint programmes at undergraduate and postgraduate levels.</p>	

<p>that will map existing course provision, student numbers, catchment areas, and arrangements for access, transfer and progression. It will seek to identify areas of demand, potential for collaboration, and potential for more coherent and rational provision; and (c) a review of the student records and administrative systems and agreement of protocols for the development, approval, management and delivery of joint programmes, and also shared registration, alignment of marks and standards, and quality assurance procedures.</p>				<p>routes in line with national the national process.</p> <p>Develop and collectively approve proposals in relation to systems, protocols and procedures for shared and joint academic programmes, and also agree performance indicators for collaborative provision.</p> <p><b>The MEND Cluster and the HEA agreed in April 2016 a work plan that will address all of the issues noted above. A report on the Academic Planning Process will be completed by end 2016. Further details are in separate note on Cluster.</b></p>	<p>technologies to support flexible learners and provision of feedback in first year. <b>A comprehensive report has already been produced on the feedback project.</b> The third examines examples of resources and types of formative assessments to support first year UG mathematics education.</p> <p>A high level Working Group from the four HEIs reviewed enrolment patterns, the range of programmes provided and levels of demand, and also progress towards the 2016/17 Compact targets, and longer term demand projections. The review highlighted some shifts in demand between full-time and part-time students, more emphasis on level 8 degree programmes, and shifts in demand across the major ISCED categories, with different responses from the Universities and Institutes in relation to each of these shifts in demand patterns. There is very little evidence of programmes for which there is insufficient demand, but the projections for the next 15 years indicate that a significant expansion in demand is likely to occur. The DES 2014 full-time UG demand projections imply that the numbers of full-time UG new entrants to the four HEIs could increase by between 2,570 (assuming no increase in current share of all new entrants) and 3,580 (sustained modest rate of increase in line with recent years) over the period to 2028. The comparable figures for increases in total enrolments are 7,720 and 8,100.</p> <p>Work on reducing the number of designated entry routes is progressing at a national level with leadership provided by leaders of the cluster HEIs.</p>		
---	--	--	--	--	--	--	--

					<p>A Working Group that included the Registrars and others has prepared a <i>Protocol for the initiation, approval, management and implementation of joint academic activities within the Midlands East, North Dublin (MEND) cluster</i>. This provides a framework for resolving a wide range of issues that are likely to arise in the context of joint programme provision. This WG also examined the requirements for effective, reliable and efficient systems for <i>Student Data Exchange for Joint Academic programmes</i>.</p>		
--	--	--	--	--	---	--	--

<p>2. Develop a regional approach to access, transfer and progression.</p>	<p>The cluster institutions will:  (a) develop an integrated regional approach to access, transfer and progression; and  (b) Prepare regional inventory of all options and mechanisms for ATP from FE to HE at programme and institutional level.  The quantitative performance indicator will be the number of students transferring into or between institutions.</p>	<p>There is a complete absence of systematically compiled data and information at the regional cluster level.</p>	<p>Complete inventory of current options and mechanisms for ATP into or between cluster institutions and from FE to HE at programme and institutional level.</p>	<p>Identification of new progression routes and agreement on pathways to be enabled in 2016; performance indicators agreed for transfer and progression</p> <p><b>This project is progressing as a strand of the work plan agreed between the MEND Cluster and the HEA in April 2016</b></p>	<p>A further project has reviewed the procedures for access, transfer and progression between the HEIs and also between the FE and HE institutions in the regional cluster. A Higher Education and Further Education Network has been established and is supported by an MOU signed the Presidents, and CEOs of the relevant ETBs.</p> <p>A prototype portal has been developed to assist students to navigate through the extensive range of FE and HE programmes that are available, identify the locations at which courses / programmes are provided, and provide information on pathways between FE and HE provision. The prototype is a model that could be rolled out across the entire HE and FE sectors.</p> <p>The prototype portal can be accessed at <a href="http://pathways.maynoothuniversity.ie/">http://pathways.maynoothuniversity.ie/</a></p> <p>The success of the Cluster can be attributed to the leadership and commitment provided by the four leadership teams; the sustained efforts to build trust and relationships at different levels between the institutions; and the availability of funding via the SIDF that provided resources to progress projects that are closely aligned to the institutional strategies. The main challenges for the future are (a) the need to clarify the overall objectives for regional clusters as a component of the higher education landscape and (b) the absolute necessity to provide an additional funding line to sustain worthwhile projects and to support the governance, management and further development of the Cluster</p>	<p>Full implementation of new transfer and progression pathways under way.</p>	
--	---	---	--	--	---	--	--

