

Maynooth University CINNTE Institutional Review Follow up Report 17 August 2020

The Maynooth University (MU) CINNTE Institutional Review Report was received in July 2019 and was subsequently widely made available across the University community and to key governance committees including Academic Council and Governing Authority. The Report was followed two months later with a submission to QQI of the University's post review Quality Implementation Plan (QIP) (Appendix One). The QIP sets out how the University proposes to address each of the Review Report's recommendations.

In drafting the QIP, careful consideration was given as to how findings from the Review Report and recommendations made enhanced, and/or aligned with, strategic priorities articulated in the University's Strategic Plan 2018-2022. In this manner, the University was able to integrate the outcomes from the CINNTE Institutional Review with its own strategic planning process gaining substantially as a result. The QIP was drafted in close consultation with Senior Management and a senior member of staff was assigned as a lead to each action item- this was either a member of the University Executive or another senior member of staff.

This follow up report provides details of progression made so far on actions set out in the QIP and outlines MU's continued plans during the next academic year as the University works towards fulfilling commitments made in the QIP and in its 2018-2022 Strategic Plan. Substantial progress has and continues to be made in advancing the QIP action items.

Greater clarity in relation to budgeting and the University's finances now exists. A strategic budget model, as advocated by the Review Team, is in place with budget allocation parameters set out (with recent additions allowing for the impact of Covid-19) and heads of departments can now avail of annual financial briefing sessions. This has greatly increased transparency as to how budgets are allocated and as to the nature of the University's financial resources. Clearly, the budgetary impact of Covid-19 was not anticipated when the QIP was prepared but the budgetary parameters set have stood the University in good stead as the shock of Covid-19 was addressed.

Since the CINNTE Review considerable headway has been made with construction projects and lease agreements have been extended. As a result of this existing space capacity has been secured and the delivery of extensive additional new space is ever closer. The Review Report also focused on the urgent need for additional human resources within various operational areas. The University has since invested in this area with staff already in place or to be recruited in the academic year 2020-21 to the benefit of several areas including IT services, Equality Diversity and Inclusion, Student Supports, Staff Learning and Development, Health and Safety, and Communications amongst others. Reviews of the leadership and/or structural operations of a range of support units have taken place and other such reviews are planned. The University continues to maintain and in cases improve on its academic student:staff ratios. With these types of measures the University is strategically working to maximise on its capacity to provide an enhanced student experience and to enable growth in its operations and its offerings in a sustainable manner.

The need for greater staff development was highlighted in the CINNTE Review Report and was also an area earmarked for enhancement in the University Strategic Plan. Building on recommendations made in the Review Report there have been considerable advancements in this area over a relatively short period of time.

New staff are now provided with a suite of supports on the HR website and an induction training and orientation session is provided. These resources are available online which ensured a continuation of provision with the application of Covid-19 restrictions. Staff can now avail of a range of support and development opportunities with many moved online to ensure continuity of provision for staff when they were required to work off-campus from mid-March 2020 onwards. Provisions on offer include: computer software application training; mentoring programmes such as women in leadership and, scheduled for 2020-21 an early career academic mentoring programme; support and coaching programmes for senior management staff with a leadership programme in the pipeline; training for new heads of department; the introduction of a revised, modular and more flexible Diploma in Teaching, Learning and Assessment enabling staff to take modules at a time that best suits their workload and circumstances- this is complemented with the development of other staff development opportunities in teaching, learning and assessment for those not able to undertake a programme; opportunities for academic promotions with the recommencement of the promotion process; and ongoing support for employees who wish to undertake further part time education with the development of an education support policy.

Staff recognition awards have also been enhanced and there is an increased focus on staff wellbeing. Whilst a planned MU Employee Wellbeing week had to be postponed the University made great efforts to provide a number of wellbeing courses online and to provide a suite of online courses aimed at helping the University community to adapt to remote working.

The changes in staff development were informed by a training needs analysis with staff feedback also used to inform developments. It is anticipated that stakeholder consultation and a needs analysis will now take place on an annual basis. This will provide an opportunity for an assessment of the currency of offerings and provides a means to identify where adjustments are necessary to reflect changes in need and in demand. To facilitate access to information on programmes and to enable bookings more readily a new Learning & development website, an online directory and a new online administration booking and recording system, integrated into the existing online employee self-service platform, were put in place.

Enhancement of communication both internally and externally was identified as being of great importance in the CINNTE Review Report. Progress in this area is ongoing. As already mentioned, there is greater communication and availability of information regarding budgeting and finance and the opportunities and pathways for staff development and learning are widely communicated by email and via new dedicated web pages. Other developments include the launch in early 2020 of a new online staff newsletter with an expected release rate of 3-4 printed issues per year -this transmuted to a fortnightly e-zine in the midst of Covid-19 illustrating once again the capacity for rapid adaptation inherent in the University community. Periodic all-staff and all-student emails from members of the senior leadership Team continue to be issued and have increased in frequency for ongoing and upcoming developments keeping the University community abreast of key matters as they arise. There is also an increased emphasis on ensuring that decisions made are married with a timely flow of information to staff and where necessary student members, or to targeted members of staff as appropriate.

Work on the MU Website is progressing well with Phase 1, a scoping exercise to identify and scope a plan for the redesign of the MU website, completed with a final report including recommendations on Phase 2 and resource needs due for submission to University Executive in late Summer 2020. The redesign and restructuring of the University website is recognised as being of major importance for increasing and enhancing internal and external communications. In terms of external communications, this has transformed in recent years with an increased focus on digital communications, advertising campaigns and media engagement. Together with the development of the University website these communication mechanisms are recognised as being important drivers of progress for areas such as student recruitment, research, the enhancement of the reputation of the University and for increasing alumni and industry engagement.

The CINNTE Institutional Review Team highlighted the need to overhaul how the University sought student feedback on its modules and programmes with a further emphasis placed on the importance of closing the student feedback loop. In light of this key finding the University ceased using its Standardised Evaluation of Learning Experience (SELE) and gave responsibility and autonomy to departments and lecturers around student feedback approaches. As a central support for departments and lecturers with this work the Office of the Dean of Teaching & Learning produced research informed mid and end of module evaluation guidelines and associated templates that went through Academic Council and are now available on the institution's VLE [Moodle] for staff to use and customise to disciplinary needs. In addition, the Teaching and Learning Committee has recommended principles behind programme level evaluation which are pending discussion and approval through Academic Council.

In tandem with these immediate responses to the Review the University included and was successful in securing funding for a 'Student Feedback and Teaching Evaluation' project in their application for Strategic Alignment Teaching and Learning Enhancement funding (HEA and National Forum). With the funding, the University was enabled to appoint a full-time postdoctoral researcher in early 2020 to work with staff of the Centre for Teaching and Learning, the Institutional Research Office and the Office of the Dean of Teaching and Learning towards a comprehensive exploration of approaches to student feedback in order to design and pilot research-informed, institutionally specific and department sensitive approaches to student feedback. Specifically, in this work the University has emphasised student partnership at all stages of the project (scoping, design, implementation and evaluation) and the importance of closing the feedback loop.

