Maynooth University
Equality, Diversity, Inclusion, and Inter-culturalism

EDI Annual Report 2019/20

Gender Equality

Race & Ethnicity

Widening Participation

Disability

LGBTQIA+

Contents

Maynooth Access Programme

2,732
STUDENTS
were identified as belonging to an under-represented group.

Gender Equality

2ND
IN IRELAND
Maynooth University was placed 2nd in Ireland and 34th globally for Gender Equality in the United Nations' Sustainable Development Goals.

LGBTQIA+

50
GENDER NEUTRAL BATHROOMS
Maynooth is on track to meet its target of 50 gender neutral bathrooms by the end of 2020.

Quality Education

1ST
IN IRELAND
Maynooth University was ranked 1st in Ireland and 49th in the world for Quality Education in the United Nations' Sustainable Development Goals.

Consent Framework

€14k
awarded to Maynooth University to implement the Consent Framework Implementation Working Group.

Gender Equality

6
FEMALE EMPLOYEES SPONSORED
Maynooth sponsored the participation of six female employees for the **Aurora leadership development programme 2019/20.**

Cultural Diversity

UNIVERSITY OF SANCTUARY
in recognition of our work to promote a culture of welcome for refugees, asylum seekers and other migrants into the community, Maynooth University was officially designated as a University of Sanctuary

Foreword

Maynooth University is committed to an organisational and cultural environment for staff and students to create a truly inclusive University where scholarship and learning are enriched by the diversity of our campus community.

We realise that there is still a way to go to fully achieve this, but we truly believe that investment in our people, our culture and our community will reap benefits for everyone.

A key indication of the commitment and importance that the University puts on achieving this, is the setup of an office for Equality, Diversity, Inclusion and Interculturalism (EDI). In setting up a dedicated office we have been able to take an institution wide approach to ensuring the principles of EDI are embedded in all aspects of the University's strategy, policy, processes, systems and functions.

On the 11th of March 2020 the World Health Organisation declared the outbreak of the novel coronavirus (COVID-19) a global pandemic. Since then, the Irish government has introduced unprecedented measures in order to help slow the spread of the virus. This has led to a new and unusual way of life for Irish citizens, which includes social distancing, self-isolation, quarantining, working from home, home-schooling children, job losses and, for some, the loss of family members and friends. The COVID-19 outbreak is clearly taking a social, economic and psychological toll, and already there are the first indications of its gendered effects.
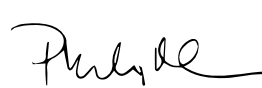
The pandemic has also brought into sharp focus the impact of poverty on students and potential students and how this crisis has the potential to wreak the greatest negative impact on the most disadvantaged and marginalised in society. There is a real risk that many of the gains achieved in the context of EDI over the last 20 years will be wiped out in the next months and years. In order to mitigate this impact, the needs of the most marginalised must be paramount, and our focus and commitment on EDI needs to remain strong.

Key events that also occurred during the period of this report include the Black Lives Matter movement and the strong focus on ensuring that institutional campus culture is safe, respectful and supportive. We have taken a holistic approach in relation to both of these, not only to ensure that where racist/sexual misconduct incidents occur there is a clear reporting process and identifiable supports; but also to work with our students and staff to educate ourselves about structural racism/sexism; to increase awareness about bystander intervention; and to empower everyone to embed equality and inclusion in all aspects of our scholarship and teaching. EDI is everyone's responsibility, and we all have a role to play.

This report presents a snapshot of the excellent work ongoing in the University by our staff and students in relation to EDI during the year 2019 and the first half of 2020 (bringing our reporting into line with the academic year). It is hard to capture everything that is going on in one report, so for the future, the annual report will be supplemented with regular newsletter updates from the EDI Office.

We are delighted to showcase this work and look forward to seeing the work progress in future years.

Professor Philip Nolan
President

Dr Gemma Irvine
Vice President for Equality and Diversity

Executive Summary

Equality, diversity, inclusion, and inter-culturalism (EDI) is highlighted as a key strategic goal in the 2018–2022 Maynooth University Strategic Plan.

The plan states:
"Our goal is to build on our achievements to date and become a model university for equality, diversity, inclusion and interculturalism, where social justice, addressing inequality and empowering people are central to our mission".

The EDI Annual report 2019/20 aims to capture the work ongoing in the University to achieve this and constitutes the Maynooth University report on achievements under the public sector duty for the year 2019/20.

The reporting period covers the year 2019 and the first half of 2020, to bring our reporting into line with the academic year. During this time there has been a significant turnover of our EDI staff and COVID-19 has also meant that almost all the initiatives planned for 2019/20 have either had to be moved online or put on hold. However, while face-to-face activities have all but stopped, the rapid adoption of online working has opened up opportunities to rethink the way we work, and to look at how effective and accessible it could be for the future.

EDI Structures & Networks:
The EDI Committee is a joint standing committee of the Governing Authority and Academic Council. The EDI Committee shall keep under review the policy framework within which the University meets its equality responsibilities as set out in legislation and in the University's own Equality Policy document. The Office of the Vice-President for Equality and Diversity was set up in July 2019 and has worked very closely with the Maynooth Students' Union (MSU) and colleagues across the University, to ensure that the principles of EDI are embedded in all aspects of the University's strategy, policy, processes, systems, and functions. This includes delivering training on EDI and coordinating a number of networks, forums, working groups and steering groups to progress EDI initiatives. These are coordinated by the Equality Officer, the Equality Projects Officer, and the Director of Access.

Key Highlights
Activity, events, and achievements for the period 2019/20 are outlined below under headings from the report:

> **Gender Equality**
Three MU Department applications were successful in securing Athena SWAN Bronze awards during 2019/20 including the Department of Biology, Department of Geography, and the Department of Law. In 2019 MU participated in the 30% Club Scholarship Executive Education Scholarship scheme, providing one scholarship on a part-time Masters programme, the MU MSc in Strategy and Innovation. Maynooth was awarded two new and additional Professor posts under the 2019 HEA *Senior Academic Leadership Initiative.* A Professor in Physical Geography in the area of Climate Science (Adaptation and/or Mitigation) and a Professor in Computer Science in the area of Software Platform Architecture and Society. Maynooth sponsored the participation of six female employees for the Aurora leadership development programme 2019/20.

> **Family Friendly University**
The *Athena SWAN 'Teaching Free' Research or Extended Handover* period was put in place in 2019 in recognition of the challenges employees may face when returning to work from maternity or adoptive leave.

> **LGBTQIA+**
The *Gender Identity and Expression Policy*[1] and associated guidelines were launched in Summer 2019. Gender Identity Awareness training was offered to staff during 2019/20. Maynooth University received the '*Kildare Chamber Business award for EDI,* 2019' for MU's work on our Gender Identity and Expression policy in 2019. Gender neutral bathrooms were designated throughout the campus and all new buildings will include them as standard – Maynooth is on track to meeting its target of 50 gender neutral bathrooms by the end of 2020.

> **Cultural Diversity – Race & Ethnicity (including Travellers)**
Maynooth University has been active in supporting cultural diversity through a number of targeted initiatives including InSPIREurope, University of Sanctuary, running '*Creating intercultural learning environments*' workshops and holding joint open discussion sessions with students and staff (e.g. Race Equity Panel Discussion with MSU). Maynooth University was officially designated as a University of Sanctuary on the 20th of February 2020 in recognition of its initiatives to promote a culture of welcome for refugees, asylum seekers and other migrants into the community.

> **Disability**
Maynooth University installed a Changing Places Accessible Facility in MAP Lodge. The facility will be registered on the Changing Places website in 2020.

[1] www.maynoothuniversity.ie/edi/edi-policies/GIGEpolicy

> **Consent Framework Implementation**

A Consent Framework Implementation Working Group was set up in 2019 and MU was awarded €14k under the Department of Education and Skills (DES) Consent Framework Call 2019 to implement the Framework. This includes setup and implementation of the *Report and Support Tool (*an online reporting tool that will allow for the anonymous reporting of incidents of sexual harassment, bullying, assault and violence). Maynooth University awarded Laura Madden the President's Medal at a special event on the 5th of March 2020.

> **COVID-19 EDI work**

The Office of the Vice President for Equality and Diversity was involved in the development of a number of publications focusing on the effects and potential impact of COVID-19 on higher education institution staff and students, with suggested guidance and recommendations, and launched a *Maynooth University – COVID-19 Remote Working Employee Pulse Survey* on the 3rd of July 2020.

> **Other Events/Activities/Achievements in 2019/20**

Maynooth University Social Justice Week was held on 4-9th March 2019 and 9-13th March 2020. Maynooth University featured for the first time in the *Times Higher Education Impact Ranking*. This ranking assesses the performance of universities against the United Nations' Sustainable Development Goals (SDGs). The University was placed in the top 200 universities in the world. Maynooth was ranked 1st in Ireland and 49th in the world for Quality Education (SDG4), and in the top 3% universities globally for its research on social inequalities, policies on discrimination and commitment to recruiting staff and students from under-represented groups (SDG10). Maynooth University was placed 2nd in Ireland and 34th globally for Gender Equality (SDG5).

> **Maynooth Access Programme (MAP)**

Maynooth Access Programme (MAP) is widely recognised as a national leader in the area of widening participation. MAP works in partnership across the University and alongside under-represented learners, schools, and communities to increase equity of access and support student success. In the 2019-20 academic year, 2,732 students (almost 24% of the student body) were identified as belonging to an under-represented group. MAP carries out a broad range of activity including:

- Recruiting students from under-represented groups e.g. Travellers & Roma, refugees, people from areas of low higher education progression, people with convictions and people with disabilities, through a range of outreach (e.g. mentoring, shadowing days, information workshops) and Pathway schemes/programmes (e.g. DARE, HEAR, Think About Teaching Foundation Course, Return to Learning Programme for Travellers);

- Supporting the critical 'transition point' into the University for under-represented groups (e.g. the Launchpad Programme);

- Providing finance for students experiencing financial barriers (e.g. Student Assistance Fund, scholarships, laptops);

- Delivering supports to students, including one-to-one advice (Student Advisors) and technology and academic supports (e.g. Technology Transition Programme, reasonable accommodations in examinations, personal assistants, notetakers);

- Developing responses to new needs, e.g. student mental health (Student Central Service), diversification of initial teacher education (Turn to Teaching Project);

Equality Annual Audit:

Maynooth University is committed to building a robust system for tracking and benchmarking data on the experience and outcomes of our diverse staff and student populations. We conducted a baseline audit of 2019/20 which gives a snapshot of the numbers of staff and students by disability, gender, age, race/ethnicity, and national origin.

The Disability Act 2005 requires public bodies to promote and support the employment of people with disabilities and to achieve a target of 3% of staff with disabilities. MU reported to the HEA that for 2019, 4.9% staff disclosed disabilities.

Specifically, in relation to Maynooth University's performance on gender equality, our total staff cohort is gender balanced (minimum 40% of either female or male) with 56% female (F) staff and 44% male (M) staff. Our Governing Authority is gender balanced (48%F, 52%M), as is our Academic Council (40%F, 60%M), but not our Executive Management Team (31%F, 69%M). We have gender balanced academic staff cohorts in our Faculty of Arts, Celtic Studies, and Philosophy [FACSP] (49%F, 51%M) and Faculty of Social Sciences [FSS] (47%F, 53%M), but not in our Faculty of Science and Engineering [FSE] (30%F, 70%M). We have a predominantly female Administrative, Technical and Professional (ATP) staff cohort in each Faculty (FACSP: 91%F, 9%M; FSS: 93%F, 7%M; FSE: 62%F, 38%M). As of December 2019, only 29% of our Professor A posts were held by women and 71% by men, whereas 49% of our Lecturers were female and 51% were male. Our ATP staff cohorts at the highest two pay grades were gender balanced, while we have a majority female ATP staff cohort at the lowest pay grades.

Data on the other categories of EDI is not as comprehensive as for disability or gender equality, reflecting the longer historic national reporting requirements for these compared to other categories. As we increase our reporting on EDI statistics, a broader evidence base will be developed for the other grounds of discrimination.

A key element to note is the reluctance of applicants to complete EDI data when applying for roles and concerns noted from existing staff about disclosing personal data on EDI areas. A dedicated awareness raising campaign around the value and importance of this information for the University is needed to encourage applicants and staff to fully participate, in order to address reporting gaps and so that we have an accurate picture of our university community and our EDI policy and practice is evidence based.

Maynooth University is committed to making genuine progress towards organisational and cultural change for staff and students to create a truly inclusive University where scholarship and learning are enriched by the diversity of our campus community. We realise that we still have a long way to go to fully achieve this, but we truly believe that investment in our people, our culture and our community will reap benefits for everyone.

Introduction

Maynooth University (MU) is committed to being a University community that promotes and advances equality, respects, and values diversity, and develops a collegiate environment of excellence with equality, in which the human rights, the responsibilities and diversity of all students and staff are recognised and respected.

The University values the enrichment that comes from a diverse community of students and staff and seeks to promote equality and prevent discrimination in the access, experience, progression and achievement of all students and staff through developing and implementing clear policies, processes and practices providing effective support to help realise equality in the student experience and in employment.