## 2. Participation, Equal Access and Lifelong Learning

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Interim target, end 2015	Progress against 2014 and 2015 targets, commentary and data source	Final Target, end 2016	Summary
1. Increase undergraduate intake in a planned manner	1.New entrants to MU as % of total new entrants to all HEA funded HEIs	4.5%	5.0%	5.2%	<p><b>The target has been exceeded.</b> Maynooth University has continued to grow rapidly with student headcount reaching 10,616 in 2014/15, an increase of 1,002 (10.4%) since 2010/11. The demand for undergraduate places has been particularly strong with the number of CAO first preferences up by 474 (15.1%) since 2010/11. The number of new entrants to MU increased by 197 (10.2%) from 1,925 in 2010/11 to 2,122 in 2013/14. A further increase of 305 occurred in 2014/15. The MU share of new entrants to all HEIs was 5.1% in 2013/14.</p> <p><b>Maynooth University has continued to increase its undergraduate intake in a planned manner, at a pace that is ahead of the target. The number of undergraduate new entrants in 2015/16 increased by 139 (5.7%) bringing the total to 2,566. The MU percentage share of new entrants to all HEA funded HEIs increased to 5.7% in 2013/14, the latest year for which data are published.</b></p>	5.4%	
	2.Undergraduate enrolment to L8 degree programmes	5,928	6,441	6,754	<p>Total UG level 8 enrolment in 2014/15 is 7,363. This is 922 (14.3%) ahead of original target, and already very close to target for 2016/17. The increase includes 182 linked to the finalisation of the incorporation of Froebel College and 111 due to re-designation of theology programmes provided jointly with SPCM. The remainder is related to (a) new programmes and (b) expansion of existing programmes in Computer science and software engineering, the Science omnibus programme, Business programmes and the BA International programme.</p> <p><b>Revised to 7,865</b></p> <p><b>The revised target was based on the MU projection model</b></p>	7,478	<p><b>Revised to 8,602</b></p> <p><b>The revised target of 8,602 was based on the MU projection model</b></p>

					<p>The University has already embarked on a major capital development programme that is 50% financed by the EIB to support the expansion in enrolment. It will provide much needed additional space for teaching, academic and support staff and also student accommodation. A significant investment in new IT systems to support a rapidly growing university is also underway.</p> <p><b>Further growth occurred in 2015/15 in the undergraduate enrolment to L8 programmes giving a total of 7,838.</b></p> <p><b>Significant progress has been made on implementing the capital and IT projects required to support the expansion in enrolments.</b></p>		
2. Stabilise decline in postgraduate enrolments over short term and plan for subsequent growth	MU share of total PG enrolments in all HEIs	6.0% <b>Correct figure for 2010/11 is 5.3%</b>	6.0% <b>Revised to 5.3%</b> Actual for end 2014 was 5.6%	6.0% <b>Revised to 5.3%</b> Data are not yet available to calculate share for 2015/16	<b>MU share of total in 2014/15 was 5.6% (HEA Website source of comparative data).</b> Maintaining share is particularly challenging in a context where reduced state funding for postgraduates has contributed to shifts in demand towards more professional programmes. The University is reviewing its portfolio of taught postgraduate programmes.	6.0% <b>Revised to 5.3%</b>	
	Total postgraduate enrolment excl. Occasional students	1,774 <b>Revise to 1,812</b> <i>The baseline figure omitted 38 L9 PG cert enrolments.</i>	1,893 <b>Actual 1,905</b>	1,906 <b>Actual 1,922</b>	<b>The 2015/16 PG headcount enrolment target of 1,906 has been exceeded by 16 with a total of 1,922 which is already ahead of the final target.</b> Future total PG enrolment will be largely driven by the trend in year one enrolments. All PG year one enrolments increased by 73 (5.5%) since 2012/13, including an increase of 21 in research students. <b>The Maynooth portfolio of postgraduate programmes is under review and the relative position of MU vis a vis other universities is being monitored closely.</b>	1,917 <b>No change</b>	
3. Retain at least the current proportions of	Proportion of new entrants from (a) targeted SEGs,	22%	20%	20%	The 2010/11 figure has been recalculated as 20% and this should be the figure for the targets. The average SEG proportion between	20%	