There has also been discussion around how 'Student Feedback and Teaching Evaluation' project's department-led focus could be reconciled with attempts to foster effective coherent institutional approaches to feedback and evaluation. It has been acknowledged that a holistic process could help promote coherence without threatening the originality of the department-led approach of the project and that it could be beneficial if there was some provision included that captures trends in terms of the success of departments in engaging students in the feedback and evaluation process, what we are hearing from across all students, and how student feedback loops are closed, with an emphasis on the sharing of good practices and identifying possible gaps where more support might be helpful. A key part of the project is to facilitate the translation of what departments are learning locally in their own setting into information and insights that could be used by the faculty and the University, and which could potentially contribute to an appropriate mechanism for recording student feedback electronically from various sources for longitudinal purposes.

Reference was made in the Review Report of the necessity to improve the University's capacity for institutional research with an evaluation of institutional needs and data requirements recommended together with an improvement in the quality of its information management platform and portfolio.

The University already compiles and makes use of a range of data and information on an annual and ongoing basis for planning and for internal and external reporting purposes. It is acknowledged however that there is room for improvement and the University, despite a delay in initiating this work, is committed to undertaking an evaluation of its data and information profile and needs and to explore options as to how it can enhance and increase its institutional research capacity further. In relation to reporting tools, some progress has already been made with enhanced access and reporting capacity to Finance information with the introduction of a new Financial platform. The student information system has been upgraded and options for reporting from the upgraded platform for meeting data and information needs are currently being explored.

The University has gained substantially from the CINNTE Institutional Review process with findings and recommendations articulated in the resulting Review Report providing a strong framework for the University to draw from. As stated earlier, the University was in a position to integrate outcomes from the CINNTE Institutional Review with its own strategic planning process having launched its new 2018-2022 Strategic Plan in and around the same time that the Review took place. Progress in addressing each of the recommendations made in the Review Report has been substantial as highlighted in the preceding paragraphs and below in the listing of key outcomes associated with each recommendation. The University continues to progress work in these areas as necessary and remains committed to moving forward with a number of areas that have not progressed as quickly as originally anticipated such as, work needed to develop institutional research capacity, the continuing need to develop its workload model for staff, and the need to enhance the student complaints process.

Since the Review the University has managed to focus significant time and energy and to invest in much needed additional resources to enable it to work towards achieving the strategic goals it has set itself in its 2018-2022 strategic plan and to focus on aspects of work where the CINNTE Review Team made recommendations for enhancement and change. This has not come about without its challenges such as careful rebalancing of the allocation of resources that enable work to commence or develop further in some areas whilst still maintaining standards of practice and service in other areas. The newest challenge for the University, as for all higher educational providers, has been navigating the University through the Covid-19 crisis whilst still continuing to work to achieve the strategic goals it has set itself and to continue work laid out for meeting the needs of the various Review recommendations. The exact impact the crisis will have for the University on this work is impossible to gauge at this point. However, it is hoped that the worst outcome will be an impact on the speed of progress in work committed to as staff are required to focus their attention elsewhere in response to Covid-19 related impacts. Overall, the University is well placed to meet any challenges- Covid or otherwise: processes and procedures in place or put in place or developed further since the Institutional Review have served and will continue to serve it well.

Key recommendations-Follow up

Key Recommendation 1: <i>The Review Team recommends that the University begin to address its most severe infrastructure issues, in spaces and staffing, before the problems seriously impact both quality and reputation.</i>				
Action Item no.	Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
1.1	Commence construction of the new academic building project in Autumn 2019.	Ongoing	Construction commenced August 2019 and continued to March 2020. Construction recommenced mid-May 2020. 3-d Model animation available at https://www.maynoothuniversity.ie/campus-planning-development The University secured planning consents for redevelopment of the existing Arts Building in early 2019.	Construction of the new academic building will continue. Hand-over anticipated September 2021 It is anticipated that the reconfiguration works of the Arts Building will commence on site in 2021.
1.2	A comprehensive and successful application for state funding under the HESIF scheme was completed, to provide the additional funding needed for the new academic building project.	Completed	In August 2019, €25 million funding was awarded by the DES/HEA in response to the MU HESIF submission towards a €57 million development which will modernize and expand the existing Arts & Science Cluster buildings. Phase 1 new construction commenced in August 2019 while Phase 2 commenced September 2019.	
1.3	Additional space will be acquired in New House to accommodate the expansion of the Law Department.	Ongoing	Area leased was extended in September 2019 to meet immediate short-term need providing School of Law 10 additional offices	Options for further expansion of offices are under review as part of South campus lease renewal process.
1.4	The new Student Centre will move to the tender phase, with a view to construction commencing in 2020.	Ongoing	Planning consents secured in late 2019. Tender documents issued to the market in February 2020. Tenders received in June 2020 and the evaluation is under way. 3-d Model animation available at https://www.maynoothuniversity.ie/communications-marketing/news/new-maynooth-university-student-centre-plans-unveiled	Contractor appointment expected by September 2020 with construction completion anticipated by early 2022.
1.5	Short term extension of lease on the South campus	Completed	Short term extension of lease was secured.	
1.6	Maintain the current academic staff student ratio	Completed	Ratios are closely monitored on an annual basis. Ratios have been maintained and in many cases improved upon.	Ratios will continue to be monitored on an annual basis.
1.7	Increase the staffing in some key areas, particularly in IT services.	Ongoing	IT Services staff <ul style="list-style-type: none"> • Business case developed for University Executive (UE) • Post profiles developed • Post approved at UE - May 2020 Other areas <ul style="list-style-type: none"> • Vice President of Equality & Diversity appointment made • Leadership of International Office and Graduate Studies Office being reviewed • Restructuring of Campus and Commercial Services Office complete • Agreed to the appointment of an assistant Health & Safety Officer. 	IT Services staff Recruitment of 3 posts for IT services Other areas Recruitment of an assistant Health & Safety Officer

Key Recommendation 2

The Team recommends that the University address workload management issues by developing a fair and consistent model for workload management.

Action Item no.	Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
2.1	Establish a working group on academic workload models.	Ongoing	Delayed due to other tasks, and later COVID-19 disruption.	Keeping under review for commencement of action
2.2	Review existing principles and practices inside the university and externally.	Ongoing	As above	As above
2.3	Develop proposals and secure agreement on appropriate academic workload models.	Ongoing	As above	As above

Key Recommendation 3

The Team recommends that the University develop a more robust system for staff development, promotion, and succession, together with mechanisms for regular feedback to all staff members on their strengths and on areas of national development.

Action Item no.	Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
3.1	Strengthen the staff development function in HR with recruitment of additional staff.	Ongoing	New Learning & Development Manager appointed May 2019 New Learning & Development Officer appointed Oct 2019 Temporary Project Administrator appointed Sept 2019	Appointment of new Learning & Development Administrator
3.2	Introduce a standard annual induction for new staff.	Completed	Online Induction Suite of supports for new employees on HR website Classroom based orientation for all new employees Induction guides and templates for all new employees and line managers/Heads Induction for new Heads of Department	New blended Orientation for October 2020
3.3	Expand the range of staff development activities provided through HR.	Ongoing	Training Needs Analysis and stakeholder consultation annually Learning & Development Strategic Plan developed New schedule of training programmes for different levels and categories of employee rolled out each academic year Management programmes developed and rolled out New Heads of Department Supports Coaching for new Heads of Academic Departments Suite of employee wellbeing support online and classroom Training supports on MS Excel, Word and PowerPoint	New schedule of training supports each academic year New Leadership offerings New e-learning supports Employee wellbeing dedicated month
3.4	Increase staff awareness of staff development opportunities.	Ongoing	New website developed New University wide Learning & Development Directory developed	Annual Communications Plan