Equality, diversity, inclusion, and inter-culturalism (EDI) is highlighted as a key strategic goal in the 2018–2022 Maynooth University Strategic Plan. The plan states: *"Our goal is to build on our achievements to date and become a model university for equality, diversity, inclusion and interculturalism, where social justice, addressing inequality and empowering people are central to our mission"*.

This reporting period covers the year 2019 and the first half of 2020, to bring our reporting into line with the academic year. During this time there has been a significant turnover of our EDI staff including the departure of the HR Equality Officer and the Athena SWAN Project Officer, and the recruitment of Dr Gemma Irvine (she/her - Vice-President for Equality and Diversity), and Sam Blanckensee (they/them or he/him - Equality Officer).

COVID-19 has also meant that almost all the initiatives planned for 2019/20 have either had to be moved online or put on hold. However, while face-to-face activities have all but stopped, the rapid adoption of online working has opened up opportunities to rethink the way we work, and to look at how effective and accessible it could become for the future.

This annual report outlines the Legislative Framework (including the Public Sector Duty), and then describes the EDI structures and networks in MU, followed by an overview of activity and achievements under the headings:

> Gender Equality

> Family Friendly University

> LGBTQIA+

> Cultural Diversity – Race & Ethnicity (including Travellers)

> Disability

> Consent Framework Implementation

> COVID-19 EDI work

> Other Events/Activities/Achievements in 2019/20

> Maynooth Access Programme

Data collected as part of the baseline Equality Data Audit is included in the appendices: Staff Profile, Student Profile, Staff Recruitment and Promotion, and Gender Equality Data.

Legislative Framework

Maynooth University is committed to furthering equality, diversity, inclusion and interculturalism (EDI). In Ireland, there are a number of laws which speak to these principles including: the Employment Equality Acts 1998-2018; the Equal Status Acts 2000-2018; the Disability Act 2005; and the Irish Rights and Equality Commission Act 2014 (which introduced the Public Sector Duty).

The Employment Equality Acts 1998-2018 aim to ensure that people have equal opportunities in relation to skills, training, jobs, and promotion. This includes full-time, part-time, and temporary workers, as well as professional and trade bodies. The Acts prohibit direct and indirect discrimination, sexual and other harassment, and victimization. They require the provision of reasonable accommodation for people with disabilities and permit positive or affirmative action.

The Equal Status Acts 2000-2018 make it unlawful for educational establishments to discriminate on any of the nine grounds in relation to admissions, access to courses, facilities or benefits, any other term and condition, or in the expulsion of a student or any other sanction[2].

There are certain situations where the University can take positive measures to support minority groups or to take into account religious belief such as: differential treatment for mature students to support their attendance, religious training for ministers being limited to a certain religion and gender, the ability to treat international students from outside the EU differently and the necessity to provide reasonable accommodations to students with disabilities.

UN Convention on the Rights of Persons with Disabilities (UNCRPD) sets out the rights of people with disabilities and sets out the monitoring process that must be followed by states which have ratified the convention. In Ireland, the Irish Human Rights and Equality Commission (IHREC) is the body which monitors implementation of UNCRPD, and has a committee made up of people with disabilities who oversee this monitoring. UNCRPD further reinforces that Ireland must provide people with disabilities access to education and other essential services, as well as that employers must provide reasonable accommodation, and not discriminate within the hiring process.

Public Sector Duty

The Public Sector Equality and Human Rights Duty ('the Duty') is a statutory obligation for public bodies in Section 42 of the Irish Human Rights and Equality Commission Act 2014. Section 42(1) requires public bodies, in the performance of their functions, to have regard to the need to eliminate discrimination, promote equality and protect human rights of staff and people availing of their services. Section 42(2) requires public bodies to assess, address and report on progress in relation to equality and human rights in their strategic plan and annual reports in a manner that is accessible to the public.

To meet this responsibility, the University redeveloped the MU Equality and Diversity Policy ('the Policy'). This institutional Policy, as approved by the Governing Authority, underpins every function of the University, and seeks to promote a culture of excellence through mainstreaming the principles of equality and diversity into all University activities, policies, and planning.

Equality, diversity, inclusion, and inter-culturalism (EDI) has been highlighted as a key strategic goal in the 2018-2022 Maynooth University Strategic Plan. The plan outlines an explicit commitment to human rights, social justice, and equality.

This EDI Annual Report constitutes the Maynooth University report on achievements under the public sector duty for the year 2019/20.

[2]www.ihrec.ie/your-rights/i-have-an-issue-with-a-service/i-have-an-issue-about-education/

MU EDI Structures & Networks

EDI Committee

The Equality, Diversity, Inclusion and Interculturalism (EDI) Committee is a joint standing committee of the Governing Authority and Academic Council. The EDI Committee shall keep under review the policy framework within which the University meets its equality responsibilities as set out in legislation and in the University's own Equality Policy document.

In 2019/20 it was chaired by Dr Seamus Taylor as the President's nominee. There were four meetings scheduled for 2019/20.

EDI Committee membership 2019/20:

- > Dr Seamus Taylor, President's Nominee (Chairperson, and Member of Governing Authority)
- > Ms Sheila Nunan, External Member of Governing Authority
- > Professor Mary Corcoran, Member of Governing Authority
- > Professor Andrew Coogan, Academic Council member – Faculty of Science and Engineering
- > Dr Kylie Jarrett, Academic Council member – Faculty of Arts, Celtic Studies and Philosophy
- > Professor Michael Doherty, Academic Council member – Faculty of Social Sciences
- > Ms Ann Donoghue, Member of the Partnership Sub-Committee
- > Ms Kim Lockyer, MSU VP Welfare & Equality
- > Mr Kilian Woods, MSU Postgraduate Representative

- > Ms Laurie Doré, MSU Oifigeach na Gaeilge agus Gnóthaí Cultúrtha
- > Ms Katie Deegan, MSU President (From September 2019)
- > Mr Ciarán Watts, MSU VP Welfare & Equality (From September 2019)
- > Ms Rebecca Kavanagh, MSU PG Representative (From September 2019)
- > Ms Rosaleen McCarthy, Director of Human Resources
- > Dr Gemma Irvine, Vice President for Equality and Diversity (from July 2019)
- > Ms Eliz Dunne, Vice-President of Estates & Capital (Co-Opted)
- > Dr Rose Ryan, Director of Access (Co-Opted)

The Equality Officer acts as Secretariat for the Committee. The Terms of Reference for the Committee can be found at **www.maynoothuniversity.ie/edi/edi-committee**

The Committee is mandated to:

Promote the principle of equality of opportunity for all employees and students of the University;

Support the University's principles and values of equality, inclusiveness, social justice, respect, dignity, and care for the individual;

Support the achievement of the University's strategic goal *'To 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';*

Provide guidance and direction in the development of an Equality Policy and Action Plan which will address specific equality areas across the University;

Review progress in implementing the equality, diversity and interculturalism objectives of the University.

Office of the Vice-President for Equality and Diversity

In July 2019, Dr Gemma Irvine was appointed as the new Vice-President for Equality and Diversity (VPED) and is a full member of the University Executive at Maynooth University. She set up the Office of the Vice-President for Equality and Diversity.

This Office includes an Equality Officer (formerly named HR Equality Officer) and an Equality Project Officer (formerly named the Athena SWAN Project Officer). The Director of Access also reports to the VPED and collectively the Access Office, and the Equality and Diversity Office cover EDI for students and staff respectively.

The Office of the Vice-President for Equality and Diversity is involved in work across the nine grounds of discrimination: Gender, Civil Status, Family Status, Sexual Orientation, Religion, Age, Disability, Race, Membership of the Traveller Community. The Office also works in relation to diversity, inclusion and interculturalism more broadly to ensure Maynooth University is a place where difference is celebrated, and all members of its community have a sense of belonging.

To create a truly inclusive University where scholarship, learning, research, and innovation are enriched by the diversity of our campus community, the Office of the VPED works very closely with the Maynooth Students' Union (MSU) and colleagues across the University, to ensure that the principles of EDI are embedded in all aspects of the University's strategy, policy, processes, systems, and functions.

A number of networks, forums, working groups and steering groups are coordinated by the Equality Officer, the Equality Project Officer, and the Director of Access. These serve to bring together key stakeholders to focus on a specific area of EDI implementation (e.g. the Consent Framework Working Group and the Gender Equality Steering Group), or to provide a structured basis for student engagement across the University (e.g. MAP Academic Advisors and Ambassadors), or to enable people with a lived experience or shared interest to come together as collective (e.g. Staff Parents & Carers' Network, LGBTQIA+).

Throughout this reporting period, the Office of the Vice-President for Equality and Diversity provided training sessions on the following topics:

> Staff orientation/induction sessions on EDI

> Student orientation session on EDI

> Recruitment panel training

> Bias awareness training

> EDI information sessions for the *Department Administrators Forum* and the Library

> Induction training for new Heads of Department and Managers on EDI issues.

> Online LEAD training was developed (MU leading on inclusive teaching & learning module)

Equality Annual Audit

Maynooth University is committed to building a robust system for tracking and benchmarking data on the experience and outcomes of our diverse staff and student populations. The result of our baseline audit conducted in 2019/20 is included in the appendices to give a snapshot of the numbers of staff and students by gender, age, race/ethnicity and national origin and disability.

Our data comes from many different sources across the institution including, the Equal Access Survey (EAS), the recruitment diversity tool, CORE data system, the student records system, staff EDI surveys and data collected by the Maynooth Access Programme (MAP). For some EDI areas there is robust data available, while for others we are only starting to systematically collect and gather data, for example we do not currently collect data on the number of LGBT students and staff, or on staff ethnicity.

In the coming years we will be using new methods of EDI data collection and dissemination within the University, for example we are working with the All-Island Research Observatory (AIRO) to develop an EDI Data Dashboard to better visualise our EDI data and centralise it in one location.

Gender Equality

MU is progressing gender equality through a number of multi-level initiatives. MU is collecting, monitoring and analysing relevant staff and student data for internal monitoring processes, Athena SWAN applications and national benchmarking via the HEA. MU also has a focus on addressing gender inequality in organisational structures, policy, processes and in our culture and community.

MU's Athena SWAN Bronze Award certification led to the development and ongoing implementation of the *MU Gender Equality Action Plan 2018-2021*.

MU's participation in targeted initiatives such as the *Senior Academic Leadership Initiative (SALI)* and in Aurora (leadership development for women) form part of the University's approach to tackling key career pipeline issues for the MU community.

The current status of the MU Academic pipeline compared to the national pipeline is outlined in Figure 1 below, and the MU Administrative, Technical and Professional (ATP) staff pipeline compared to the national pipeline is outlined in Figure 2.

Figure 1 – Profile of MU Academic Staff/Students by gender compared to the national profile of university 2019 data
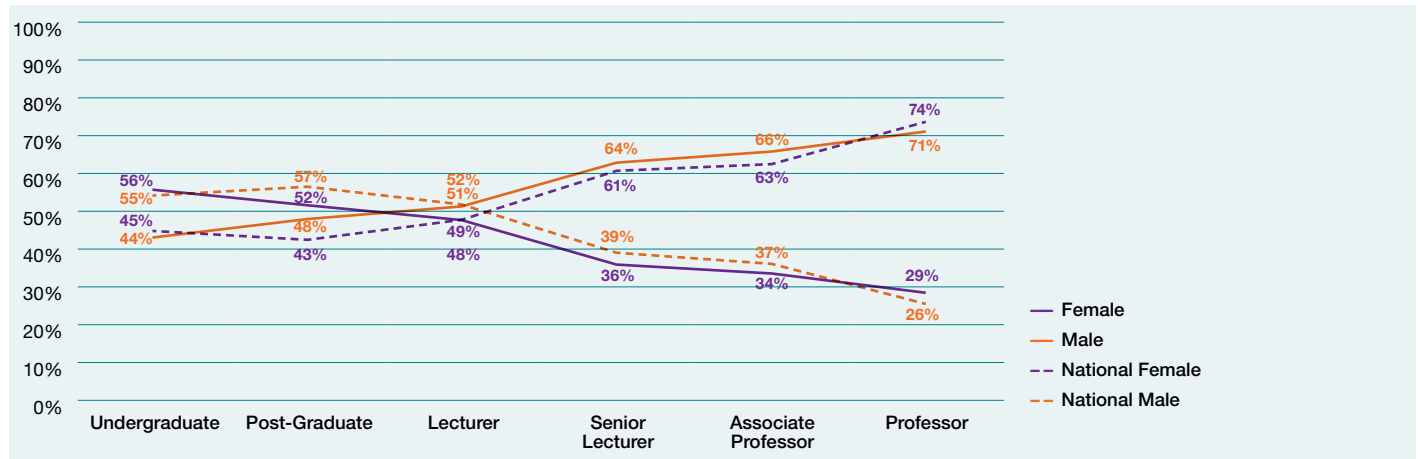
Source. hea.ie/assets/uploads/2019/07/Higher-Education-Institutional-Staff-Profiles-by-Gender-2020.pdf
This figure refers to staff by full time equivalent, not by headcount.