students from designated groups	(b) with a disability,	10%	10%	Actual 21.9% 10% Revised target to 13.5% Actual 15.2%	2010/11 and 2014/15 was 20.4%, and reached 21.5% in 2014/15 and 21.9% in 2015.16. The MU proportion in 2013/14 was the highest among the seven universities. <b>SEG target achieved.</b>  The proportion of new entrants with a disability increased from 10.5% in 2010/11 to <b>13.9% in 2014/15 and 15.2% in the current year. The MU proportion in 2013/14 was the highest among the seven universities. Target achieved.</b>	10% <b>Revised target to 13.5%</b>
	(c) Mature	15%	15%  <b>Actual 10.8%</b>	15% <b>Revised target to 11%</b>  <b>Actual 9.7%</b>	The number of full-time mature new entrants to level 6, 7 and 8 programmes has been declining every year from the peak of 355 in 2011/12 to an estimate of 250 in the current year. Consequently, the mature students share of new entrants has fallen from 18% to just under 10% in the current year. A similar trend is evident across the University sector where the mature student shares of new entrants declined from 11% in 2010/11 to 8.5% in 2013/14. <b>MU had the highest share of mature students among the UG new entrants in 2014/15, the latest year for which data are published.</b> The decline over recent years is thought to be mostly due to fewer students having sufficient financial resources to cover fees, accommodation and in some instances childcare. An additional factor is the availability of alternative courses through Labour Market Activation initiatives.	15% <b>Revised target to 11%</b>
4.Continue to increase provision of specialist supports provided for non-traditional students	(a) Pre-entry programme for mature students (b) Transition supports for students from non-traditional backgrounds	<b>Baseline</b> (a) Pre entry programme offered to all mature students (b) Learning to learn and peer group support provided to all HEAR students	Evaluation of existing services & recommendations for enhancement	Maynooth University has through collaborative partnerships developed an outstanding range of outreach activities aimed at removing barriers to progression to higher education and creating realistic expectations among schools, parents, adult learners and communities who historically do not access higher education.	Enhanced provision of services including implementation of at least 30% of recommendations	



	(c) Individual assessment for assistive technology for students with a disability	(c) Assistive technology advice available to in-coming students with a disability		<p>The University has also developed a range of flexible pathways to enable students to access third level education; a series of initiatives which enable students to make a successful transition to third level study, and a range of innovative post-entry supports aimed at achieving equity of participation while supporting students to develop as independent learners.</p> <p>A special pre-entry Foundation Level 6 Certificate course is provided for mature students who wish to enrol in science and engineering programmes. The number enrolled in this course increased from 15 in 2013 to 21 in 2014 <b>and 20 in 2015/16 – 16 of the 20 are eligible to progress to a full-time undergraduate programme in Science.</b></p> <p>A one year full-time Higher Diploma in Science (Software Development) is also available for students with no previous experience of information technology. The course is supported by the Springboard initiative.</p> <p>In addition, in 2013 the Access Office introduced a three-day pre-registration on-campus residential orientation programme, Launchpad, for incoming HEAR and DARE students to facilitate their transition to the University. The number of participants increased from 210 in 2013 to 243 in 2014 <b>and to 325 in 2015.</b></p> <p>A comprehensive review of all supports has been undertaken and significant progress has already been made on implementing recommendations from the review. <b>21 of the 30 recommendations will be implemented to date (70.0%)</b> <b>Targets exceeded</b></p>		
--	---	---	--	---	--	--

### 3. Excellent teaching and learning and quality of the student experience

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Interim target, end 2015	Progress against 2014 and 2015 targets, commentary and data source	Final Target, end 2016	Summary
1. Develop a distinctive Maynooth undergraduate curriculum	Introduction of a new undergraduate curriculum in NUI Maynooth. Quantitative performance metrics will include median CAO entry points; outcomes for engagement and learning from Irish National Student Survey; employer survey outcomes	Curriculum Commission established and holding consultations	A revised curriculum will be designed and made available to applicants.	Initial intake to the revised programme  Pilot testing of key aspects of the revised programme will commence in 2015/16  <b>Pilot testing of first year critical skills modules completed.</b>  <b>Feedback from students and staff on the pilot project was very positive with reports of strong interest in take-up, high standards achieved and beneficial impacts on learning in other subjects.</b>	Students at Maynooth University have consistently rated very highly the quality of their entire educational experience. <b>According to the 2016 ISSE 84.3% of final year undergraduates rate their entire educational experience at MU as either 'good' or 'excellent' and 87.5% of all students who have studied at Maynooth would chose Maynooth if they were starting again.</b>  The 2015 U Multi-Rank scores for MU on the Teaching and Learning indicators compare very favourably with the scores for the three other universities (UCC, DCU and UL) that participated in the U Multi-rank survey. The MU grades on the four Teaching and Learning indicators in the 2016 U M-R are similar to those of DCU and almost identical to UCC. The MU scores are in the upper end of the international distribution.  Academic standards in Maynooth University are constantly benchmarked against those in other Universities through the External Examiner system. 100 external examiners are appointed for the current year, covering all programmes. 66% are from the UK, 5% from other international universities and 29% from other Universities in Ireland.  Building on this tradition the University embarked in 2012/13 on a major reform of the	Evaluation of the first year of the programme, including student evaluations and reaction from an expert group including employers.  Work is already progressing on devising a methodology to measure the impacts of the new curriculum.  <b>A research and evaluation framework has been devised to monitor the impacts of the new curriculum. A researcher has been appointed to undertake this project.</b>	