			<p>Annual Communications plan developed including regular updates to employees, attendance at meetings to promote Learning & Development, regular updates to UE</p> <p>New Learning & Development Administration System for booking and recording training (Core Learning & Development)</p>	
3.5	<p>Recommence the PG Diploma in Teaching and Learning, for academic staff.</p>	Ongoing	<p>Review of the old programme. Design of a new flexible, modular programme with options for staff to complete in 2,3 or 4 years.</p> <p>New flexible 60 ECTS PG Diploma in Teaching, Learning and Assessment commenced. First intake of MU Staff completed first 3 available modules academic year 2019-20. Remaining 4 new modules available for continuation.</p> <p>New option to exit with PG Certificate with 30 ECTS.</p> <p>New design aligns to the <i>National Professional Development Framework for All Staff Who Teach in Higher Education</i>.</p> <p>Specialist Teaching and Learning Staff Development Initiatives</p> <ul style="list-style-type: none"> • Introduced annual #EdTech Staff Development Week in January 2019 & January 2020 • Awarded Six Staff Teaching and Learning Fellowships in 2019: Report available here. • Achievement of Strategic Alignment Teaching and Learning Enhancement (SATLE – HEA and National Forum) project funding to support dedicated project on “Developing Disciplinary Practice in Learning Design for Blended Learning. • Achievement of Strategic Alignment Teaching and Learning Enhancement (SATLE – HEA and National Forum) project funding to support six Team Based Teaching & Learning Fellowships to support disciplinary best practice in teaching and Learning. Awarded in January 2020. • Achievement of Strategic Alignment Teaching and Learning Enhancement (SATLE – HEA and National Forum) project funding to support the ‘SPARK – Change one thing and do it well’ initiative. This aims to support individual staff in implementing small-scale teaching and learning capacity building projects. Launched February 2020. • Establishment of a Remote Teaching Webinar Series & Guidance page to support staff development in transition to remote teaching. Launched March 2020. <p>Student feedback and teaching evaluation. Two processes for student feedback and teaching evaluation were used with staff in the pre-promotion rounds:</p> <ul style="list-style-type: none"> • Four stage peer-review of teaching process including: consultation, peer-review, report generation and discussion of same, next steps planning • Four stage group student evaluation including: consultation, group student evaluations, report generation and discussion of same, next steps planning. 	<p>All modules available for new intake for academic year 2020-21.</p> <p>Further development of two existing programme modules to be available as stand-alone accredited modules for staff not registered to the programme.</p> <p>Opportunities for these stand-alone accredited modules to be exempted for the Diploma (aligned to policy and within relevant timeframes).</p> <p>The IUA Enhancing Digital Teaching & Learning Project (EDTL), is funded through the HEA Innovation and Transformation Programme and aims to: 1. Enhance the digital attributes of all Irish university graduates; 2. Enhance the educational experiences of all Irish university students through the mainstreamed and integrated use of digital technologies, as part of the teaching and learning process; and 3 Enhance the digital skills of those who teach in Irish universities. Commencing in August 2019, a range of staff- and student-facing activities were initiated at Maynooth in respect of the project objectives. In the context of Covid-19, the EDTL project has re-focused to support a move support mainstreaming of online teaching and learning in the academic year 2020-21.</p> <p>Development of a <i>Getting Started with Blended Learning Guide for Staff</i> (May 2021)</p> <p><i>2020 Fellowship Report</i> (May 2021)</p> <p>Hosting of a Maynooth University</p> <p>Teaching and Learning Showcase to disseminate outcomes of the Fellowship and SATLE funded initiatives (April 2021)</p>

3.6	Review and relaunch the academic promotion schemes.	Ongoing	Revised Academic Promotions Scheme Process held for Promotion to Professor B and Associate Professor grades	Further Promotion Scheme processes scheduled
3.7	Complete the external benchmarking of administrative grades, and align new posts with the agreed framework.	Ongoing	Administrative Review Process completed for Senior Administrative Officer Grades and Executive Assistant (EA) to Administrative Officer, Grade I (AOI) grades	-Transfer of Learning on diagnostic methodology to continue -Competency Frameworks to be published

Key Recommendation 4

The Team recommends that the University, following a thorough survey of institutional needs, improve the quality of its information management platform and portfolio as well as its capacity for data analysis needed to succeed with the new Strategic Plan.

Action Item no.	Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
4.1	Review capacity in Institutional Research Office.	Ongoing	Additional capacity for Institutional Research is acknowledged as being necessary. A decision as to the nature and extent of the additional capacity required and how such needs can be met will be possible once an institution-wide evaluation of data and information requirements, including a focus on institutional KPIs, has been undertaken.	Capacity in IRO remains under review
4.2	Review the institutional KPIs	Ongoing	See above	Minor revisions to KPIs were made in 2020. A fuller review, to update the KPIs is envisaged in the longer term
4.3	Develop an institutional reporting tool	Ongoing	Reporting tools replaced or updated. <ul style="list-style-type: none"> Finance reporting= JD Edwards in use with enhanced reporting capacity. Training and supports for users in place. Student Information System: ITS system upgraded. Currently exploring student reporting tool options that can maximise on reporting from the updated ITS system. 	Establish and provide training in the use of the student reporting tool.

Key Recommendation 5

The Team recommends that the University develop a better system for collecting and utilising student input on courses, teaching, and the student experience, and for providing regular feedback to students on how their input has helped to improve teaching and learning.

Action Item no.	Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
5.1	Review the options for student feedback.	Ongoing	Introduced a new Department-led approach to Module & Programme Evaluation over the academic year 2019-20. Achievement of Strategic Alignment Teaching and Learning Enhancement (SATLE – HEA and National Forum) project funding to support dedicated Student Feedback and Teaching Evaluation Project in at this area. Appointment of dedicated postdoctoral researcher to work in this area Comprehensive review of literature – completed	Development of student feedback practice guides: co-authored with staff (academic and professional) and students (completion date December 2020 – May 2021). This work will also include guides for students about engaging with feedback processes and a guide for staff and students about closing the feedback loop. Piloting of alternative approaches to student feedback (completion date December 2020 – May 2021) including collaborative process/dialogic oriented approaches to feedback between staff and students.

			<p>Consultation with designated departments from each faculty – initiated and ongoing</p> <p>Consultation with a range of on-campus stakeholders e.g. Access Office, Institutional Research Office, Quality etc – initiated and ongoing</p> <p>Partnership with SU on student feedback – initiated and ongoing</p>	
5.2	Introduce an agreed approach to collection and analysis of student feedback which closes the loop by reporting information to students and facilitating dialogue between departments and other offices with students	Ongoing	As above	As above: the literature review and project pilots will inform models for closing the loop and facilitating dialogue between departments and students.
5.3	Introduce a strengthened student complaints process.	Ongoing		<p>Our Teaching and Learning Guidelines (2018) outline our process for student complaints or appeals. For Academic Complaints the advice is to direct such complaints to the lecturer or module coordinator and then to the Head of Department, Dean and ultimately the Registrar. This is currently in operation and receives a relatively small number of cases. We are exploring another system which is under consideration but not yet possible due to resource constraints.</p> <p>Complaints related to Examinations are dealt with through a separate process including a University-wide consultation day and a formal appeals process.</p>

Other recommendations-Follow up

Other Recommendation 1			
<i>Reconsider the balance among spending priorities to avoid negative consequences particularly to its student orientated reputation.</i>			

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
Short-term: Develop a strategic budget model.	Complete	Strategic Budget model in place with parameters used to inform budget allocations included.	Build in additional parameters to allow an effective budgeting response to Covid situation.
Long term: Strategic Plan 11.1.3 <i>We will ensure our financial and business planning processes and resource allocation processes are easy to understand, transparent, and support the strategic objectives of the University, specifically planned growth, excellence in research and scholarship, quality teaching and learning, widening participation and an increase in postgraduate and international enrolments.</i>	Complete	A management briefing session has been offered to all Heads of Departments on the financial situation at the University including our budgeting approach. It includes where the income of the University comes from and where it is expended. The budgeting parameters and how they are linked to the strategic plan is explained. The briefing is now offered to all new heads on an annual basis.	We will build a feedback mechanism to allow us to determine how the parameters are working and how they are perceived by budget holders. This information will be used in an evaluation of the revised budgeting approach.