Figure 2 – Profile of MU Administrative, Technical and Professional staff by gender compared to the national profile of university 2019 data
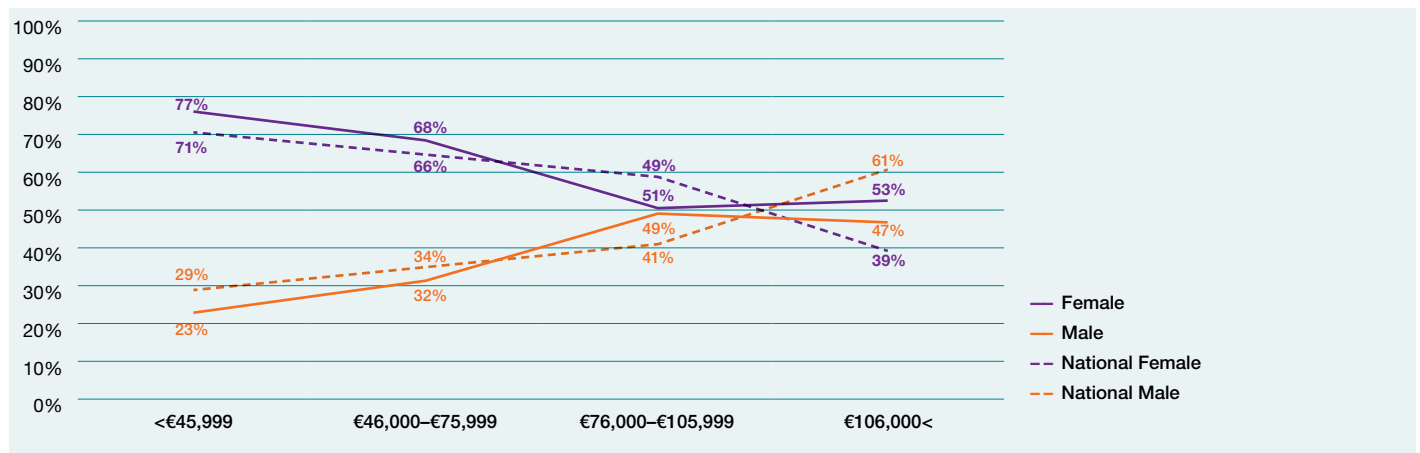
Source. hea.ie/assets/uploads/2019/07/Higher-Education-Institutional-Staff-Profiles-by-Gender-2020.pdf
This figure refers to staff by full time equivalent, not by headcount. All other figures throughout this report refer to headcount.

Staff at Athena SWAN Award Ceremony 2019

Athena SWAN

Maynooth University achieved an Athena SWAN Bronze Institutional Award in 2018. Maynooth was the first Irish institution to achieve a Bronze Award under the 'expanded' Athena SWAN Charter. Since receiving the Award, the University has been implementing the associated *Gender Equality Action Plan 2018-2021*. This Action Plan is a living document which is reviewed and updated during its lifetime in order to be responsive to the lived experience of the MU community.

Key 2019/2020 Activity

> MU's Gender Equality Steering Group chaired by Professor Linda Connolly met 3 times during the 2019-2020 academic year.

> MU's Athena SWAN Chairs Network met at various points throughout the year to discuss progress and share knowledge.

> During this time period, six departments were working on preparing Athena SWAN applications including: Department of Biology, Department of Geography, School of Business, the Department of Law, the Department of Psychology, and the Department of Chemistry. The Department of Experimental Physics is a recognized Supporter of the Institute of Physics' Juno Code of Practice since 2018. The Department is currently working towards achieving Juno Practitioner status.

> Three MU Department applications were successful in securing Athena SWAN Bronze awards during 2019/20 including the Department of Biology, Department of Geography, and the Department of Law.

> Gender awareness was incorporated into the MU Certificate in Science.

> MU's All Island Research Observatory (AIRO) partnered with the HEA to develop an innovative Gender Dashboard.

> A workshop on the gender dimension in research content was held during Research Week (21st–25th October 2019).

> A presentation on Introduction to Athena SWAN for Departments was delivered by Dr Victoria Brownlee of Advance HE (14th November 2019).

> MU held a "Citizens' Assembly" on gender equality with taught postgraduate students in the Department of Law (15th November 2019).

> In 2019 MU participated in the 30% Club Scholarship Executive Education Scholarship scheme, providing one scholarship on a part-time Masters programme, the MU MSc in Strategy and Innovation.

> Since 2019, MU funds two Women in STEM Hume (WISH) Doctoral Awards annually, as part of the John and Pat Hume Doctoral Awards. The WISH Awards are available to the two top-ranked female doctoral applicants to STEM projects who demonstrate excellence in academic course work and research.

> MU is funding a four-year Athena SWAN PhD Scholarship on *Intersectional Analysis of Gender Equality in Higher Education Institutions*. This Scholarship was advertised in 2019 but was not filled, so will be readvertised.

> The Intersectionality Working group met twice during 2019/2020 and the Chair, Dr Chandana Mathur was appointed to the National AdvanceHE/HEA Intersectionality Working Group along with the newly appointed MU Equality Officer.

> The *Athena SWAN 'Teaching Free' Research or Extended Handover* period was put in place in 2019 in recognition of the challenges employees may face when returning to work from maternity or adoptive leave (more details available in 'Family-Friendly University' section).

Activities and Achievements

Gender Equality continued

Senior Academic Leadership Initiative

Maynooth was awarded two new and additional Professor A posts under the 2019 HEA *Senior Academic Leadership Initiative.* These posts were awarded in areas where there is evidence of gender under-representation, where it will have significant impact and where there would be a proportionate and effective means to achieve accelerated and sustainable change:

> Professor in Physical Geography in the area of Climate Science (Adaptation and/or Mitigation).

> Professor in Computer Science in the area of Software Platform Architecture and Society.

Aurora Programme

Maynooth sponsored the participation of six female employees for the Aurora leadership development programme[1] 2019/2020. Aurora is Advance HE's leadership development initiative for women and those who identify as a woman. It is run as a unique partnership bringing together leadership experts and higher education institutions to take positive action to address the under-representation of women in leadership positions in the sector. Maynooth previously participated in the Aurora programme, initially in 2015/2016 with five participants and again in 2017/2018 with seven participants.

Following a highly competitive selection process, the following employees were selected as participants for 2019/2020:	
> Dr Laura Watson, Department of Music	> Paula Murray, Placements Officer
> Paula Uhel, School of Business	> Dr Patricia Kennon, School of Education
> Dr Aphra Kerr, Department of Sociology	> Petra Stolfova, Research Development & Support

Aurora seeks to support women and their institutions to fulfil their leadership potential through thought provoking activities, collaborative problem-solving activities and motivating stories supported by inspirational women role models. Participation embeds strong networks of early career women across the sector to share best practice, insights, and experiences. Over the past six years 5,895 women from over 175 institutions across the UK and Ireland have participated in Aurora.

Family Friendly University

Parents and Carers' Network

The Parents and Carers' Network, formed as a sub-committee of the Athena SWAN GESG, is chaired by Dr Pauline Cullen, and met 3 times during 2019/20.

A working group of the Parents and Carers' Network, along with representatives from the Creche, helped the HR Equality Officer to develop and conduct a childcare review of MU staff. This work was delayed due to the departure of the HR Equality Officer and will be revisited with the new Equality Project Officer in 2020/21.

Maternity Leave and Returning to Work

The Staff Maternity Leave Policy was updated in 2019, with guidelines to follow. These guidelines include details of support for transitioning back to teaching and other work. A post-graduate version of the guidelines is also currently in draft.

Athena SWAN 'Teaching Free' Research or Extended Handover Period

The *Athena SWAN 'Teaching Free' Research or Extended Handover* period was put in place in 2019 recognising the challenges employees may face when returning to work from maternity or adoptive leave. This initiative forms part of the commitment to providing supports for all staff to assist with re-integration into their position following the break from work.

Academic Staff

For Academic staff with both teaching and research responsibilities, they may apply to their respective Head of Department for a research exclusive period following their maternity or adoptive leave. This teaching free period will be supported by the University through the extension of the fixed-term or occasional teaching arrangements where the academic staff member's return to work falls within a teaching period. The objective of this initiative is to provide a period of reduced teaching load for academic staff returning from maternity/adoptive leave to assist with re-integration back into their role but also to provide academic staff who avail of such leave with the opportunity to develop their careers. In this regard the initiative is intended to be supportive for both the staff member and their Department.

Staff without Teaching Responsibilities

Staff without teaching responsibilities who have had their role covered may avail of a 4 weeks 'handover' period, taken in 2-week blocks before and after the maternity/adoptive leave. This crossover period will allow for the gradual handover of work, projects, and a catch up of administration and communication.

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[1] www.advance-he.ac.uk/programmes-events/aurora

LGBTQIA+

The *Gender Identity and Expression Policy*[2] and associated guidelines were launched in Summer 2019. Gender Identity Awareness training was offered to staff during 2019/20.

Gender neutral bathrooms were designated throughout the campus and all new buildings will include them as standard – Maynooth is on track to meeting its target of 50 gender neutral bathrooms by the end of 2020.

Department of Law hoodies marking Stand Up Week

LGBTQIA+ Events:

> In March, the HR Equality Officer held a screening of *A Fantastic Woman (Una Mujer Fantástica)* and a conversation on the legal system impacting transgender and gender diverse people in Latin America compared with Ireland.

> The SexGen Network held their Inaugural Symposium in April: '*Faces of Change: Researching Sexuality and Gender at Maynooth University*'.

> In November, Maynooth University Law Department supported '*Stand Up Week*' and asked members of the Department to stand up against LGBTQI+ Bullying.
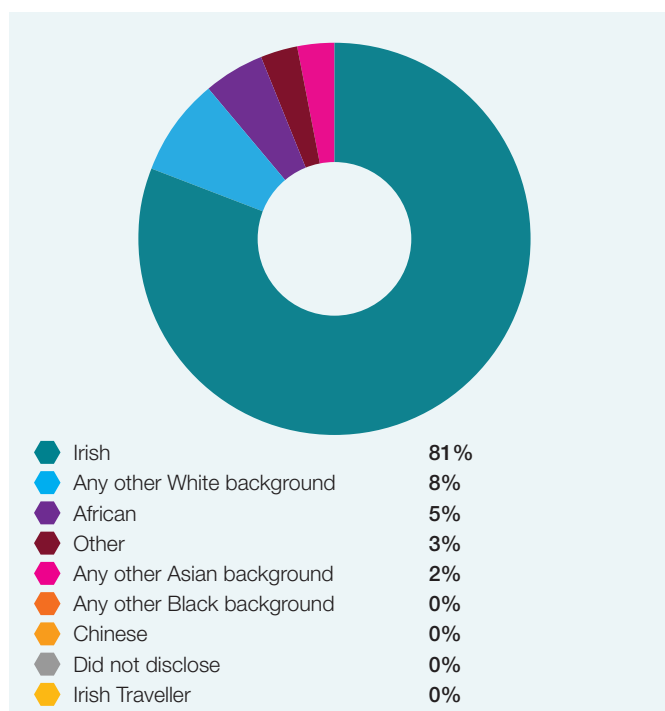
Cultural Diversity – Race & Ethnicity

Maynooth University has been active in supporting cultural diversity through a number of targeted initiatives including InSPIREurope, University of Sanctuary, running **'Creating intercultural learning environments'** workshops, and holding joint open discussion sessions with students and staff.

Maynooth University is a member of the *National HEA/Athena SWAN Ireland Intersectionality Working Group* which produced a statement[3] in May 2020 to provide staff in HEIs with information on the rationale for collecting ethnicity data and the complexities of categorisation. This statement also provides some context for race equality work in higher education as well as recommended actions for HEIs to consider. The statement has been endorsed by 25 HEIs, as well as the Irish Universities Association (IUA) and the Technological Higher Education Association (THEA).

Maynooth University was represented on this working group by Dr Chandana Mathur and Sam Blanckensee. Maynooth University is committed to collecting ethnic identifier data to allow us to pinpoint where inequalities exist, and to inform system-wide and institutional actions to combat any inequality or discrimination.

A snapshot of first year students by ethnic origin (2019/20) is outlined in Figure 3 below, with a further breakdown of under-represented groups from 2016/17–2019/20 presented in Figure 4.