				<p><b>A suite of Elective modules in second year was also pilot tested in 2015/16 with similarly positive outcomes to those in relation to the critical skills modules.</b></p>	<p>undergraduate curriculum led by the President and coordinated by a Curriculum Commission that included representatives of staff and students from across the University.</p> <p>The Curriculum Commission has completed its work. Following extensive internal and external consultation a final report with a comprehensive work programme has been approved by the Academic Council and the Governing Authority. Key elements of the Maynooth Undergraduate Education Initiative are: (a) a succinct statement on MU graduate attributes (b) new structures for undergraduate degrees with greater flexibility in subject combinations and progression pathways; (c) credit bearing elective modules open to all students; (d) revised academic policies, rules and regulations; and (e) a framework for experiential learning. In addition a new internal resource allocation model has been designed to incentivise reform, new/ upgraded IT systems will be installed to support the implementation of the Curriculum, and additional teaching resources have been identified to support implementation.</p> <p>The specific proposals are informed by reviews of recent initiative to reform undergraduate curricula in universities outside Ireland and by feedback from both the Irish Survey of Student Engagement (ISSE), the National Employers survey and data from the annual HEA First Destinations Survey.</p> <p>An implementation process led by the President commenced in September 2014. Provision of a first year skills programme and optional elective modules will be implemented on a pilot basis in 2015/16 to be followed by roll-out of the full new curriculum in 2016/17.</p>		
--	--	--	--	---	--	--	--

					<p>The implementation will be supported by an enhanced orientation programme and a new peer mentoring initiative.</p> <p><b>Following a successful pilot in 2015/16, a Critical Skills course will be on offer to first year students in 2016/17 as a credit bearing part of their programme. It is anticipated that approximately 500 will select this option. Second year students will have the option of taking a 10 credit elective course as a credit bearing part of their programme. In 2016/17 there will be approximately 25 elective courses available.</b></p> <p><b>A Dean of Teaching and Learning has been appointed to oversee the implementation of all components of the Curriculum. The Dean's Office has been resourced to provide advice and guidance to students on selecting the appropriate options within their programme and to oversee implementation of experiential learning initiatives that include work placements, community based learning, student volunteering.</b></p> <p><b>The Centre for Teaching and Learning is pilot testing an e-portfolio system for all students to record their academic achievements and experiential learning activities.</b></p>		
2. Continue to strengthen our portfolio of taught postgraduate programmes	Revised portfolio of taught postgraduate advanced disciplinary and interdisciplinary programmes aligned to our academic and research strength and addressing important societal needs and challenges	Review of taught postgraduate programmes has commenced	Revised postgraduate portfolio developed	Revised postgraduate portfolio implemented <b>Review of trends in enrolments since 2010/11 in taught &amp; research programmes in all universities has been completed as a part of a review of the MU PG portfolio</b>	<p>The review of the portfolio of taught postgraduate programmes has been delayed slightly due to the pressures of work associated with the reform of the undergraduate curriculum. The review will be completed in 2015/16.</p> <p><b>Revised completion date: Q4 2016</b></p> <p>Progress on enrolment patterns is reported in section 2 above.</p>	Stabilised postgraduate enrolment.	

<p>3. Enhanced support for student learning, doubling of the numbers availing of writing centre, maths support and study skills support.</p>	<p>Numbers availing of the support centres.</p>	<p>933 individual students registered for support centres.</p>	<p>1,300+ students registered at drop-in sessions</p>	<p>1,600+ students registered at drop-in sessions</p> <p>Over 1,900 students availed of the supports services (Maths Support Centre, Writing Centre, <i>Student+</i> and Career Development Centre)</p>	<p>The University continues to improve and expand the range of academic support services available to students. The University continues to provide a mathematics support centre (scaled up with increased staffing), a writing centre, and Student + (an MU programme designed to assist first year students in the transition to university). In 2014/15 special tutorials provided by the Maths Support Centre were attended by 985 unique students (13.4% of all L8 students and an increase of 10.8% over the previous year); 430 attended sessions organised by the Writing Centre, 1,908 attended the Academic Advisory Office compared to 1,741 the previous year; 260 availed of <i>Student+</i> (an MU programme designed to assist first year students in the transition to University) and 258 (by mid-June) had one-to-one advisory meetings with staff in the Career Development Centre. The University will in future consider how these services might be better integrated.</p> <p><b>The aggregate level of activity exceeded the targets</b></p> <p>The 2016 ISSE confirms that the staff providing these advisory services are very highly regarded by students. On a scale of 1 (poor) to 7 (excellent) 57.4% of MU students provided ratings of 5 or more compared to 49.7% for students in all universities.</p>	<p>2000+ students using support centres.</p>	
--	---	--	---	---	---	--	--