Other Recommendation 2			
Address its communication gaps, particularly between executive offices and departments. Improvements in this area can also ensure that quality enhancement initiatives are more systematically captured through the governance structures and can be properly tracked back to quality assurance processes.			

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
Short term: Enhance internal communication through periodic email; continue direct 'town hall' updates to staff. Establish protocols for communication of key events, and associated email lists.	Ongoing	Continuation of periodic emails from senior leadership; initiation of new online staff e-newsletter at onset of Covid period; some reforms to staff email lists; approval by University Executive of Internal Communications post (then delayed following Covid-period review)	Staff dependent; continuation of most current activities Reassess and revise Internal Communications Plan in light of new needs and opportunities, as well as staff capacity.
Long term: Strategic Plan 13.1 <i>We will build on our collegial ethos and excellent reputation with more structured internal communications processes and strategic external communications and marketing.</i>	Ongoing	Internal Communications: See above External: University Executive approved External Relations Office reorganisation and headcount increase to bolster overall external communications and marketing activity. Head of Communications appointed, and Head of Marketing appointed (to start Aug. 2020). Other positions delayed following Covid-19 hiring review. Continued increase in public engagement and media exposure for academics/researchers and the university overall as evidenced in media clips and other metrics.	Internal Communications: See above With new Head of Marketing, new capacity for continued integration are marketing (recruitment) and brand opportunities across MU units (specifically ones important to Strategic Plan). More integration with digital content and platforms.

Other Recommendation 3
Develop a plan to evaluate the longer-term impact of its ambitious new curriculum through possible surveys of employers, alumni, and graduate students.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
Short term: Conclude the first phase of the curriculum evaluation by end 2019.	Completed	Report presented to University Executive (Oct 2019) and Academic Council (Dec 2019) First phase evaluation concluded December 2019.	
Long term: Strategic Plan 7.1.4: <i>We will further develop and refine our approach to gathering student feedback and information on the effectiveness of teaching, informed by the best available evidence, with the goal of better supporting departments in enhancing teaching and learning.</i>	Ongoing	See key recommendation 5	See key recommendation 5

Other Recommendation 4
Develop a transparent and flexible workload model for both academic and administrative staff to address concerns that have resulted from increased enrolment along with budgetary constraints.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
See key recommendation 2	Ongoing	See key recommendation 2	See key recommendation 2

Other Recommendation 5
Develop a timescale and funding plan for the kind of robust staff development articulated in the new Strategic Plan.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
See also key recommendation 3	Ongoing	<p>Relating to action item 9.1.1 of strategic plan</p> <ul style="list-style-type: none"> • Renewed and significant investment in mentoring and staff development for all parts and levels of the organisation. <ul style="list-style-type: none"> ○ Mentoring programme established for Women in Leadership through the Aurora Programme ○ New Early Career Academic Mentoring programme devised for 2020 	<p>Relating to action item 9.1.1 of strategic plan</p> <ul style="list-style-type: none"> • Renewed and significant investment in mentoring and staff development for all parts and levels of the organisation. <ul style="list-style-type: none"> ○ Rollout of Early Career Academic Mentoring for all Faculties for 2020-21
	Ongoing	<ul style="list-style-type: none"> • Appropriate Performance management and development systems <ul style="list-style-type: none"> ○ Research of performance management and development systems suitable for MU is currently being undertaken 	<ul style="list-style-type: none"> • Appropriate Performance management and development systems <ul style="list-style-type: none"> ○ Devise proposed suitable systems for MU for discussion
	Ongoing	<ul style="list-style-type: none"> • Clear career frameworks and progression pathways <ul style="list-style-type: none"> ○ Contingent on completion of Competency Framework ○ Linked to establishment of Performance Management System 	

	Completed	<p>Relating to action item 9.1.2 of strategic plan</p> <ul style="list-style-type: none"> • We will implement an enhanced and integrated staff recognition and reward policy to support the development and advancement of staff and the strategic objectives of the University <ul style="list-style-type: none"> ○ Staff Recognition Awards Process enhanced ○ New awards ceremony in place to recognise employee contribution 	
	Ongoing	<p>Relating to action item 9.1.5 of strategic plan</p> <ul style="list-style-type: none"> • Enhancing our employee engagement, health and wellbeing events and programmes <ul style="list-style-type: none"> ○ Employee awards ceremony ○ Development supports ○ Employee wellbeing month ○ Employee Assistance Programme 	
	Ongoing	<p>Relating to goal 9.3 of strategic plan</p> <ul style="list-style-type: none"> • Invest in leadership and management structures appropriate to the challenges facing a modern medium sized university <ul style="list-style-type: none"> ○ Management programmes developed ○ Other initiatives as outlined above 	<p>Relating to goal 9.3 of strategic plan</p> <ul style="list-style-type: none"> • Invest in leadership and management structures appropriate to the challenges facing a modern medium sized university <ul style="list-style-type: none"> ○ Mentoring ○ Leadership programme for female academics ○ Leadership programmes for senior leaders

Other Recommendation 6

Take steps to clarify the purposes and goals for the critical (thinking) skills and experiential learning components of the new curriculum, and that the experiential learning model be further developed.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
<p>Short term: Document clearly the purposes of the critical skills and experiential learning components of the curriculum and ensure consistent understanding of these items.</p> <p>Long term: Strategic Plan: 3.2: <i>We will provide students with an enhanced range of co-curricular and extra-curricular experiences, affording them broader opportunities to develop their skills and competencies for work, life and engaged citizenship.</i></p>	<p>Completed</p> <p>Ongoing</p>	<p>Critical Skills Completed review of web content, university publications, and social media output to ensure consistency in Critical Skills terminology.</p> <p>Experiential Learning</p> <ul style="list-style-type: none"> • Developed an infographic that illustrated a shared MU understanding of Credit Bearing Experiential Learning (March 2019). • This was subsequently enhanced, in collaboration with Teaching & Learning Faculty committees (May 2019) <p>Critical Skills Development of a ‘Creating a Podcast’ website and associated resources as part of the Critical Skills curriculum.</p> <p>Experiential Learning Co-Curricular</p> <ul style="list-style-type: none"> • Delivered the Maynooth University Student Experience (MUSE) Awards, accrediting 156 students since its inception-(60 in 2020) for their activities outside the classroom. 	<p>Experiential Learning</p> <ul style="list-style-type: none"> • Complete a departmental needs analysis on the delivery of experiential learning. • Develop a repository of shared experiential learning resources. • Identify exemplar MU Experiential Learning case studies. • Facilitate an MU Experiential Learning Community of Practice. <p>Critical Skills Offering of online summer Critical Skills modules as part of strategic goal of increasing accessibility.</p> <p>Experiential Learning Enhance the portfolio of experiential learning opportunities through:</p> <ul style="list-style-type: none"> • the design, development and delivery of a new alumni mentoring programme. (Co-Curricular)