Figure 3 – First year students by ethnic origin (2019/20)

|		
Irish		81%
Any other White background		8%
African		5%
Other		3%
Any other Asian background		2%
Any other Black background		0%
Chinese		0%
Did not disclose		0%
Irish Traveller		0%

Source. Data collected via the Equal Access Survey

[2] www.maynoothuniversity.ie/edi/edi-policies/GIGEpolicy
[3] hea.ie/assets/uploads/2020/07/Intersectionality-WG-Statement-on-Ethnicity-Categories-in-Irish-HE.pdf

Cultural Diversity – Race & Ethnicity continued

Figure 4 – Percentage of first year student respondents by ethnic origin (not showing the Irish and Did not disclose categories)
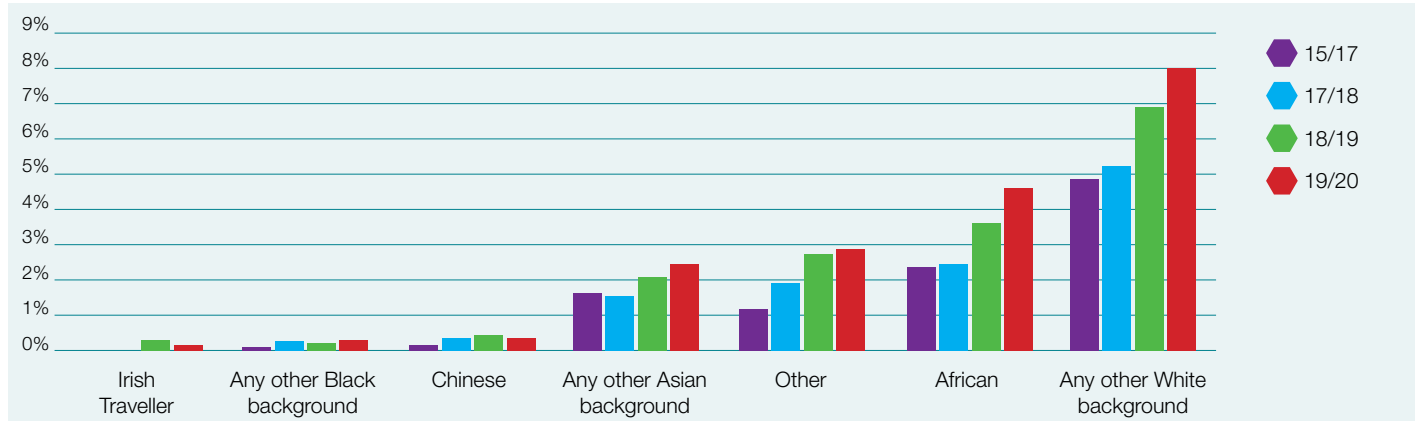
Source. Data collected via the Equal Access Survey between 2016 and 2019. Percentages are given due to small numbers.

InSPIREurope

A new EU-funded initiative to support researchers at risk was launched on the 14th of October 2019 by ten European partners at Maynooth University, Ireland. The initiative, InSPIREurope[4], is a Europe-wide alliance for researchers who are at risk due to discrimination, persecution, suffering or violence.

Funded under the European Commission's Marie Skłodowska-Curie Actions, the initiative is hosted at Maynooth University in Ireland, and coordinated by Scholars at Risk Europe[5].

As record numbers of researchers reach out to Europe for support, no one country, government, NGO, or enterprise can meet the scope of the challenge. The ambitious and coordinated approach of InSPIREurope is required to provide that support.

Maynooth University is a founding member of Scholars at Risk (Ireland)[6] and will host the European office of the global Scholars at Risk (SAR) network.


Launch of InSPIREurope (l-r); Robert Quinn, Founding Executive Director, Scholars at Risk (SAR) Network; Sinead O'Gorman, Director, SAR Europe; Prof. Linda Connolly, Director, Maynooth University Social Sciences Institute; Professor Philip Nolan, President Maynooth University

Race Equity at Maynooth University - Discussion Sessions with Students

Key events held in 2019/20:

> An *Open Discussion Forum* was held on 3rd December 2019 with students (co-hosted by MSU and the VPED) to discuss our ethnically diverse campus. From this meeting came a number of actions including training sessions for staff on Bias Awareness. This was the first in a series of open meeting EDI sessions held with students.

> MSU and the Office of Vice President for Equality and Diversity organised a panel discussion on 28th July 2020 with students titled *'Race Equity at Maynooth University'*. President Philip Nolan opened the event, discussing the responsibilities of the University in tackling racism. Panellists were Senator Eileen Flynn, Bukky Adebowale, (MSU) VP Student Life, Megan Berry, Master's Student in Applied Social Studies and Tina Adinga, MSU Ethnic Diversity Senator. The panel was chaired by Kelly Rennick, MSU President and Dr Gemma Irvine, Vice President for Equality and Diversity, and Sam Blanckensee, MU Equality Officer gave updates on the work of the University.
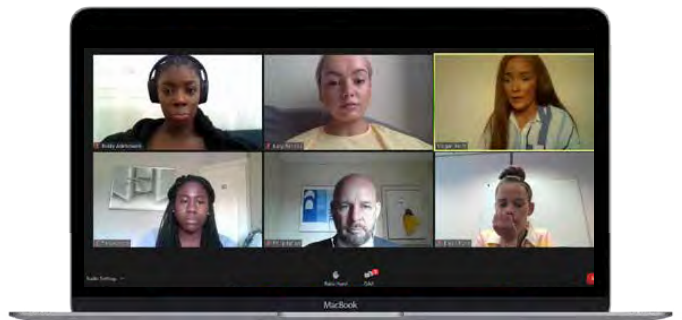
Race Equity Panel Discussion Webinar

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4 www.maynoothuniversity.ie/sar-europe/inspireurope
5 www.scholarsatrisk.org/scholars-at-risk-europe
6 www.scholarsatrisk.org/sections/sar-ireland

University of Sanctuary

Maynooth University was officially designated as a University of Sanctuary on the 20th of February 2020 in recognition of its initiatives to promote a culture of welcome for refugees, asylum seekers and other migrants into the community.

The University marked its designation by bringing together poets, students, academics, journalists, and civil society actors to discuss the meaning of Ireland as a place of sanctuary.

The event heard readings by contributors to Correspondences: an anthology to call for an end to direct Provision, an original collection of writing, photography, and art by those in direct provision, edited by Jessica Traynor and Stephen Rea. A panel discussion followed, with poets Marwa Zamir, Claire Hennessy and Jessica Traynor; and current and former MU students Warsame Ali Garaare and Zoryana Psyhk.

The panel discussed their experiences of Ireland as a place of sanctuary, the system of direct provision and its compatibility with the concept of sanctuary. They also examined the role of universities in promoting the inclusion of international protection applicants and refugees.

Sanctuary universities have a demonstrated commitment to welcoming asylum seekers and refugees onto their campus through initiatives including bursary and scholarship schemes and adopting strategies to integrate them into their community.

The Sanctuary Award is an initiative of University of Sanctuary Ireland (UoSI)[7] to encourage and celebrate the good practice of universities, colleges and institutes welcoming refugees, asylum seekers and other migrants into their university communities and fostering a culture of inclusion for all those seeking sanctuary. The Award aims to spread this culture of welcome across the institutions of higher education all over the island.

As part of its commitments under the University of Sanctuary process, Maynooth University established a pilot scheme of three "sanctuary scholarships" for students from an asylum seeking or refugee background wishing to study at the University in the 2020-21 academic year. An information evening was held in May 2020 for potential applicants, who were also given the opportunity to avail of the advice of a University 'mentor' in completing their application.

Panel discussion at event marking the designation of MU as a University of Sanctuary

[7] https://ireland.cityofsanctuary.org/universities-and-colleges-of-sanctuary

Creating Intercultural Learning Environments

The Department of Adult and Community Education and the Office of the Vice-President for Equality and Diversity co-hosted an introductory session on 'Creating Intercultural Learning Environments' on the 12th of March 2020. The discussion centred on what intercultural teaching practices might look like for staff at Maynooth University. The session was facilitated by Philomena Obasi and Veronika Akinborewa and was based on the Erasmus+ funded HE4u2 programme, which intends to make teaching and learning in Higher Education more diverse, responsive, and competitive by integrating inclusive pedagogies into existing curricula.

The workshop was attended by both academic and administrative, technical, and professional staff from across the faculties. Points highlighted included representation of research published in the Global South within curricula, the need to support individuals to reflect on their own cultural identity and privilege, how to make disseminated information about intercultural pedagogy more relevant to STEM faculty members, and the challenges large class sizes pose to participatory education.

More information about the HE4u2 programme can be found here: http://he4u2.eucen.eu/. Full sessions of this programme will be run in 2020/21 – COVID-19 permitting.

At the session on Creating Intercultural Learning Environments (l-r) Sam Blanckensee, MU Equality Officer; Dr Gemma Irvine, Vice President for Equality and Diversity, Maynooth University; Veronica Akinborewa, Facilitator, Department of Adult Education Maynooth University; Philomena Obasi, Facilitator, Department of Adult Education, Maynooth University.

Disability

Facilities and Accessibility

Maynooth University installed a Changing Places Accessible Facility in MAP Lodge. The facility will be registered on the Changing Places website in 2020.

'Changing Places facilities are different from standard accessible toilets. They have many features and additional equipment that make them even more accessible than the standard accessible toilets we are all familiar with. Changing Places facilities provide 12m² of floor space and include both a full room coverage ceiling track hoist, a centrally located toilet bowl with space either side for transfers or assistants, and a height-adjustable adult sized changing bench.

Changing Places facilities are designed to enhance the health, safety, comfort, and dignity of someone who may need extra support and additional equipment during personal care tasks. Changing Places facilities also offer added safety and support features for assistants.' For more information see changingplaces.ie.

The Changing Places Accessible Facility in MAP Lodge

Outreach

Maynooth University ran an Assistive Technology Summer Camp for young people with Sight Loss.

Maynooth University lit up Purple for the International Day of Persons with Disabilities on December 4th, 2019.

Consent Framework Implementation

Maynooth University is actively working to implement the *Framework for Consent in HEIs: Safe, Respectful, Supportive and Positive: Ending Sexual Harassment in Irish Higher Education Institutions*.[8] Implementation of the Consent Framework has been assigned to a member of the University Executive team (Dr Gemma Irvine, the Vice-President for Equality and Diversity), as recommended by the Expert Advisory Group.

Recognising the breadth of stakeholders across the University who have a role to play in ensuring the development of an institutional campus culture which is safe, respectful, and supportive, the Vice-President for Equality and Diversity set up a *Consent Framework Implementation Working Group* to help coordinate the Framework's implementation. This demonstrates a commitment at all levels to support students and staff on consent and the prevention of sexual violence. This is led by senior management with campus champions/advocates, and in partnership with the Maynooth Students' Union. This group is chaired by one of our academic experts in this area, Dr Sinéad Ring. Dr Ring is a member of the National Advisory Council and has been instrumental in preparing the Irish Universities Association Consent Framework guidelines, as well as being a member of the Expert Advisory Group that developed the Consent Framework.

MU was awarded €14,000 under the Department of Education and Skills (DES) Consent Framework Call 2019 to implement the Framework, and to setup and implement the *Report and Support Tool (*an online reporting tool that will allow for the anonymous reporting of incidents of sexual harassment, bullying, assault and violence). We are fully committed to supporting those who might be affected.

Key events/activities in 2019/20:

> Active*Consent Drama hosted by MSU

> MSU partnered with the MU Counselling team to deliver a workshop in February 2019 on Dating and Consent, and in 2019/20 two workshops were delivered in February and May on Healthy Relationships & Consent.

> National Women's Council *'It Stops Now'* campaign held on campus (March 2020), reaffirming our dedication to stopping sexual harassment and violence in higher education institutions.

> Development of a *IUA Guidance for Universities - Consent Framework*[9], May 2020 on *How to Respond to Alleged Staff or Student or University Related Sexual Misconduct.*

[8] www.education.ie/en/Publications/Education-Reports/ framework-for-consent-in-higher-education-institutions.pdf

[9] www.iua.ie/wp-content/uploads/2020/09/IUA-Guidance-for-Universities- Consent-Framework%C2%ADFinal_May2020.pdf

Laura Madden Awarded with 2020 President's Medal

Laura Madden at President's Medal Event

Maynooth University awarded Laura Madden the President's Medal at a special event on the 5th of March 2020. Ms Madden was one of the first women to speak on the record to New York Times reporters Jodi Kantor and Megan Twohey about the sexual predation of Hollywood producer Harvey Weinstein. The bravery of the women who told their stories triggered an avalanche of public testimonies under the hashtag #MeToo, spawning a wider global movement.

Accepting the President's Medal, Ms Madden said: "I am so honoured to be invited to Maynooth University to receive this award. It has been an immensely difficult journey over the years and to finally be able to share my experience and feel the collective support of women and men from all walks of life has been transformative. Something I have learnt since going public with my story is that you cannot fix a problem you cannot see. By shining a light on the collective experiences of women, a global reckoning has begun. I'm so grateful to Maynooth University and Professor Philip Nolan for giving me a platform alongside these amazing women, Professor Linda Connolly and Professor Anne O'Brien, and for being so dedicated to keeping a difficult subject in the spotlight."

"Maynooth University is extremely proud to award the 2020 President's Medal to Laura Madden," said Maynooth University President, Prof Philip Nolan. "Ms Madden is an extraordinary woman who bravely decided to speak about her trauma despite facing a tremendous headwind of pressure, power, and potential retribution. Her display of courage helped shed light on industries in which overwhelming imbalances of power are exploited to perpetrate and cover up acts of violence. She, along with other women who came forward, ignited a broader global movement, inspiring women around the world to publicly share their stories under the hashtag #MeToo."

As part of this special International Women's Day event at Maynooth University, RTÉ broadcaster Audrey Carville hosted a panel discussion with Ms Madden, Professor Linda Connolly, Director of Maynooth University Social Sciences Institute (MUSSI) who is a leading scholar on women's experiences with trauma in Irish history, and Dr Anne O'Brien from the Department of Media Studies at Maynooth University and author of Women, Inequality and Media Work.