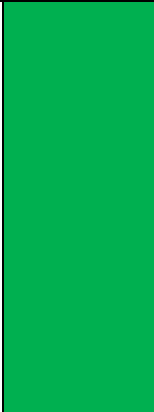
## 4. High Quality, Internationally competitive research and innovation

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Interim target, end 2015	Progress against 2014 and 2015 targets, commentary and data source	Final Target, end 2016	Summary
1. Establish distinctive research priorities and increase our research capacity and impact	<p>(a) Research income</p> <p>(b) Publications per academic</p> <p>(c) Field weighted citation index</p> <p><i>(note: no baseline or targets were set for publications or citations)</i></p>	€20M	€21.0M	€21.5M	<p>The original target for research income is unlikely to be achieved. However, strong progress has been made against all other targets.</p> <p>Research income: The interim target of €20.9M was achieved by end Sept. 2014. However, projecting research income is a complex task that has to take account of the lagged impact of research awards on expenditure and also changes in the profile of awards.</p> <p>Following a review in Q4 of 2015 it has been necessary to revise downwards the targets for research expenditure. The decline is due to two factors. First the expenditure is a lag metric that follows awards received in previous years. Thus it is only in the last year that the impacts of reduced awards secured in the 2011-2013 period on expenditure have become evident. Secondly whilst there has been an increase in the number of awards (increase from 88 in 2012 to 128 in 2014) the amount per award declined with a related curtailment of the duration of expenditure. However, our analysis indicates that the low point in expenditure is likely to be in 2016. There are already indications that the trends in awards and expenditure are likely to improve. The total net awards in 2014/15 was €19.3m compared to €13.9m in 2013/14. This will impact positively on expenditure per annum over the coming years.</p> <p>A revised target of €18m for research expenditure in 2016/17 is proposed.</p>	<p>€22.0M</p> <p>Revised target €18m</p>	

					<p>Publications: The annual average no. of peer reviewed academic publications per staff member has remained constant at 1.4 between 2012 and 2014, despite retirements of highly productive staff, increases in teaching innovations and significantly increased numbers of students. <b>The overall performance has been strong.</b></p> <p>Quality of research: The field weighted citation index (FWCI) sourced via SciVAL, is a key measure of the quality of publications, increased from 1.3 in 2011 to 1.64 in 2014 and <b>1.74 in 2015. This is an exceptional performance. The 2014 index is only marginally behind UCD (1.65) and on a par with TCD – comparable data are not yet available for 2015. The Maynooth Web of Science normalised citation impact index of 1.87 for 2013/14 is the highest among the seven universities.</b></p> <p><b>The high quality and impact of MU research is evidenced by the fact that the citations index is the single most important contributor to Maynooth’s score in the Top 100 universities under 50 and it is also the principal differentiator between MU and the two other Irish universities aged under 50. Maynooth is currently ranked 68 in the top 100 universities in the world under 50 years.</b></p> <p><b>The 2016 U Multi-Rank classification places Maynooth University in the highest category for the percentage of all publications that are inter-disciplinary.</b> In the 2015 U Multi-rank survey MU is classified in the top ‘Very Good’ category for external research income per academic staff member, the number of art related events, and the relative number of post-doctoral posts.</p>		
--	--	--	--	--	--	--	--

					A further measure of the quality of MU research is that three major ERC awards have been secured by staff in the Social Sciences and Humanities – no other university in Ireland has had this level of success in ERC awards for AHSS fields.		
2. Increase participation in EU Horizon 2020 programmes	(a) Annual number of applications (b) Success rate (c) H2020 income annual/ EU research income (€000's)	31 10-12% NA €1,436 (2011)	Implementation of EU H2020 plan for Maynooth University	Increased participation in H2020 compared to baseline	<p><b>Progress has been excellent and ahead of targets</b></p> <p>The 2014 target of implementing a H2020 plan was <b>achieved</b>, In 2014 there were 50 applications. <b>The number in 2015 was 44 and would have exceeded the 2014 total except that an EU Health call under societal challenges was delayed (MU had 11 submissions under this call in 2014). Notably the MU success rate improved to 16%.</b></p> <p>The H2020 2015 target to increase participation v FP7 was <b>achieved 12 months early.</b></p> <p><b>Total EU research income is an alternative performance metric. The €4,741m received in was 2013/14 and 2014/15 was 83% more than in 2010/11 and 2011/12. The share of total research income derived from EU sources more than doubled from 6% in 2011/12 to 15% in 2014/15.</b></p> <p>We propose changing the 2016 target from “% of national share” to a specific numerical target. This is because sourcing national data is slow and will not be available until well in to 2017 reducing its utility as an indicator. The proposed alternative target is for 55 H2020 with at least a 12% success rate in 2016/17. This will represent a further significant increase in applications over the FP7 baseline (2016 vs FP7 average).</p>	Participation and success rate equal to or greater than Maynooth University share of total researchers in all HEA funded HEIs. <b>Revise to 55 H2020 applications per annum with &gt;12% success rate.</b>	