		<ul style="list-style-type: none"> Coordinated the Summer Programme for Undergraduate Research (SPUR), involving a six-week research internship, in association with academics across all faculties and 151 students (to date-55 in 2020) <p>Curricular</p> <ul style="list-style-type: none"> Delivered a second-year employability Skills 5 credit elective to 266 students (99 in 2019-20) 	<ul style="list-style-type: none"> the design, development and delivery of “Project Live”-bringing real life projects from industry and the community to the classroom. (Curricular) the design, development and delivery of a new blended learning employability and enterprise module (Curricular)
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Other Recommendation 7
Develop and clearly publicise to students and staff policies and procedures for handling student complaints about grading and instruction.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
See key recommendation 5.3	Ongoing		See key recommendation 5.3

Other Recommendation 8
Develop procedures to improve student participation in course and programme evaluation and to make student feedback more meaningful and usable.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
See key recommendation 5.2 & 5.3	Ongoing	See key recommendation 5.2 & 5.3	See key recommendation 5.2 & 5.3

Other Recommendation 9
Increase coordination of support services and evaluate current capacity and resources to ensure that resources available to learners are adequate.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
Short term: Appoint a Director of Student Services with responsibility for coordination.	Completed	Director of Student Services in place.	
Long term: Strategic Plan 4.2.5: We will review the funding model for, and invest appropriately in, student services and supports, with an emphasis on supporting the mental health and wellbeing of students.	Ongoing	Additional resources allocated. New nursing position approved and advertised Increase in staff provisions for student counselling	Continue to explore options for increasing capacity further.

Other Recommendation 10

Take measures to ensure the closing of feedback loops to students as a result of their responses and also explore opportunities to record student feedback electronically from various sources for longitudinal purposes.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
See key recommendation 5.2 & 5.3	Ongoing	See key recommendation 5.2 & 5.3	See key recommendation 5.2 & 5.3

Other Recommendation 11

Invest in robust staff development opportunities, particularly for support staff.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
See also key recommendation 3	Completed	Rollout of annual training supports, and Career development programme	<ul style="list-style-type: none"> • Extensive consultation with support staff to identify their development needs. Feedback from courses integrated into annual planning process • New suite of annual development supports • New career development programme • Education Support Policy • Study and Exam Leave policy

Other Recommendation 12

Consider a pattern of regular meetings between the President and the President of the Students' Union in order to enhance the partnership.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
Short term: Agree arrangements for liaison between the University and the MSU.	Ongoing	Composition of meetings was agreed, but meetings did not commence owing to Covid-19.	Review scheduling of meetings for 2020-21.
Long term: Strategic Plan 4.1.4 <i>We will develop the relationship between the University and Maynooth Students' Union, clarifying the role and responsibilities of each and aligning our strategies for student life, clubs and societies, and student support.</i>	Ongoing	See recommendation 13	See recommendation 13

Other Recommendation 13

Clarify areas of responsibility between the University and the Student Union that include clubs and societies, athletic teams and recreation.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
Short term: Agree mechanism for management of Clubs and Societies.	Completed	MU took over responsibility for managing and running Clubs and Societies from Maynooth Students' Union (MSU). The budget associated with running the Clubs & Societies was recovered from the MSU budget and two staff transferred to MU under a TUPE (Transfer of Undertakings) type arrangement.	Agreement of an MoU between MU and MSU.
Long term: Strategic Plan 4.1.4 <i>We will develop the relationship between the University and Maynooth Students' Union, clarifying the role and responsibilities of each and aligning our strategies for student life, clubs and societies, and student support.</i>	Ongoing	Discussions with MSU and decisions of University Executive took place enabling the clarification of the boundaries on the various roles of MSU. This provided a basis to inform the development of an MoU between MSU and MU.	

Other Recommendation 14

Develop transparent and easily accessed information about University policies and procedures for addressing student complaints, appeals, as well as plagiarism.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
Short term: Strengthen the University policies page	Completed	Policies page refreshed in 2019	Finalisation of code of conduct and implementation.
Long term: Strategic Plan 3: <i>Revised academic policies, rules and regulations.</i>	Ongoing	Review of student code of conduct in progress, not yet finalised.	
4.2.1 <i>We will take an integrated whole-of-university approach to student administration and supports, considering the lifecycle needs of each category of student (undergraduate and postgraduate, full-time and part-time, domestic and international, traditional and access) and ensuring that policies, processes, systems and supports meet the differing needs of an increasingly diverse student cohort.</i>			
7.1.5 <i>We will bring together and review our policies that guide teaching and learning to create a single integrated Teaching and Learning Policy framework.</i>			

Other Recommendation 15

Engage in an institution-wide evaluation of all the data requirements necessary, existing and new, to build a robust infrastructure that can support the new Strategic Plan.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
Engage in an institution-wide evaluation of all the data requirements necessary, existing and new, to build a robust infrastructure that can support the new Strategic Plan.	Ongoing	See key recommendation 4	See key recommendation 4

Other Recommendation 16

Develop a strategy for improving the quality of its website that is appropriate for the new Strategic Plan and for engaging the audiences important to its future.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
<p>Short term: Review the university website, once IT resources become available.</p> <p>Long term: Strategic Plan 10.2.1: <i>We will reorganise the IT Services function and funding model to support a dual approach to IT governance and service delivery, balancing operational IT (managing the stability, security and accuracy of existing systems) with agile IT (focusing on innovation, adaptability and speed to develop new solutions).</i></p>	Ongoing	<p>MU commenced and completed Phase 1 of Project Lego, a scoping exercise to identify and scope a plan for a redesign of the MU website. Hired external consultancy; conducted widespread consultation across the university, technical audits, content channel audits etc.; established Steering Committee and Working Groups.</p> <p>Very innovative, forward-thinking website and digital content work completed to hold 2 sector-leading, whole-of-university Virtual Open Days during Covid period.</p> <p>Phase 1 Project Lego report to be presented to University Executive in Aug 2020, with request for resources to commence</p>	<p>Project Lego Phase 2 implementation phase commences (pending approval)</p> <p>Project work advancing such as</p> <ul style="list-style-type: none"> • Reform to website governance and agreeing a publishing model. • Information architecture wireframing/testing (vital for identifying User Journeys in our development environments) • Progress on deploying website accessibility features and compliance, working closely with departments in conjunction • Finish project work that will bring more detailed information from the Academic Database to Web Courses

Other Recommendation 17

That in advance of collaborative overseas partnerships commencing with student enrolments, clear protocols and processes regarding the quality of teaching provision are put in place, to ensure that quality is assured and maintained.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
Ensure that the planned courses in FZU are taught by suitably qualified staff, and in line with MU curriculum and processes	Ongoing	<p>A procedure, in partnership with FZU, is being developed for the joint approval of staff to the joint college.</p> <p>We are developing a fuller understanding of the challenges in the programme provision and the programme modifications required to ensure alignment with MU curriculum.</p>	<p>A formalization of the current procedure for academic assessment of staff for the joint college</p> <p>An Academic Programme Review of the first two years to address process and curricular issues in the joint college.</p>