COVID-19 EDI Work

The Office of the Vice President for Equality and Diversity was involved in the development of a number of publications focusing on the effects and potential impact of COVID-19 on higher education institution staff and students, with suggested guidance and recommendations including:

> The *IUA Vice-Presidents for Equality, Diversity and Inclusion* group issued a COVID-19 EDI Checklist, 3rd April 2020;

> The *ERAC SWG GRI* (European Research Area Committee, Standing Working Group, on Gender in Research and Innovation) published a position paper[10] on the current COVID-19 outbreak and gendered impacts on researchers and teachers, 2nd June 2020;

> The *HEA National Committee for Gender Equality* issued a Statement on the COVID-19 pandemic and gender equality in Irish higher education to Heads of Institutions on 15th June 2020.

In addition, the Office of the Vice-President for Equality and Diversity launched a *Maynooth University – COVID-19 Remote Working Employee Pulse Survey* on the 3rd of July 2020. The objective of the survey was to gather data on Maynooth University employees' experiences of remote working during the COVID-19 restrictions. Additionally, it included a census, on behalf of IT Services, on the devices used to work from home.

This was an anonymous, voluntary survey and completion of the questions was not mandatory. The results of the survey[11] were received by the Office of the Vice-President for Equality and Diversity and data was aggregated to prepare preliminary reports for wider analysis. The survey results were shared with and informed the work of several groups including: the COVID-19 Return to Campus Working Group; IT Services; the Disability Officer/Human Resources; discussions on the development of teaching plans; and informed the development of the 'Remote Working during COVID-19 Policy' for the University Executive.

Two documents were also developed outlining student and staff considerations as the higher education sector moved towards reopening:

> The *Guidelines for Student Support* outlined and addressed the needs of the most marginalised students. There is a real risk that many of the gains achieved in the context of widening access to Higher Education over the last 20 years will be wiped out in the next months and years. In order to mitigate this impact, the needs of the most marginalised must be paramount.

> The *COVID-19 Staff Suggestions to consider* provided an indication of the types of initiatives that Maynooth University could consider by way of showing solidarity with our staff and to explicitly recognise how difficult the COVID-19 crisis has been, and also how we could reframe the way we work for the future.

[10] genderaction.eu/wp-content/uploads/2020/06/SWGGRI_Position-paper-on-COVID-19.pdf
[11] www.maynoothuniversity.ie/sites/default/files/assets/document//MU%20COVID-19%20Report_2020%2011%2005.pdf

Activities and Achievements

Other Events/Activities/Achievements in 2019/20

> Maynooth University Social Justice Week held on 4-9th March 2019.

> During Maynooth Social Justice Week 2019, Maynooth University Athena SWAN Intersectionality Working Group and the HR Equality Officer hosted an interactive event on March 5th, 2019 "*Equality, Diversity & Intersectionality: What does it look like at Maynooth University?*".

> Maynooth University Social Justice week held on 9-13th March 2020 *'Belonging and Exclusion in a World of Changing Climates'*.

> Maynooth University featured for the first time in the *Times Higher Education Impact Ranking*. This ranking assesses the performance of universities against the United Nations' Sustainable Development Goals (SDGs)[12]. The University was placed in the top 200 universities in the world. Maynooth was ranked 1st in Ireland and 49th in the world for Quality Education (SDG4), and in the top 3% universities globally for its research on social inequalities, policies on discrimination and commitment to recruiting staff and students from under-represented groups (SDG10). Maynooth University was placed 2nd in Ireland and 34th globally for Gender Equality (SGD5).

> Maynooth University received the '*Kildare Chamber Business award for EDI*, 2019' - for MU's work on our Gender Identity and Expression policy in 2019.

> The VPED was an invited panellist for *Kildare Chamber International Women's Day* event, 8th March 2019.

> 25 October 2019 - Launch of the *Kathleen Lonsdale Institute for Human Health Research*. Including an address from her son, Stephen Lonsdale, on her career, and her activism for peace and pacifism.

Social Justice Week Poster 2020
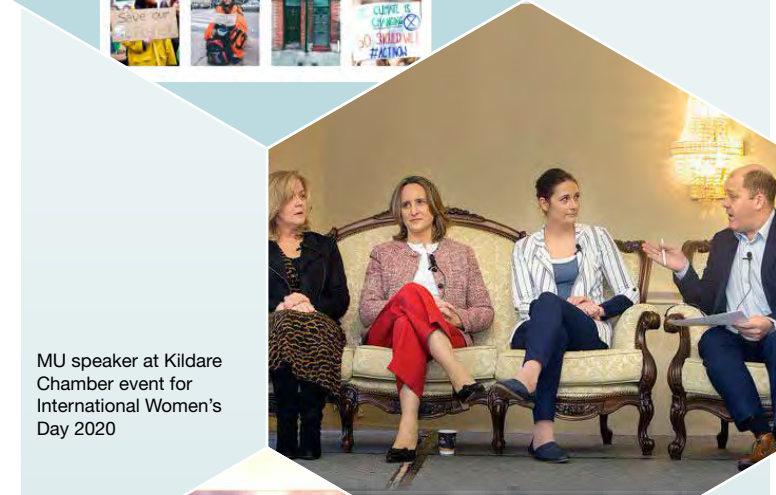
MU speaker at Kildare Chamber event for International Women's Day 2020

Dr Fiona Walsh speaking at launch of the Kathleen Lonsdale Institute for Human Health Research

[12] sdgs.un.org/goals

Maynooth Access Programme

Maynooth University is widely recognised as a national leader in the area of widening participation. Maynooth University Access Programme (MAP) works in partnership across the University and alongside under-represented learners, schools, and communities to increase equity of access and support student success.

> In the 2019/20 academic year, 2,732 students (almost 24% of the student body) were identified as belonging to an under-represented group. MAP carries out a broad range of activity including:

> Recruiting students from under-represented groups e.g. Travellers & Roma, refugees, people from areas of low higher education progression, people with convictions and people with disabilities, through a range of outreach (e.g. mentoring, shadowing days, information workshops) and Pathway schemes/programmes (e.g. DARE, HEAR, Think About Teaching Foundation Course, Return to Learning Programme for Travellers);

> Supporting the critical 'transition point' into the University for under-represented groups (e.g. the Launchpad Orientation Programme);

> Providing finance for students experiencing financial barriers (e.g. Student Assistance Fund, scholarships, laptop loans);

> Delivering supports to students, including one-to-one advice (Student Advisors) and technology and academic supports (e.g. Technology Transition Programme, reasonable accommodations in examinations, personal assistants, notetakers);

> Developing responses to new needs, e.g. student mental health (Student Central Service), diversification of initial teacher education (Turn to Teaching Project);

AP Ambassador welcomes new student at Launchpad

MAP COVID-19 Response

At the onset of COVID-19, the OECD (*Policy Responses to Coronavirus (COVID-19): Protecting People and Societies*) warned that vulnerable and disadvantaged students would be impacted even more severely academically than their peers during and post-COVID. The overnight shift to online teaching and learning, coupled with the challenging and sometimes precarious circumstances of access students' lives, posed a unique threat to the continuing participation of the University's under-represented groups.

In April, MAP initiated a 'reach-out' process with the University's access cohort (n = 2,732). The 'reach out' was designed to understand the impact of COVID-19 and the move to online teaching and learning on access students and provide timely and appropriate support and guidance. Contact was established with 56% of students (n = 1524) through a variety of means including an emailed survey, calls, texts, and Moodle.

The survey sought to understand students' experiences in three main areas: academic, financial, and personal. Some 71% of respondents indicated that they had some level of personal, financial and/or academic concerns (n = 1,083) with the overwhelming majority (97%) experiencing some type of academic concern. A large proportion (n = 638, 41%) had concerns about falling behind academically, while about one-fifth of access students were worried about not having an appropriate study space (n = 411, 26%). Some students were worried about not having suitable IT equipment (n = 130, 8%) while more were concerned about their internet connection (n = 361, 23%) and their ability to access online course material (n = 264, 17%). A number of students also expressed concerns in terms of understanding the disability supports that were available during this period (n = 114, 7%).

Overall, 65% of respondents indicated they had financial concerns (n = 990, 65%). Some students were worried about their family loss of income (n = 223, 14%), managing their monthly expenses (n = 172, 11%) and some were concerned about not being able to afford rent/housing costs (n = 69, 4%) during the period of the survey. In terms of personal concerns, almost half of access students were concerned about their study/life balance (n = 717, 46%), with a large proportion also concerned about their mental health and anxiety during this time (n = 619, 40%). Caring responsibilities (n = 205, 13%) and worrying about their own health (n = 172, 11%) were also concerns.

Maynooth Access Programme continued

The list below highlights a number of new supports, resources and approaches which were implemented to respond to students' needs. Furthermore, resources were also developed to support academic staff, particularly in relation to the implementation of reasonable accommodation in examinations for students with disabilities.

New supports, resources and approaches implemented to respond to students' needs

> Laptop Lending Service: A joint initiative with the Library, over 75 laptops were loaned to students.

> Student Assistance Fund: €300,000 of additional funding was allocated to approximately 350 students.

> Traveller and Roma Pop-Up Group: this group involved a number of academic departments and was delegated with directing the response for Traveller and Roma students.

> Online Resources for Students: Videos and narrated PowerPoints were developed for students on a range of academic and well-being topics.

> Launchpad Online: Hosted weekly by MAP Student Ambassadors and staff, these Teams chats provided a forum for students to stay connected with the University after Launchpad, to upskill, and have fun.

> Assistive Technology Drop-In: The Assistive Technology Specialist provided one-to-one technical support to students struggling with technology.

> Staff Guidance Note on the Application of Reasonable Accommodation for Remote Assessments: Developed to provide a practical guide to staff and students around the implementation of reasonable accommodations, this document listed FAQs for staff and students and identified a new dedicated email address disability.office@mu.ie to support academic staff with their queries.

> Live Chat Function: a new Ask function was developed on the MAP website to allow real-time communication with staff and students.

Over the summer months, a number of funds were received by the University as part of the HEA response to the impact of COVID-19. These include (i) the COVID grant of €577,000 to address the digital divide and (ii) an allocation of €107,000 to reorient access services to support those with the greatest need. MAP has been to the fore in advocating for these additional supports working with the National Educational Disadvantage Committee to make representations to government about the impact of COVID on access groups. MAP drew together multiple partners in the University, including Students Services, IT Services, the Library and Students' Union to deploy these funds quickly and effectively. A long-term laptop loans scheme has now been rolled out for students who have an IT deficit and who are experiencing financial disadvantage, and almost 400 have been distributed to date.

### STRATEGIC INITIATIVES – National Funding

MAP is leading and co-ordinating a number of strategic initiatives with a range of partners across the University and externally, aimed at addressing system-level objectives identified through the Higher Education System Performance Framework. This competitive funding model has been progressed by the HEA and Department of Education and Skills (DES) through the Programme for Access to Higher Education (PATH).

PATH is a dedicated fund of €16.5m with three separate strands to support HEIs to implement the National Plan for Equity of Access to Higher Education 2015-2019.

Maynooth University graduate and teacher, James Cawley (centre); with from left: Peter Kirk - James' PA, Maynooth Students and ambassadors Bianca Paun, Endurance Kalabor and Ryan Lynch.

PATH 1: Think About Teaching
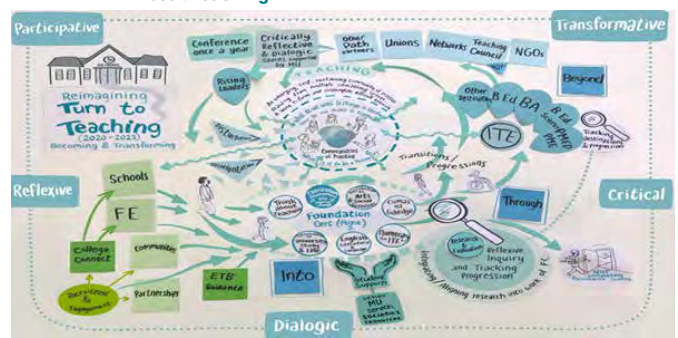
Reimagining Turn to Teaching

Under PATH 1, MU was allocated an initial €750,000 in 2017 and a further €750,000 in 2020 to diversify access to teacher education. The University's response is the Turn to Teaching Programme, the largest national initiative to diversify access to initial teacher education.

The programme has been collaboratively developed by MAP, the Department of Adult and Community Education, the Frobel Department of Primary and Early Childhood Education, Department of Education, Department of Applied Social Studies, and the Admissions Office.

Through its innovative and high-quality foundation certificate programme (Think about Teaching) and the two-year school outreach and CPD programme (Rising Teachers Rising Leaders), the project has engaged hundreds of participants.