<p>3.Enhance doctoral education with emphasis on structured PhDs</p>	<p>Percentage of research students enrolled in structured PhD programmes</p> <p>Review and prepare revised structured PhD programmes</p>	<p>2011 All new students enrolled in first generation structured PhD programmes at Maynooth University</p>	<p>Review current PhD programmes</p> <p>redefine role of local supervisory committees</p>	<p>Implement revised model of structured PhD progs; develop models to support sharing of modules across the cluster; and implement best practice guidelines for initial meetings and annual progress reviews for all research students and supervisors</p>	<p>Since 2010 all PhD students are registered to a structure programme. Review of structure PhD programmes was undertaken in 2014. Outcomes include formal identification of role and functions of Departmental Research Student Progress Committees. The Graduate Studies Office has developed a new suite of graduate skills modules that are aligned with the IUA PhD Graduate Skills Statement. The modules are offered to partners in 3U and in the Technology Transfer Alliance.</p>	<p>100% of PhD students enrolled to revised structured PhD. Embed a 'continuous quality enhancement' approach to PhD modules and structure of PhD programmes; implement new models to share PhD modules across the regional cluster</p>	
--	--	--	---	--	--	---	--

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

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Interim target, end 2015	Progress against 2014 and 2015 targets, commentary and data source	Final Target, end 2016	Summary
1. Prepare an engagement plan that will bring strategic coherence and direction to a range of enterprise engagement activities currently undertaken by individual staff	Completion of university engagement plan	University staff engaged in discrete engagement activities with limited coordination	Review completed of all activities contributing to enterprise engagement, leading to a coherent implementation plan.	<p>c.100 students taking credit bearing modules in 2014/15 on entrepreneurship and creativity provided by EDEN. <b>The enrolments increased to 184 in 2015/16.</b></p> <p>EDEN will continue to promote and manage the Student Enterprise Competition in the University</p> <p>Employers advisory board on undergraduate curriculum established and active</p>	<p><b>Internal review has been partially completed and has already led to planning and initiation of several co-ordinating initiatives:</b></p> <p>1. Establishment in January 2014 of Maynooth University Centre for Entrepreneurship, Design and Innovation (EDEN) with 2FTE staff. Its remit is to foster and promote entrepreneurial thinking and innovation within the university and to build on links to external bodies. 73 students enrolled in customised credit bearing modules in the first year. Plan to increase enrolment to 400 by 2016/17. EDEN has taken on the management of the Student Enterprise Competition and achieved a three- fold increase in the number of entries. At the end of May a team of MU students, for the first time, won the 2015 Enactus Ireland National Competition for Social Entrepreneurship.</p> <p>2.MU is an active participant in national Campus Engage network.</p> <p>Opportunities for student experiential learning have been reviewed. A structure and additional resources will be put in place in 2015/16 to expand opportunities for greater numbers of students to acquire some experiential learning – this initiative is a key element of the new Maynooth curriculum. <b>Following the completion of the Experiential Learning and Engagement Plan in 2015 the Dean of Teaching and Learning has appointed an Experiential Learning Officer.</b></p>	<p>c. 400 students taking credit bearing modules on entrepreneurship and creativity provided by EDEN</p> <p>Launch of new locus for Experiential Learning and provision of a co-ordinated range of opportunities for undergraduates that will be integrated with the Maynooth Curriculum Initiative</p>	