<p>Strategic Plan 5.2.5: <i>We will offer MU or joint programmes with international strategic partner universities provided (i) we can be assured of the quality and academic capacity of the partner and the programmes; (ii) the successful provision of the programmes will enhance the profile and reputation of Maynooth University; and (iii) the partnership is financially sustainable.</i></p>	<p>Ongoing</p>	<p>Financial review of existing relationships involved with the International Engineering College</p>	<p>Development of a new governance structure to provide academic and financial oversight on the joint college with FZU.</p> <p>Concentrating on the FZU initiative, we will develop year-abroad and pathways to postgraduate programmes from China to Maynooth University in Ireland. This will enhance the reputation of MU and enhance financial viability.</p>
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Other Recommendation 18

Consider driving forward institutionally-led strategies for enhancement, particularly in the following areas: internal communication, procedures for student feedback on courses and programmes, staff development and performance management programmes, as well as oversight of staff workloads, the continued enhancement of teaching and learning, the platform for information technology and data analysis, as well as the University website.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
See key recommendations 2, 3, 4 & 5		See key recommendations 2, 3, 4 & 5	See key recommendations 2, 3, 4 & 5

Other Recommendation 19

Establish a University widening participation committee to ensure the long-term sustainability of the widening participation success of the University.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
<p>Short Term: Review the oversight of widening participation and recommend an appropriate governance structure.</p>	Ongoing	Strategic planning sessions held with Access Office staff and new Vice-President for Equality and Diversity to discuss the organisation structure for widening participation	Outcome of planning sessions to inform a new governance structure for oversight of widening participation under the Office of the Vice-President for Equality and Diversity
<p>Long term: Strategic Plan 6.1.1: <i>We will appoint a Vice-President for Equality and Diversity, and establish an oversight structure and cross-functional implementation team to advance, in an integrated manner, equality, diversity, inclusion and interculturalism across the entire University community.</i></p>	Completed	Vice-President for Equality and Diversity was appointed in July 2019 and the Office for the Vice-President for Equality and Diversity was set up in Semester 1 2019-20. This included the Equality Officer, the Athena SWAN Project Officer, and the Access Office	Recruitment of Athena SWAN Project Officer (now renamed Equality Project Officer) to commence summer 2020
<p>2. <i>We will take an institution-wide approach to ensure that the principles of equality, diversity, inclusion and interculturalism are considered in all aspects of the University strategy, policy, processes, systems and functions.</i></p>	Ongoing	Joint Governing Authority and Academic Council Equality, Diversity and Inclusion and Interculturalism (EDI) Committee has been established to ensure an institution-wide approach	Annual EDI staff survey to issue Sept 2020 to inform EDI strategy, policy, processes, systems and functions.

Other Recommendation 20

Dedicate further services for international students with a focus on integration within the Maynooth University student body.

Planned actions 2019-20	Status (Completed/Ongoing)	Outcomes to date/ Commentary	Actions/Activities planned for 2020-21/ Commentary
Short term: Review the supports and services provided for incoming international students.	Ongoing	The International Office (IO) has established the International Student Experience sub-group, comprised of 5 members of the IO team, to lead activities in this area. The planning phase of a mapping exercise of the student journey and a review of existing supports and services was due to be undertaken in Semester 2 2019-20. It has been delayed by Covid-19 but is due to be completed in Semester 1 of 2020-21.	In summer 2020 and Semester 1 2020-21, the IO will map the student journey and review supports and services for incoming international students by cohort (summer and short-term programmes, Erasmus and Study Abroad, and full-degree non-EU students) and by support service/academic department. The IO will undertake an analysis of the review data in order to identify areas for improvement and a timeline for the phased implementation of process- and service-improvement initiatives.
Long term: Strategic Plan 5.4.1 <i>We will take a student life-cycle approach to the provision of services in support of incoming and outgoing students.</i>	Ongoing	The planning phase of a mapping exercise of the student journey, from initial enquiry through to post-programme support, and a review of existing supports and services for outgoing students was due to be undertaken in Semester 2 2019-20. It has been delayed by Covid-19 but is due to be completed in Semester 1 of 2020-21.	As above For summer 2022 -phased process of incremental- process and service-improvement- initiatives

APPENDIX ONE

Maynooth University CINNTE Review
Post review Implementation plan.

27th September 2019

Maynooth University CINNTE Review

Post review Implementation plan.

27th September 2019

Maynooth University welcomes the report of the independent Review Team for the CINNTE Quality Review. We consider the report to be comprehensive, thorough and fair. We are grateful for the many commendations and also for the recommendations which will assist us in the pursuit of further progress in quality enhancement throughout the University. The University has been on a steep growth trajectory over most of the last decade which has brought both opportunities and challenges as noted in the report. Expansion and diversification have been accompanied by a balanced commitment to both teaching and research and a strongly student-centred ethos.

We are pleased that the Review Team have affirmed that Maynooth University consistently makes sure that academic practices and policies are aligned with QQI, National Forum for the Enhancement of Teaching and Learning (NFETL) and the European Standards and Guidelines for Quality Assurance in the European Higher Education Area; and that programmes are aligned with the Irish National Framework of Qualifications (NFQ).

We welcome in particular the commendations in relation to the University's progress towards embedding a culture of quality evaluation and enhancement and the systematic efforts to build a strong culture of self-evaluation. The Review Team also commend the University for its ambitious new Strategic Plan in which planning and development are aligned with quality assurance and enhancement. The Strategic Plan in section 11.2 affirms the commitment of the University to *"use the CINNTE review tofurther develop a culture of continuous quality enhancement and to formalise the links between quality assurance and strategic planning at institutional, faculty and departmental levels"*.

The Review Team was very much guided by the University's own self-evaluation report which identified some areas where progress has been constrained by the scarcity of resources, and also some practices and procedures that can be further enhanced. Most of the recommendations can be aligned with actions already contained in the *Maynooth University Strategic Plan 2018-2022*. The University will continue to seek additional resources to support the implementation of the Strategic Plan in ways that will safeguard and continue to enhance its reputation for quality.

In response to the Quality Review, the University has prepared this implementation plan, which outlines the University's planned actions in relation to each of the main recommendations. The actions listed here are cross-referenced to priorities in the University Strategic Plan.

FIVE PRIMARY OVERARCHING RECOMMENDATIONS

- 1. The Review Team recommends that the University begin to address its most severe infrastructure issues, in spaces and staffing, before the problems seriously impact both quality and reputation.***

Infrastructure: Given its trajectory of growth it is not surprising that the availability of physical infrastructure has been challenging. Since 1998, Maynooth University has constructed or redeveloped 48,000m² of academic space, mainly on the north campus. Nevertheless, additional physical infrastructure is required. At present the University has a Net Academic Area of 5.2m² per student FTE, which makes it more resource constrained than average for Irish Universities.

The University is committed to significant expansion of the buildings infrastructure over the life of the current strategic plan, which states that:

We will significantly invest in new and existing teaching spaces and learning infrastructure, providing state-of-the-art flexible facilities to meet the changing needs of our growing student body (4.1.2).