At least twenty-eight of the project participants are currently registered on various Initial Teacher Education (ITE) programmes at undergraduate and postgraduate level in the University and other HEIs and at least twenty-seven project participants are currently enrolled on undergraduate degree programmes and will be offered supports to apply for post-graduate teaching courses as they progress. The numbers tell one side of the success story. However, the deep and profound impact on participants' lives, sense of identity and development of confidence to pursue a professional pathway were clearly articulated in the qualitative evaluation of the project across its various activities:

> *"After completing the TTT course I feel like I will be just as good as anyone else on the [ITE] course and feel confident that I will make a good teacher."*
> Foundation Course Student

As the project moves into its second phase, it seeks to embed the ground-breaking work of phase one into the structures and practices of partners work within and across the University, schools, Further Education centres, community-based organisations, communities, and wider society.

PATH 3: College Connect – A Regional Approach to Widening Participation

Peer-Research Team at official Launch of College Connect, and artwork by team member Jimmy Leonard.

College Connect is a HEA PATH 3 funded action-research project by Maynooth University, Dublin City University, Athlone Institute of Technology and Dundalk Institute of Technology which aims to support access to higher education for marginalised groups (including Travellers, people with disabilities, people in the asylum system, refugees, people with criminal convictions) in the Midlands, East, North Dublin (MEND) region.

Formally launched at an event in the Rotunda in November 2019, the project was awarded €2.1 million in PATH 3 funding in 2018/19, the largest amount of funding awarded nationally.

The project is led by MAP, where the project manager, researcher, communications officer, community connector and executive assistant are based. Three other members of the team are located in Athlone Institute of Technology, Dundalk Institute of Technology and Dublin City University. The project is supported by a Regional Steering Group which sponsors the work. Membership is drawn from the National Travellers Women's Forum, the Pathways Centre for Prisoners and Former Prisoners, One Parent, dis ABILITY Louth and Irish Refugee Council along with HEI representatives.

Partners at College Connect Launch

Strongly rooted in community development principles and practice, the project is developing a rich network of relationships with hundreds of regional community organisations and groups to illuminate the pathways to and through higher education. Innovative and bespoke programmes, resources and events are being co-developed with communities and rolled out to support the project's aims. The project has a large mentoring strand, which runs in partnership with a variety of academic programmes and projects (including Turn to Teaching) across the participating HEIs.

To date almost 400 young people and 90 mentors have participated in a range of mentoring initiatives. College Connects' work is complemented by a strong online and social media presence (collegeconnect.ie and on twitter @MEND_CC) which provides relevant, accessible, and engaging information on pathways, programmes and supports for people offered across the four HEIs, the project and the system more broadly.

Maynooth Access Programme continued

Peer Mentors from Athlone IT attending 2-day College Connect mentor training.

A deep dive into the particular needs of specific marginalised communities is being progressed through a series of 'Community Needs Analyses' (CNA). The CNAs deploy participative research methodology and approaches to building engagement with communities and understanding their experiences and needs in respect of higher education access and success. The objective of the research is to identify and respond to community needs and to support engagement by the project and HEIs in the community space. The research is a partnership with the communities who co-lead all stages and co-author outputs and reports.

To date the project has published a pilot CNA (collegeconnect.ie/community-needs-analysis-for-prisoner-and-former-prisoners/) which focuses on the factors which encourage and discourage access to higher education for people with criminal convictions. Three other CNAs with the Traveller Community, people in the asylum system and refugees and people who have Further Education and Training (FET) awards who are applying to higher education are at various stages of development and implementation.

Mapping the project's community engagement footprint and identifying 'coldspots' to focus attention is a crucial part of the project's strategic approach for supporting access to higher education. Working with the All-Ireland Research Observatory in MU, the *Community Engagement Map & Dashboard* geographically maps and tracks the project team's work in the community.

The map is layered with external data, for example from the Pobal Deprivation Index, Central Statistics Office and the Irish Times Feeder Schools List. It is intended that the map will also act as a resource to communities, enhancing their ability to find facilities and resources in their area, as well as providing an interface with the project team where they can request engagement, follow up or support. College Connect community engagement is logged through an app which the team have downloaded to their phones. The data collected feeds into a project management dashboard, which allows the team to monitor progress and identify areas of focus. A public version of the map will be available on the College Connect website in Spring 2021.

Community Engagement Map
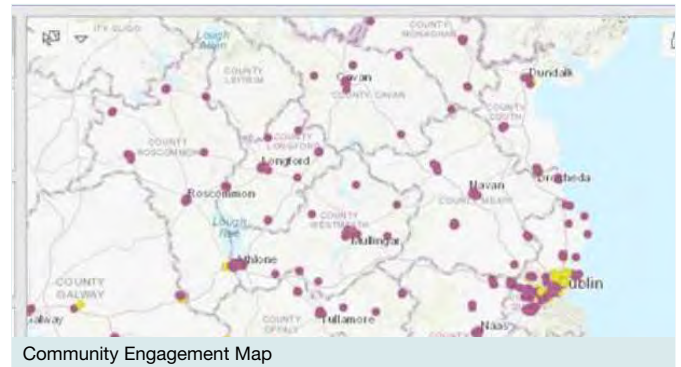
PATH 2: 1916 Bursary Scheme

College Connect also acts a vehicle to support the implementation of the PATH 2 1916 Bursary Scheme. The purpose of this funding is to encourage participation and success by students from sections of society that are significantly under-represented in higher education. The MEND consortium was awarded 40 bursaries (out of 200 available nationally), which are worth €1.2m in total. MAP has allocated 10 new bursaries annually over the past three years, with a total of €320,000. The College Connect team works in partnership with each of the participating HEIs (Athlone Institute of Technology, Dublin City University, Dundalk Institute of Technology and Maynooth University) to promote the scheme amongst the community and support individuals to make applications. The team also assists with the administration of the application and assessment process, which is managed collaboratively by the four HEIs. The 1916 Bursaries Scheme has been extended to 2022.

Mountjoy Prison - Maynooth University Partnership

Ireland's first prison-university partnership

Maynooth University has committed in our University Strategic Plan (2018–2022) to 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. MAP has shown strong leadership in developing partnerships to support the most marginalised in our communities.

International research highlights that prison communities benefit from engagement with universities, and vice-versa. In the UK for example, prison-university partnerships, providing additional educational opportunities to prisoners and facilitating access to higher education, are common. These kinds of arrangements support the partner organisations to deliver their missions and enhance the educational offering for people in prison and on release. Maynooth University has a strong track record of engaging with prisoners and former prisoners and of supporting penal reform. Several departments in MU, including Applied Social Studies, Education, Law and Adult and Community Education, have a wealth of experience working with and within the criminal justice system. This tradition contributed to the University's decision to identify 'prisoners and former prisoners' as an under-represented group in our student population in the most recent strategic plan.

In 2019, Maynooth University Access Programme and Mountjoy Prison came together to make an application to the Public Service Innovation Fund 2019 to establish Ireland's first prison-university partnership. The application was successful, receiving an award of €20,000. The Mountjoy Prison – Maynooth University (MJMU) Partnership aims to harness the transformative power of education to build the diversity of the third level student population whilst supporting the reintegration of prisoners and former prisoners to our society. The partnership builds on the excellent work which has already been taking place between the University and Mountjoy Prison and will provide strategic direction and support for a range of new activities, some of which are outlined below. The partnership's work is guided by a Steering Group, whose membership is drawn from both organisations.

Dr. Gemma Irvine; Shaen Delaney, Peer Researcher, Community Needs Analysis, College Connect; Niall Walsh, Manager Pathways Centre CDETB; Mark Byrne, Chief Officer IPS Progression Unit Mountjoy Prison; Grace Edge, Access Manager Maynooth University Access Programme

On 2 October 2019 as part of the partnership development stage, Dr Gemma Irvine and Grace Edge formally welcomed nine staff members from Mountjoy Prison, including governors, prison officers, teaching and educational guidance staff. A total group of 33 listened to a presentation from a current Maynooth student who has been in prison and took part in a student-led tour of the University.

On 23 October 2019, a group of twenty people representing both organisations came together to discuss what the partnership would look like. The Mountjoy Prison staff included the Governor Eddie Mullins and the Deputy Governor Donnacha Walsh as well as numerous teaching staff from both the Progression Unit and Main Prison. The Maynooth University group included President Philip Nolan and a range of senior faculty and access staff members. Being on site in Mountjoy Prison facilitated the inclusion of the voice of prisoners represented with a current student/prisoner also in attendance.

Meeting between Mountjoy Prison and Maynooth University

Maynooth Access Programme continued

MJMU Partnership Activity 2019/20

> ### The Story Exchange Project

The Story Exchange Project is a collaborative initiative between Mountjoy Prison Progression Unit, Maynooth University Access Programme and Gaisce – The President's Award.

The project ran from September 2019 - March 2020 and brought young people incarcerated in Mountjoy Prison Progression Unit and MU students to learn together over 13 weeks. The MU students are part of the MAP Ambassador Programme, a volunteering initiative which promotes equity of access to the University. Part of the Story Exchange Project involved collaborating as a team on a creative output to illustrate the project (see link below), which in this instance was an animation. The animation is available at **www.youtu.be/JYMTg5mY1ig**

The Story Exchange used the Gaisce Award framework, and all participants were able to use the project towards obtaining a Gaisce Award. The project was evaluated by Sarah Meaney (Research Manager, College Connect Project & Department of Adult and Community Education). A copy of the report will be available from the MU Access Programme website shortly and a formal launch will take place in Autumn 2020.
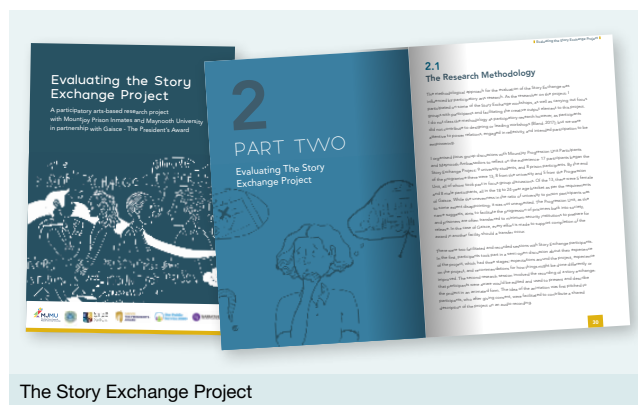
The Story Exchange Project

> ### Mountjoy Lecture Series

Those entering higher education from under-represented backgrounds, including people with convictions, can sometimes find themselves funnelled into particular disciplines and careers - sociology, social work, addiction services.

The MJMU Partnership committed to running a series of lectures in Mountjoy Prison to open up a broader range of academic experiences to inmates. The lecture series launched in February 2020 with the initial lecture being delivered by Dr Conor Murphy (Geography Department) on climate change. The lecture, held in the Progression Unit, was attended by over 40 inmates, and was very well received. The first of six planned lectures, unfortunately the series had to be postponed as a result of COVID-19 restrictions. Plans are underway for the coming academic year to run the lecture series again in a manner which adheres to COVID-19 guidelines.

Claire O'Connell Guidance/Access ETB Mountjoy Prison; Mary O'Reilly, Deputy Head Teacher ETB Mountjoy Prison, Orla O'Reilly, Teacher ETB Mountjoy Prison; Margaret Joyce, Head Teacher, Mountjoy Prison with Mark Byrne, Chief Officer IPS, Progression Unit Mountjoy Prison and MAP Ambassadors on a tour of MU campus.

> ### Unlocking Potential Project

Unlocking Potential Project is a new project led by Maynooth University Access Programme and the MU Department of Law in collaboration with Mi:Lab – the MU Innovation Lab, the Irish Prison Service, Irish Probation Service, the Pathways Centre for Prisoners and Former Prisoners and the Irish Penal Reform Trust. The project aims to address barriers to higher education access for prisoners and former prisoners, including the operation of admissions policies which unintentionally deter applications from people with convictions. Unlocking Potential is a research-policy project which aims to develop a 'fair admissions toolkit' to guide the redevelopment of such policies and foster a common approach to the admission of people with convictions across the higher education sector. The project received €25,000 from the Public Service Innovation Fund 2020 to support its work.

Mark Byrne Chief Officer, IPS Progression Unit, Mountjoy Prison with Professor Maurice Devlin, Jean Monnet Chair, Department of Applied Social Studies, MU.

Travellers and Roma

Michael and Nell McDonagh alongside MU Students and Staff at Launchpad

MU has a strong commitment to increasing the participation of Traveller and Roma students at Maynooth University. In 2019/20 MAP held a year-long celebration of Travellers and Traveller ethnicity at the University. The celebrations began with a living history exhibition and public lecture and culminated in a joint event between Kildare County Council and Kildare Traveller Action Group to celebrate International Women's Day. Over 60 Traveller women gathered for a celebration of women, the importance of education and to learn about the supports available to Travellers across the country who wish to access education.

MAP hosted a series of Whidden Workshops - virtual conversations between current and prospective Traveller and Roma students and families to help navigate the pathways to higher education and support the transition of Travellers and Roma into third level education. In June 2020, the Director of Access represented the University sector at a national forum organised by Pavee Point Traveller and Roma Centre and the National Traveller Women's Forum, in response to urgent COVID-19 concerns being expressed by Traveller and Roma students and parents and adult learners hoping to continue or commence third level education in September 2020. Maynooth University coordinated a national response across the sector to the issues raised in this forum.