					<p>The responsibilities for the Commercialisation Office in building enterprise links are being widened. <b>A major step forward has been taken following the opening in June 2015 of the state-of-the-art Maynooth Works incubation space.</b></p> <p><b>Following a performance review Enterprise Ireland has committed significant further funding of €4.5m to a Maynooth led consortium through TTSi-3 for the next five years.</b></p> <p>The 2015 and 2016 U Multi-Rank surveys provide further evidence of MU engagement with the region. For both years MU is classified in the 'Very Good' category for the proportions undergraduates and Masters students working in the region, and in the 'Good' category for joint publications with authors in the region, <b>and for joint publications with industrial partners (similar to UCD).</b></p> <p><b>The University has a very prominent role in the Mid-East Action Plan for Jobs. An MU Vice-President is Chair of the Mid-East Regional Skills Forum (RSF), and the University also hosts the Manager for the Mid-East RSF.</b></p>		
2. Extension of research-led innovation activities to create value, and to support enterprise with a specific focus on the Midlands East/Dublin West region, and our	Performance will be aligned with the primary indicators of success under Enterprise Ireland TTSi2	2012 TTSi 1 performance	Targets are appropriate to 3 years 2014-2016	<p>Incubation centre completed, first 5 spin-in companies identified</p> <p>Actual occupancy June 2016: &gt;80%</p> <p>&gt;50 jobs created since October 2015</p>	<p>Funding secured from Enterprise Ireland/IDA for Technology Centre in IT Innovation - €7.5M over 5 years 2014-2019. Significant endorsement of Enterprise engagement. The Maynooth University Incubation Centre has been completed and incorporated into an entirely new state of the art innovation hub. A major anchor tenant has been sourced.</p> <p><b>Excellent progress has been made in relation to the cumulative targets for 2013-2016: (see next column for targets)</b></p> <p><b>44 invention disclosures in 2013 -2015</b></p> <p><b>23 license agreements in 2013-2015</b></p> <p><b>5 spin out companies 2013-2015</b></p>	Targets for years 2013-2016): minimum 30 invention disclosures; 15 patent applications; 15 licences, options or assignments; 5 new spin-out companies.	

sectoral enterprise partners.					<p><b>220 industry contracts 2013-2014 plus an additional 80 via the Innovation Value Institute (IVI)</b></p> <p><b>In just 6 months MaynoothWorks companies with University support have created 57 private sector jobs in high performance start-ups, a direct result of our enterprise support activity.</b></p>		
3. Increase number of students taking work placements as part of formal studies, thus improving students' preparation for the workplace and building university-enterprise relationships	(a) Number of students taking work placement; and (b) number of enterprises (private and public) taking Maynooth students for internships	80 students per annum on work placements in 2012, and number of companies working with the university on placements  <b>Baseline corrected from 180 to 80</b>	Increase of 20% in number of work placements	50% increase in number of work placements over baseline; 20% more enterprises interacting with university via placements	<p><b>The target has been achieved. The number of students on work placements has increased from 80 in 2012 to 167 in this year. In addition, there are 855 students taking programmes that include work placements concurrent with modules in the programmes: these students are mostly in programmes linked to Education, Community and Youth Work, and Geographic Information Systems.</b></p> <p><b>The implementation of the revised Maynooth Curriculum from September 2016 will facilitate greater numbers of students to avail of work placements.</b></p>	75% increase in number of work placements over baseline; 50% more enterprises interacting with university via placements	

## 6. Enhanced Internationalisation

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Interim target, end 2015	Progress against 2014 and 2015 targets, commentary and data source	Final Target, end 2016	Summary
1. Revise curriculum to provide greater opportunities for an international student experience	Increase number of outgoing students by 50% Additional international dimensions in new undergraduate curriculum	Degree offering in International Development scheduled to begin in 2013-14	Additional new international options within the curriculum	Increased number of students taking options to study abroad and study international topics	<p>A new undergraduate degree programme in International Development Studies was introduced in 2013/14, and a 15 credit inter-disciplinary critical skills course on Globalisation will be included in the new Maynooth curriculum.</p> <p>From 2016/17 MU will offer an MA in International Development through the Kimmage Development Studies Centre.</p> <p>An increasing number of students are enrolling for the 4 year BA International programme – up from 76 in 2010/11 to <b>178 in 2015/16. The current number is 2.3 times the baseline number.</b></p> <p>No targets were set for the number of out-going students. However, between 2011/12 and 2013/14 the numbers increased from 91 to 150 and reached <b>182 in 2014/15 – a doubling over three years.</b> The number is expected to increase further as more students will be encouraged to avail of one semester integrated study abroad opportunities in context of the new curriculum.</p>	Further increase in number of students taking options to study abroad, and study international topics	
2. Increased recruitment of international students for	Development of a strategic plan for sustainable growth in	Number of international students domiciled outside Ireland	Approved strategy for international recruitment.	30% increase in enrolment of international students	The international student recruitment programme has become more strongly focused on North America and eastern Asia (China and Japan) with targeted	50% increase in enrolment of international students.	

degree and study abroad programmes	international recruitment; International student enrolments	enrolled in Maynooth University	International student monitoring system in place		<p>efforts to strengthen relations with specific institutions.</p> <p>The MU efforts are complemented by the joint efforts of the 3U partnership via the 3U Pathways Programme.</p> <p>The number of international students increased by 90% from 527 to 1003 between 2011/12 and 2014/15 – considerably ahead of the target. <b>A further increase of 6.7% to 1,070 has been achieved in the current academic year. Since 2011/12 the fees earned from non-EU students increased by €1,522k (71%) to €3,670k in 2014/15.</b></p> <p>Maynooth University scored particularly strongly on the International Orientation indicators in the 2015 <b>and 2016</b> U Multi-Rank surveys. MU is placed in the top category for the indicators related to student mobility, international academic staff, and international joint publications.</p> <p><b>Further confirmation of the Maynooth’s position is provided by its inclusion in the top 200 universities in the world for international orientation.</b></p>		
------------------------------------	---	---------------------------------	--	--	---	--	--