The University has already taken steps to address this, including:

- Acquisition of additional lands which provide space for development.
- Completion of a campus masterplan which provides a long-term vision for the campus.
- Securing finance through borrowing which will enable significant development.

The University has, since the site visit, secured a major capital grant of €25m from government under the Higher Education Strategic Infrastructure Fund (HESIF). This, along with borrowings, will allow a €57m capital programme to proceed, which will see a new teaching and learning building on the North campus, which when completed will add approximately 10,000m² to the infrastructure portfolio, along with refurbishment of 5,700 m² of existing space, including the Arts Building. The project will provide a net additional 2,538 classroom seats/laboratory workstations in a range of configurations: large lecture theatres, active and collaborative learning rooms, flexible seminar rooms and classrooms, studio space and science laboratories. The new build will accommodate 60 academic staff, 20 postdoctoral researchers and 75 postgraduate researchers.

The University has also planned a €15m Student Centre and a major sports development.

Staffing: The University recognises that staffing has been a key challenge, in the context of reductions in the resource per student. Through the recession, the University worked to maintain the core academic staff student ratio, even though at times this constrained the resources available for other priorities. While at times this has resulted in under-investment in some of the professional administrative and technical roles, recent improvements have been made in these with increases in staffing in Registry, Finance, Human Resources, the Deans' office and in academic departments. Academic staff increases are agreed following annual staffing reviews, which provide an objective mechanism for academic staff allocation.

The University is committed, in its Strategic Plan, to maintaining an appropriate staff-student ratio:

We will benchmark our staff-student ratio in detail at broad discipline level against other Irish universities, and set and maintain an appropriate target staff-student ratio (4.1.1).

Short term actions related to recommendation 1

No	2019/20 actions	UE member(s) leading
1.1	Commence construction of the new academic building project in Autumn 2019.	Vice President Estates and Capital Development
1.2	A comprehensive and successful application for state funding under the HESIF scheme was completed, to provide the additional funding needed for the new academic building project.	Vice President Estates and Capital Development
1.3	Additional space will be acquired in New House to accommodate the expansion of the Law Department.	Vice President Estates and Capital Development
1.4	The new Student Centre will move to the tender phase, with a view to construction commencing in 2020.	Vice President Estates and Capital Development
1.5	Short term extension of lease on the South campus	Vice President Academic/Bursar
1.6	Maintain the current academic staff student ratio	Deans/ University Executive
1.7	Increase the staffing in some key areas, particularly in IT services.	University Executive

2. The Team recommends that the University address workload management issues by developing a fair and consistent model for workload management.

The university is committed, in its Strategic Plan, to a review of the academic workload models.

We will ensure appropriate balance between research, teaching and service through a review of academic workload models, work practices and teaching commitments to enable the optimal teaching and service contribution from each academic colleague and department.(9.1.3)

Building on the existing departmental workload models, the university will review the existing practices, with a view to developing a system of fair and transparent workload allocation.

Short term actions related to recommendation 2

No	2019/20 actions	UE member(s) leading
2.1	Establish a working group on academic workload models.	Vice President Academic / Director Human Resources
2.2	Review existing principles and practices inside the university and externally.	Vice President Academic / Director Human Resources
2.3	Develop proposals and secure agreement on appropriate academic workload models.	Vice President Academic / Director Human Resources

3. The Team recommends that the University develop a more robust system for staff development, promotion, and succession, together with mechanisms for regular feedback to all staff members on their strengths and on areas of national development.

The University recognises a need for a more robust system of staff development, and feedback. Enhancements are identified in the Strategic Plan, which states that:

1. *We will support the development and advancement of our staff through:*
 - *Clear career frameworks and progression pathways for all categories of staff;*
 - *Appropriate performance management and development systems;*
 - *A formal induction and mentoring programme for early career academic, research and support staff; and,*
 - *Renewed and significant investment in mentoring and staff development for all parts and levels of the organisation. (9.1.1)*

2. *We will implement an enhanced and integrated staff recognition and reward policy to support the development and advancement of staff and the strategic objectives of the University, including:*
 - *A range of awards to recognise service and achievement;*
 - *Enhanced academic promotion processes with regular promotions rounds;*
 - *A researcher career framework;*
 - *Clear regrading and appropriate promotion opportunities and processes for library, information services ,administrative, technical, professional and general services staff. (9.1.2)*

Short term actions related to recommendation 3

No	2019/20 actions	UE member(s) leading
3.1	Strengthen the staff development function in HR with recruitment of additional staff.	Director Human Resources
3.2	Introduce a standard annual induction for new staff.	Director Human Resources
3.3	Expand the range of staff development activities provided through HR.	Director Human Resources
3.4	Increase staff awareness of staff development opportunities.	Director Human Resources
3.5	Recommence the PG Diploma in Teaching and Learning, for academic staff.	Dean of Teaching and Learning
3.6	Review and relaunch the academic promotion schemes.	Director Human Resources /President
3.7	Complete the external benchmarking of administrative grades, and align new posts with the agreed framework.	Director Human Resources

4. The Team recommends that the University, following a thorough survey of institutional needs, improve the quality of its information management platform and portfolio as well as its capacity for data analysis needed to succeed with the new Strategic Plan.

The University recognises that there is a need to strengthen its capacity to collate and analyse its own data. In recent years the University has developed a standard set of Key Performance Indicators, which are reported annually to the Governing Authority. It has also developed a standard format for reporting staff and student numbers, which are shared with Heads of Departments annually as part of an annual academic staffing review. Substantial work has been done in data cleaning and verification in the HR database.

The University is planning to migrate to a standard reporting tool, which will allow a wider range of users to access and analyse data.

Short term actions related to recommendation 4

No	2019/20 actions	UE member or unit leading
4.1	Review capacity in Institutional research office.	Vice President Academic
4.2	Review the institutional KPIs	Institutional Research Office
4.2	Develop an institutional reporting tool	IT services

5. The Team recommends that the University develop a better system for collecting and utilising student input on courses, teaching, and the student experience, and for providing regular feedback to students on how their input has helped to improve teaching and learning.

The University has, since 2013, had a student feedback system in which every student is surveyed about each module in each academic year. The responses from students have been very positive and consistent over time. However, the response rates have declined and it seems that this system is no longer getting the attention of the majority of students.

Recognising this issue, the University Strategic Plan includes an action to review and refine the student feedback system, stated as:

We will further develop and refine our approach to gathering student feedback and information on the effectiveness of teaching, informed by the best available evidence, with the goal of better supporting departments in enhancing teaching and learning (7.1.4).