Maynooth University offers a range of pre-university foundation courses that provide a pathway for progression to specified Level 8 programmes for students underrepresented in higher education. In 2019, in an innovative approach the Maynooth University Department of Applied Social Studies partnered with MAP, the Eastern Region Traveller Health Unit and Pavee Point Traveller and Roma Centre, and with the support of the Department of Adult and Community Education, delivered a Return to Learning (RTL) Level 5 certificate for a cohort of eleven Traveller Community Health Workers with progression pathways to the Part-time Level 8 (Hons) Bachelor of Social Science in Community and Youth Work, a professionally endorsed programme in both Community Work (AIEB) and Youth Work (NSETS). In the face of significant challenges, the eleven participants are on track to successfully complete the course in September 2020 and nine of the eleven participants applied and were successful in securing places on the MU Part-time Level 8 (Hons) Bachelor of Social Science in Community and Youth Work.

A gift from tinsmith Tom McDonnell

Appendix 1:
Staff Profile

Below is a profile of the staff of Maynooth University by gender, age, disability, and nationality based on those in employment at the end of December 2019 or the 31st of May 2020.

As we increase our reporting on EDI statistics, we will align the timeframe of analysis to other institutional data timeframes, namely 31st December annually. In the future we will be required to report on race/ethnicity in addition to already mandatory reporting on gender and disability.

By Gender

Table 1 – Total staff (all funding sources) by gender as of 31st December 2019

Female		Male		Total
Headcount	%	Headcount	%	Headcount
695	58%	507	42%	1,202

By Age

Figure 5 – Staff by age and by staff category as of 31st May 2020
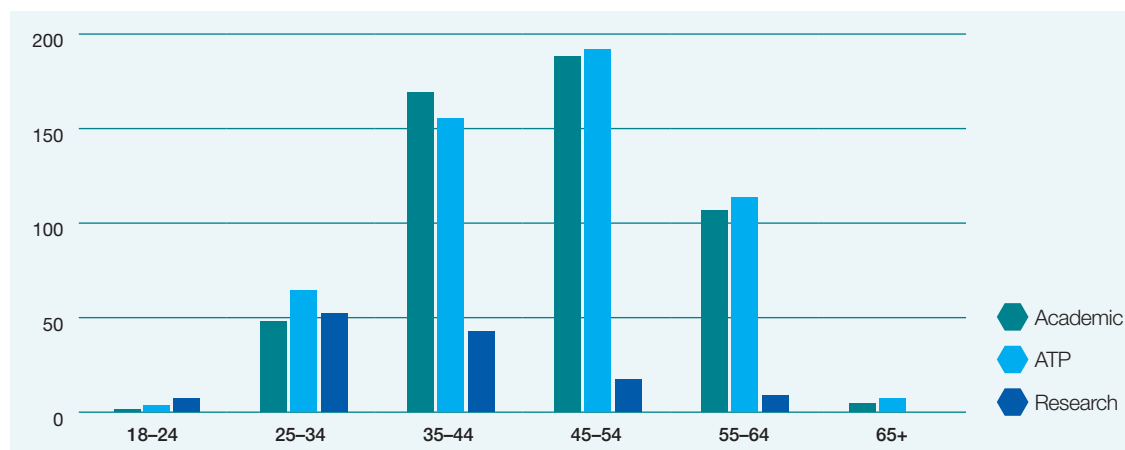
Table 2 – Staff by age and by staff category as of 31st May 2020

Age	Academic		Admin, Technical, Professional (ATP)		Research		Totals	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%
18-24	<5	0%	<5	1%	7	5%	12	1%
25-34	48	9%	65	12%	52	41%	165	14%
35-44	170	33%	156	29%	43	34%	369	31%
45-54	188	36%	192	36%	17	13%	397	34%
55-64	107	21%	113	21%	9	7%	229	19%
65+	5	1%	7	1%	0	0%	12	1%
Totals	519	100%	537	100%	128	100%	1184	100%

By Disability

The Disability Act 2005 requires public bodies to promote and support the employment of people with disabilities and to achieve a target of 3% of staff with disabilities.

MU reported to the HEA (May 2020) that for 2019, 4.9% staff disclosed disabilities.

By Nationality
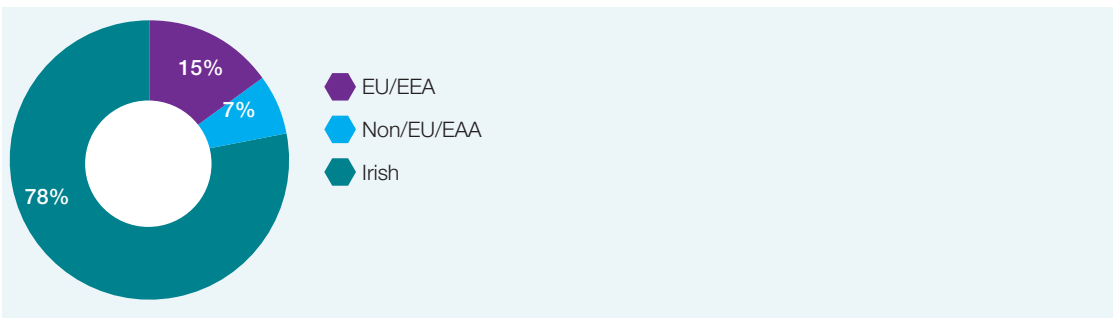
Figure 6 – Staff by nationality as of 31st May 2020

- EU/EEA
- Non/EU/EAA
- Irish

Table 3 – Staff by nationality and by staff category

Nationality	Academic		ATP		Research		Totals	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%
EU/EEA	106	22%	32	6%	32	25%	170	15%
Non/EU/EEA	43	9%	10	2%	29	23%	82	7%
Irish	337	69%	474	92%	65	52%	876	78%
Sub Totals	486	100%	516	100%	126	100%	1,128	100%
Did not disclose	33		21		2		56	
Totals	519		537		128		1,184	

Appendix 2: Student Profile

Below is a profile of Maynooth University students by gender, age, disability, and country of domicile/ethnicity. As we increase our reporting on EDI statistics, we will align the timeframe of analysis to other institutional data timeframes.

By Gender

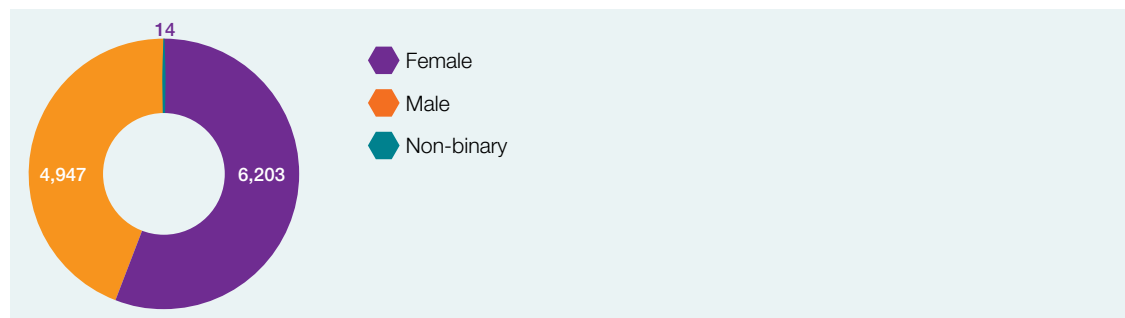Figure 7 – Students by gender as of 31st March 2019

Table 4 – Student headcount by gender and by degree level 2019[13]

	Male		Female		Non-Binary		Prefer not to say		Grand Total
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount
Post-graduate		48.3%		51.6%		0.1%		0.0%	**1,311**
Undergraduate		43.8%		56.1%		0.1%		0.0%	**9,855**
Total	4947	44.3%	6203	55.6%	14	0.1%	2	0.0%	**11,166**

By Age

Figure 8 - Students by age as of 31st March 2019
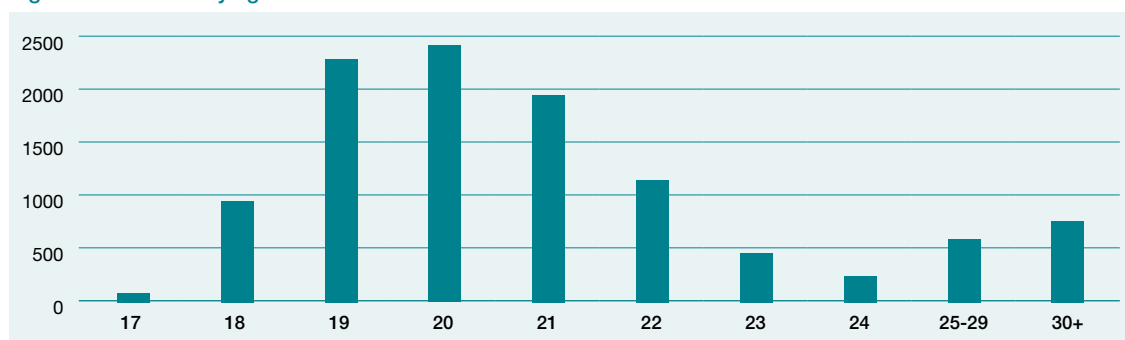
Table 5 – Students by age and by degree level as of 31st March 2019

Age	Post-graduate		Undergraduate		Total	
	Headcount	%	Headcount	%	Headcount	%
17	0	0%	100	1%	100	1%
18	0	0%	970	10%	970	9%
19	0	0%	2,338	24%	2,338	21%
20	13	1%	2,441	25%	2,454	22%
21	72	5%	1,915	19%	1,987	18%
22	190	14%	977	10%	1,167	10%
23	181	14%	306	3%	487	4%
24	130	10%	135	1%	265	2%
25-29	297	23%	320	3%	617	6%
30+	428	33%	353	4%	781	7%
Total	**1,311**	**100%**	**9,855**	**100%**	**11,166**	**100%**

[13] Due to small numbers of non-binary individuals, only percentages are given except for the total of each gender

By Disability

Table 6 – Students with a disability registered with the Access Office and students who accessed through DARE

Number of students with a disability registered with the Access Office in 2019/2020	437
Additional number of students who accessed Maynooth University through DARE	319

Source. Data collected by MAP, May 2020

By Country of Domicile

Domicile is the country where you live with the intention of remaining there permanently.
It may be different to your residence or nationality.

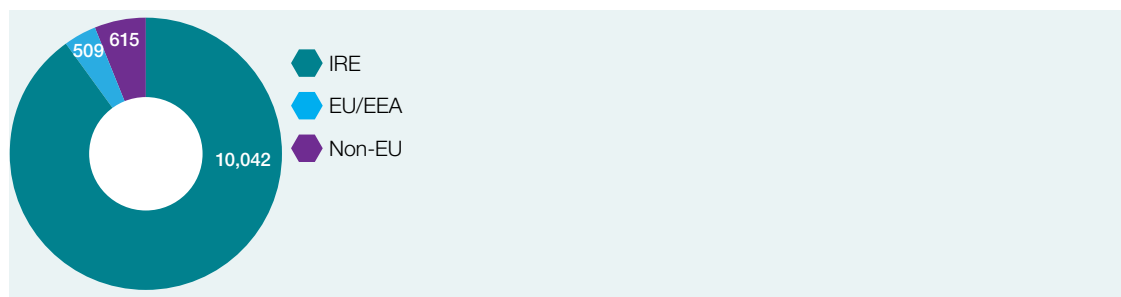**Figure 9 – Students by country of domicile as of 31st March 2019**

Table 7 – Students by country of domicile as of 31st March 2019

	EU incl IRE		IRE		EU/EEA		Non-EU		Grand Total
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount
Total PG	1,116	85%	1,059	81%	57	4%	195	15%	1,311
Total UG	9,435	96%	8,983	91%	452	5%	420	4%	9,855
Grand Total	**10,551**	**94%**	**10,042**	**90%**	**509**	**5%**	**615**	**6%**	**11,166**

Maynooth University has over 1,000 international students from over 60 countries[14]. Countries that MU students (new and continuing, EU and non-EU students) come from include:

- United States
- Germany
- France
- China
- India
- Spain

By Ethnicity[15]

Student ethnic origin is collected via the Equal Access Survey. This is a voluntary survey that first-year full and part-time undergraduates are encouraged to fill out.

Table 8 – First year student respondents by ethnic origin

Age	Irish	Irish Traveller[17]	Any other White background	African	Any other Black background	Chinese	Any other Asian background	Other	Did not disclose
16/17	71.1%	0.0%	4.8%	2.3%	0.1%	0.1%	1.6%	1.1%	18.8%
17/18	71.4%	0.0%	5.2%	2.4%	0.2%	0.4%	1.5%	1.9%	17.0%
18/19	83.3%	0.3%	6.9%	3.6%	0.2%	0.4%	2.0%	2.7%	0.6%
19/20	81.2%	0.1%	8.0%	4.6%	0.3%	0.3%	2.5%	2.9%	0.2%

[14] MU return for the HEA student record system in March 2019, Domicile of Origin
[15] Data collected via the Equal Access Survey in September 2019
[16] Data collected via the Equal Access Survey between 2016 and 2019. Percentages are given due to small data sets.
[17] Although small numbers of Irish Travellers have filled out the Equal Access Survey which provides us with this data, there were 29 Traveller and Roma students registered with MAP in Semester 2 of 2019/20.