## 7. Institutional consolidation

Institution Objective	Performance Indicator	Baseline	Interim Target, end 2014	Interim target, end 2015	Progress against 2014 and 2015 targets, commentary and data source	Final Target, end 2016	Summary
1. Fully integrate Froebel College of Education into NUI Maynooth academic structures, and develop Maynooth Centre of Excellence for teacher education spanning the continuum from early childhood through primary, secondary and tertiary education to adult and community education	Successful transition of the Froebel staff and students to NUI Maynooth, and establishment of a centre of excellence for teacher education	Relocation of the Froebel staff and students in September 2013	Successful integration of Froebel staff and students into Maynooth campus community validated by survey of staff and students. Commence exploration of opportunities for further collaboration	Completion of a new, purpose designed education building at NUI Maynooth to house the Froebel Department, and other education departments  <b>The teaching spaces in the Education building will be available in September and the staff of the Education departments will transfer into the building in Q4 2016.</b>	The education programmes previously provided by Froebel College of Education have been successfully transferred to the Maynooth campus and fully into integrated into the University portfolio of programmes, including all the supporting academic policies and procedures. A separate Froebel Department of Primary and Early Childhood Education has been established in the University. The majority of Froebel staff transferred to Maynooth.  Work on the construction of a new building for the Froebel and other Education Departments is scheduled for completion by end August 2016. The co-location of all Education departments in the University will facilitate greater interactions among staff involved in the provision of education training at different levels.  <b>In summary the integration and transfer of staff and students has been achieved. Significant progress being made in relation to other aspects of the broad objective.</b>	Consolidation of all education departments and support units into new structure for teacher education in Maynooth  <b>Opportunities for greater synergies between the three Education departments will be explored in the context of quality assurance and enhancement reviews in 2016/17</b>	
2. Continue to strengthen our relationship with St Patrick's	Completion of a feasibility study for a shared student record system for NUI	High level Working Group established by NUI Maynooth	Complete study of the feasibility of a shared student record system	If feasible, proceed to implement a shared student record system Subject to outcome of 2014 review, launch new jointly provided undergraduate degree	The University is working closely with SPCM on academic matters and on planning the future of the Maynooth campus. An inter-institutional Working Group, that included the Registrars, is meeting regularly to consider matters of	Recruit students into new jointly provided undergraduate programme	

<p>College Maynooth for the benefit of both institutions</p>	<p>Maynooth and SPCM Collaboration on recruitment of study abroad students to enrol in jointly provided academic programme Completion of review of feasibility of new jointly provided undergraduate programmes Development of a shared vision for the future of the Maynooth campus</p>	<p>Governing Authority and Trustees of St Patrick's College Maynooth</p>	<p>Pilot recruitment strategy to attract study abroad students into jointly provided programme Complete review of feasibility of new jointly provided undergraduate programmes Consider alternative scenarios for future development of the Maynooth south campus</p>	<p>programme as an additional CAO option Further develop and extend joint recruitment strategy for study abroad students Agree long term plan for development of Maynooth south campus</p>	<p>academic interest – this includes the BA Theology degree which already includes significant inputs from the University; collaboration in the teaching of Philosophy; and delivery of the first Arts programme in Kilkenny where theology is offered as a separate subject. A preliminary review has been completed of the feasibility of using a shared student records system. For institutional reasons on both sides further progress has been somewhat delayed. The two institutions have sought to collaborate in recruiting international students. However, progress to date on actual recruitment has been slow.</p> <p>The Presidents of both institutions have had a number of meetings to consider the future of the South campus and an overall vision for the utilisation, planning and governance of the entire Maynooth campus. These discussions are taking place alongside the preparation by the University of a long term campus Masterplan that will provide a rational framework for the physical development of the campus and its links with the town of Maynooth.</p> <p><b>The Campus Masterplan has been completed. It envisages a new relationship between MU and St. Patrick's College with a shared vision on a unified approach to developing the Maynooth campus over the next thirty years.</b></p>	<p>Recruit study abroad students into jointly provided programme Commence implementation plan for future development of an integrated Maynooth campus</p>	
--	--	--	---	--	--	---	---





**Signed:**

**Chief Officer, Maynooth University**

**Date:**

**28<sup>th</sup> June 2016**