Short term actions related to recommendation 5

No	2019/20 actions	UE member(s) leading
5.1	Review the options for student feedback.	Vice President Academic/ Dean of Teaching and Learning
5.2	Introduce an agreed approach to collection and analysis of student feedback which closes the loop by reporting information to students and facilitating dialogue between departments and other offices with students	Vice President Academic/ Dean of Teaching and Learning
5.3	Introduce a strengthened student complaints process.	Vice President Academic

Other recommendations

	Recommendation	Short term actions and longer term goals of the Strategic Plan 2018-22	Responsible
1.	Reconsider the balance among spending priorities to avoid negative consequences particularly to its student-oriented reputation.	Short-term: Develop a strategic budget model. Long term: Strategic Plan 11.1.3 <i>We will ensure our financial and business planning processes and resource allocation processes are easy to understand, transparent, and support the strategic objectives of the University, specifically planned growth, excellence in research and scholarship, quality teaching and learning, widening participation and an increase in postgraduate and international enrolments.</i>	Bursar
2.	Address its communication gaps, particularly between executive offices and departments. Improvements in this area can also ensure that quality enhancement initiatives are more systematically captured through the governance structures and can be properly tracked back to quality assurance processes.	Short term: Enhance internal communication through periodic email; continue direct 'town hall' updates to staff. Establish protocols for communication of key events, and associated email lists. Long term: Strategic Plan 13.1 <i>We will build on our collegial ethos and excellent reputation with more structured internal communications processes and strategic external communications and marketing.</i>	Dir Ext Relations
3.	Develop a plan to evaluate the longer-term impact of its ambitious new curriculum through possible surveys of employers, alumni, and graduate students.	Short term: Conclude the first phase of the curriculum evaluation by end 2019. Long term: Strategic Plan 7.1.4: <i>We will further develop and refine our approach to gathering student feedback and information on the effectiveness of teaching, informed by the best available evidence, with the goal of better supporting departments in enhancing teaching and learning.</i>	Quality office.
4.	Develop a transparent and flexible workload model for both academic and administrative staff to address concerns that have resulted from increased enrolment along with budgetary constraints.	See key recommendation 2	
5.	Develop a timescale and funding plan for the kind of robust staff development articulated in the new Strategic Plan.	See key recommendation 3	

	Recommendation	Short term actions and longer term goals of the Strategic Plan 2018-22	Responsible
6.	Take steps to clarify the purposes and goals for the critical (thinking) skills and experiential learning components of the new curriculum, and that the experiential learning model be further developed.	<p>Short term: Document clearly the purposes of the critical skills and experiential learning components of the curriculum , and ensure consistent understanding of these items.</p> <p>Longterm: Strategic Plan: 3.2: <i>We will provide students with an enhanced range of co-curricular and extra-curricular experiences, affording them broader opportunities to develop their skills and competencies for work, life and engaged citizenship.</i></p>	Dean of Teaching and Learning
7.	Develop and clearly publicise to students and staff policies and procedures for handling student complaints about grading and instruction.	See key recommendation 5	
8.	Develop procedures to improve student participation in course and programme evaluation and to make student feedback more meaningful and usable.	See key recommendation 5	
9.	Increase coordination of support services and evaluate current capacity and resources to ensure that resources available to learners are adequate.	<p>Short term: Appoint a Director of Student Services with responsibility for coordination.</p> <p>Long term: Strategic Plan 4.2.5: We will review the funding model for, and invest appropriately in, student services and supports, with an emphasis on supporting the mental health and wellbeing of students.</p>	University Executive.
10.	Take measures to ensure the closing of feedback loops to students as a result of their responses and also explore opportunities to record student feedback electronically from various sources for longitudinal purposes.	See key recommendation 5	
11.	Invest in robust staff development opportunities, particularly for support staff.	See key recommendation 3	

	Recommendation	Short term actions and longer term goals of the Strategic Plan 2018-22	Responsible
12.	Consider a pattern of regular meetings between the President and the President of the Students' Union in order to enhance the partnership.	<p>Short term: Agree arrangements for liaison between the University and the MSU.</p> <p>Long term: Strategic Plan 4.1.4 <i>We will develop the relationship between the University and Maynooth Students' Union, clarifying the role and responsibilities of each and aligning our strategies for student life, clubs and societies, and student support.</i></p>	President
13.	Clarify areas of responsibility between the University and the Student Union that include clubs and societies, athletic teams and recreation.	<p>Short term: Agree mechanism for management of Clubs and Societies..</p> <p>Long term: Strategic Plan 4.1.4 <i>We will develop the relationship between the University and Maynooth Students' Union, clarifying the role and responsibilities of each and aligning our strategies for student life, clubs and societies, and student support.</i></p>	VPA/ Bursar
14.	Develop transparent and easily accessed information about University policies and procedures for addressing student complaints, appeals, as well as plagiarism.	<p>Short term: Strengthen the University policies page</p> <p>Long term: Strategic Plan 3: <i>Revised academic policies, rules and regulations.</i></p> <p>4.2.1 <i>We will take an integrated whole-of-university approach to student administration and supports, considering the lifecycle needs of each category of student (undergraduate and postgraduate, full-time and part-time, domestic and international, traditional and access) and ensuring that policies, processes, systems and supports meet the differing needs of an increasingly diverse student cohort.</i></p> <p>7.1.5 <i>We will bring together and review our policies that guide teaching and learning to create a single integrated Teaching and Learning Policy framework.</i></p>	University Executive
15.	Engage in an institution-wide evaluation of all the data requirements necessary, existing and new, to build a robust infrastructure that can support the new Strategic Plan.	See key recommendation 4	

	Recommendation	Short term actions and longer term goals of the Strategic Plan 2018-22	Responsible
16.	Develop a strategy for improving the quality of its website that is appropriate for the new Strategic Plan and for engaging the audiences important to its future.	<p>Short term: Review the university website, once IT resources become available.</p> <p>Long term: Strategic Plan 10.2.1: <i>We will reorganise the IT Services function and funding model to support a dual approach to IT governance and service delivery, balancing operational IT (managing the stability, security and accuracy of existing systems) with agile IT (focusing on innovation, adaptability and speed to develop new solutions).</i></p>	Dir External Relations.
17.	That in advance of collaborative overseas partnerships commencing with student enrolments, clear protocols and processes regarding the quality of teaching provision are put in place, to ensure that quality is assured and maintained.	<p>Ensure that the planned courses in FZU are taught by suitably qualified staff, and in line with MU curriculum and processes</p> <p>Strategic Plan 5.2.5: <i>We will offer MU or joint programmes with international strategic partner universities provided (i) we can be assured of the quality and academic capacity of the partner and the programmes; (ii) the successful provision of the programmes will enhance the profile and reputation of Maynooth University; and (iii) the partnership is financially sustainable.</i></p>	Dean FSE
18.	Consider driving forward institutionally-led strategies for enhancement, particularly in the following areas: internal communication, procedures for student feedback on courses and programmes, staff development and performance management programmes, as well as oversight of staff workloads, the continued enhancement of teaching and learning, the platform for information technology and data analysis, as well as the University website.	See key recommendations 2, 3, 4 and 5	

	Recommendation	Short term actions and longer term goals of the Strategic Plan 2018-22	Responsible
19.	Establish a University widening participation committee to ensure the long-term sustainability of the widening participation success of the University.	<p>Review the oversight of widening participation and recommend an appropriate governance structure.</p> <p>Long term: Strategic Plan 6.1.1: <i>We will appoint a Vice-President for Equality and Diversity, and establish an oversight structure and cross-functional implementation team to advance, in an integrated manner, equality, diversity, inclusion and interculturalism across the entire University community.</i></p> <p>2. <i>We will take an institution-wide approach to ensure that the principles of equality, diversity, inclusion and interculturalism are considered in all aspects of the University strategy, policy, processes, systems and functions.</i></p>	VP Equality Diversity and Inclusion.
20.	Dedicate further services for international students with a focus on integration within the Maynooth University student body.	<p>Short term: Review the supports and services provided for incoming international students.</p> <p>Long term: Strategic Plan 5.4.1 <i>We will take a student life-cycle approach to the provision of services in support of incoming and outgoing students.</i></p>	Director International.