Appendix 3: Staff Recruitment & Promotion

Below is a profile of staff recruitment and promotion by gender, disability, and ethnic origin as of 31st December 2019.

All Applicants (ATP Staff, Research Staff and Academics)

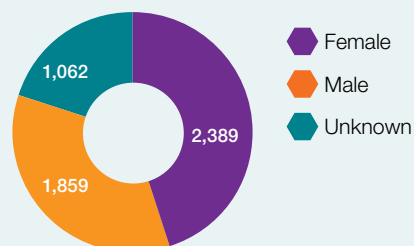Figure 10 – All applicants by gender

- Female
- Male
- Unknown

1,062
2,389
1,859

Table 9. All applicants by gender

Applicant Gender	Number	%
Female	2,389	45%
Male	1,859	35%
Unknown	1,062	20%
Grand Total	5,310	100%

Academic Applicants by Gender
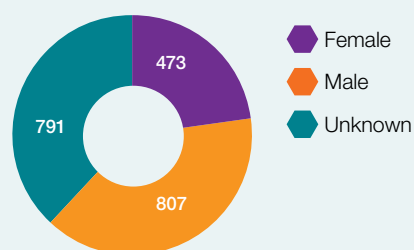
Figure 11 – Number of academic applicants by gender

- Female
- Male
- Unknown

473
791
807

Table 10. Academic applicants by gender

Applicant Gender	Number	%
Female	473	23%
Male	807	39%
Unknown	791	38%
Grand Total	2,071	100%

ATP Applicants by Gender

Figure 12 – ATP applicants by gender

- Female
- Male
- Unknown

60
733
1,678
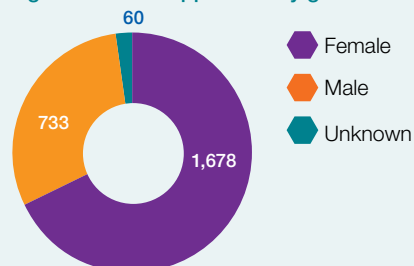
Table 11 – ATP applicants by gender

Applicant Gender	Number	%
Female	1,678	68%
Male	733	30%
Unknown	60	2%
Grand Total	2,471	100%

Research Applicants by Gender

Figure 13 – Research applicants by gender

- Female
- Male
- Unknown

211
238
319
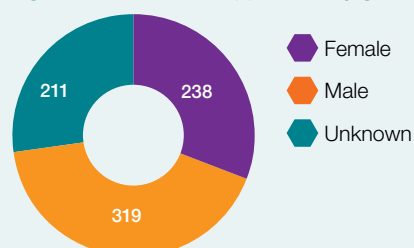
Table 12 – Research applicants by gender

Applicant Gender	Number	%
Female	238	31%
Male	319	42%
Unknown	211	27%
Grand Total	768	100%

Applicant Profile

There were applications from citizens of at least 49 countries. 1.34% of applicants disclosed a disability.

Figure 14 – Applicants by ethnic origin excluding those who indicated they would prefer not to say or left the question blank
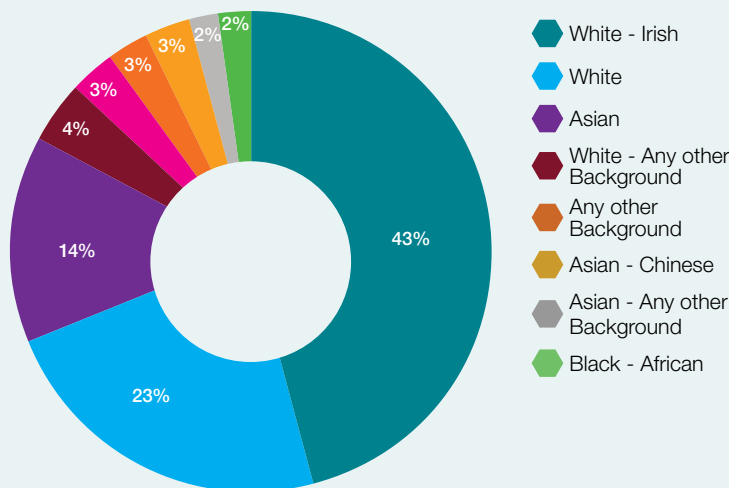

- White - Irish
- White
- Asian
- White - Any other Background
- Any other Background
- Asian - Chinese
- Asian - Any other Background
- Black - African

Table 13 – Applicants by ethnic origin

Ethnic Origin	% Ethnic Origin
White - Irish	16%
White	8%
Asian	5%
White - Any other Background	1%
Any other Background	1%
Asian - Chinese	1%
Asian - Any other Background	1%
Black - African	1%
Mixed Background	1%
Black	0%
Black - Irish	0%
Black - Any other Background	0%
White - Irish Traveller	0%
Prefer Not to Say	1%
Left Question Blank	65%

Academic recruitment & Promotion

Table 14 – Academic recruitment and promotions data, 2019*

Grade	Academic Recruitment				Academic Promotions (Not Called)				Appointments in Total			
	Female		Male		Female		Male		Female		Male	
Professor A												
No. of Applicants	39	44%	49	56%					39	44%	49	56%
No. Successful	<5	100%	0	0%					<5	100%	0	0%
Professor B												
No. of Applicants	0	0%	0	0%					0	0%	0	0%
No. Successful	0	0%	0	0%					0	0%	0	0%
Senior Lecturer												
No. of Applicants	22	34%	43	66%					22	34%	43	66%
No. Successful	<5	50%	<5	50%					<5	50%	<5	50%
Lecturer												
No. of Applicants	505	33%	1,041	67%					505	33%	1,041	67%
No. Successful	28	68%	13	32%					28	68%	13	32%

*This table does not include Assistant Lecturer or University Tutor positions

Key points to note:

> EDI questions in e-recruitment were activated during 2019.

> In the development of the upcoming round of Promotions (2020), the inclusion of contextual factors was approved, recognising that academic careers do not necessarily follow a standard, uninterrupted route. The Promotions Scheme states that the *"Promotions Board shall endeavour to treat equitably those candidates with part-time contracts, and candidates who have taken periods of statutory leave. In these circumstances, where a criterion for promotion specifies a benchmark volume or quantity, if it provides for more equitable treatment the Promotions Board may adjust the benchmark for an individual candidate… based on the academic judgement of the Promotions Board of the likely impact on productivity of the periods of leave…quality standards shall not be varied"*. The Promotions Scheme also provides that periods of service in administrative roles such as Head of Department or Dean may be considered as contextual factors.

Appendix 4:
Gender Equality Data

Governance and management structures

Table 15 – Membership of Governing Body, Academic Council and Executive Management Team by gender

	2018		2019	
	Headcount	%	Headcount	%
Governing Body Membership				
Female	13	45%	13	48%
Male	16	55%	14	52%
Academic Council Membership				
Female	22	34%	35	43%
Male	43	66%	46	57%
Executive Management Team				
Female	4	31%	4	31%
Male	9	69%	9	69%

Profile of Academic Staff by Gender[18]

Table 16 – Profile of academic staff/students by gender

	Academic Staff/Students				
	Female		Male		Total
	Headcount	%	Headcount	%	Headcount
Professor (MU Professor A)	15	28%	38	72%	53
Associate Professor (MU Professor B)	15	35%	28	65%	43
Senior Lecturer (MU Associate Professor)	31	36%	54	64%	84
Lecturer (MU Assistant Professor)	83	49%	87	51%	170
Post-Graduate	677	52%	633	48%	1,310
Undergraduate	5,526	56%	4,314	44%	9,840
Total	6,347	55%	5,154	45%	11,500

Profile of ATP Staff by Gender[19]

Table 17 – Profile of ATP staff by gender

	Female		Male		Total
	Headcount	%	Headcount	%	Headcount
<45,999	64	76%	20	24%	84
€46,000-€75,999	123	72%	48	28%	171
€76,000-€105,999	25	52%	23	48%	48
€106,000<	9	53%	8	47%	17

[18] HEA, Core Funded Staff as of 31st December 2019.
[19] HEA return, Core Funded Staff as of 31st December 2019

Staff by Category of Post as of 31st December 2019

Table 18 – Staff by category of post and gender

| | Staff | | | |
| | Female | | Male | |
	Headcount	%	Headcount	%
Total	695	58%	507	42%
Academic Core funded staff	149	42%	210	58%
Administrative, Technical and Professional Core-Funded Staff	221	69%	99	31%
Research/Specialist Academic Staff (Funded)	120	50%	122	50%
Administrative, Technical and Professional (Funded) Staff	205	73%	76	27%

Table 19 – Core funded staff by contract type and gender

| | Core-funded Staff[5] Dec-2019 | | | |
| | Female | | Male | |
	Headcount	%	Headcount	%
Academic				
Full-time permanent	141	41%	206	59%
Full-time temporary/contract	<5	60%	<5	40%
Part-time permanent	5	83%	<5	17%
Part-time temporary/contract	0	0%	<5	100%
Total Academic	**149**	**42%**	**210**	**58%**
Administrative, Technical and Professional				
Full-time permanent	144	63%	84	37%
Full-time temporary/contract	5	45%	6	55%
Part-time permanent	72	90%	8	10%
Part-time temporary/contract	0	0%	<5	100%
Total Professional and Supports	**221**	**69%**	**99**	**31%**
Total Core-funded Staff	**370**	**54%**	**309**	**46%**

Appendix 4: Gender Equality Data

Staff by Discipline

Table 20 – Academic core-funded staff by faculty and gender

| | Academic Core-Funded Dec-2019 | | | |
| | Female | | Male | |
	Headcount	%	Headcount	%
Entire Institution	149	42%	210	58%
By Faculty: Arts, Celtic Studies & Philosophy	42	49%	43	51%
By Faculty: Science & Engineering	31	30%	72	70%
By Faculty: Social Sciences	72	47%	82	53%

Table 21 – ATP core-funded staff by faculty and gender

| | ATP Core-Funded Staff Dec-2019 | | | |
| | Female | | Male | |
	Headcount	%	Headcount	%
Entire Institution	221	69%	99	31%
By Faculty: Arts, Celtic Studies & Philosophy	20	91%	<5	9%
By Faculty: Science & Engineering	31	62%	19	38%
By Faculty: Social Sciences	14	93%	<5	7%

Table 22 – Research/specialist academic staff (Funded) by faculty and gender, December 2019

| | Research/Specialist Academic Staff (Funded) Dec-2019 | | | |
| | Female | | Male | |
	Headcount	%	Headcount	%
Entire Institution	120	50%	122	50%
By Faculty: Arts, Celtic Studies & Philosophy	23	56%	18	44%
By Faculty: Science & Engineering	29	43%	38	57%
By Faculty: Social Sciences	52	58%	37	42%

Table 23 – ATP staff (funded) by faculty and gender

| | ATP staff (Funded) Dec-2019 | | | |
| | Female | | Male | |
	Headcount	%	Headcount	%
Entire Institution	205	73%	76	27%
By Faculty: Arts, Celtic Studies & Philosophy	11	69%	5	31%
By Faculty: Science & Engineering	21	88%	<5	13%
By Faculty: Social Sciences	30	79%	8	21%

Table of Figures

List of Abbreviations

AIRO	All-Island Research Observatory
ATP	Administrative, Technical and Professional
CNA	Community Needs Analysis
COVID-19	Coronavirus disease 2019
DARE	Disability Access Route to Education
DES	Department of Education and Skills
EAS	Equal Access Survey
EDI	Equality, diversity, inclusion and interculturalism
EEA	European Economic Area
ERAC SWG GRI	European Research Area Committee, Standing Working Group, on Gender in Research and Innovation
EU	European Union
F	Female
FACSP	Faculty of Arts, Celtic Studies, and Philosophy
FAQs	Frequency Asked Questions
FSE	Faculty of Science and Engineering
FSS	Faculty of Social Sciences
FET	Further Education and Training
GESG	Gender Equality Steering Group
HEA	Higher Education Authority
HEAR	Higher Education Access Route
HEIs	Higher Education Institutions
HR	Human Resources
IHREC	Irish Human Rights and Equality Commission
IT	Information Technology
ITE	Initial Teacher Education
IUA	Irish Universities Association
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual and Aromantic community
M	Male
MAP	Maynooth Access Programme
MEND	Midlands, East, North Dublin
Mi:Lab	Maynooth University Innovation Lab
MJMU	Mountjoy Prison-Maynooth University
MSc	Master of Science
MSU	Maynooth Students' Union
MU	Maynooth University
MUSSI	Maynooth University Social Sciences Institute
NG•	Non-Governmental organisation

PATH	Programme for Access to Higher Education
RTL	Return to Learning
SALI	Senior Academic Leadership Initiative
SAR	Scholars at Risk
SDGs	Sustainable Development Goals
STEM	Science, Technology, Engineering and Mathematics
THEA	Technological Higher Education Association
TTT	Turn to Teaching
UN	United Nations
UNCRPD	UN Convention on the Rights of Persons with Disabilities
UoSI	University of Sanctuary Ireland
VP	Vice-President
VPED	Vice-President for Equality and Diversity
WISH	Women in STEM Hume

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