



MAYNOOTH UNIVERSITY EQUALITY, DIVERSITY, INCLUSION, AND INTER-CULTURALISM

EDI Annual Report 2020/21

Widening
Participation

Gender
Equality

Race &
Ethnicity

LGBTQIA+

Accessibility

Disability



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Maynooth University
Access Programme

+293%

increase in MAP
student numbers
since 2008

Gender Equality

2nd

in Ireland

Maynooth University was placed 2nd in Ireland and 60th globally for SDG 5 - Gender Equality.

Widening
Participation

1st

in Ireland

MU was ranked as Ireland's leading university and in the top 5% of universities globally in SDG 10 - Reduced Inequalities.

Quality Education

1st

in Ireland (joint)

Maynooth University was joint first in Ireland for Quality Education (SDG 4) and ranked #101-200 globally.

Excellence in Exile

**University
of Sanctuary
Scholarships
Awarded**

Three awarded to refugees and asylum seekers for undergraduate and postgraduate degrees.

Disability

**Enable
Staff Network
Launched**

For staff with disabilities and those interested in creating a more accessible Maynooth University.

Gender Equality

5

MU Departments now
hold Athena Swan
Bronze Awards

Foreword

During the period of this annual report (July 2020–June 2021), the world was in the grip of the COVID-19 pandemic. During times of crisis, it is easy to move toward a place of division. As we reflect on the year, we must ensure that we do not allow fear to divide us.

John Hume an alumnus of Maynooth University (MU), who passed away on the 3rd of August 2020, once said,

“Difference is of the essence of humanity. Difference is an accident of birth and it should therefore never be the source of hatred of conflict. The answer to difference is to respect it. Therein lies a most fundamental principle of peace: respect for diversity.”



The pandemic continues to highlight differences in our society and the necessity of supporting everyone, but particularly the most disadvantaged and marginalised in society who often bear the greatest negative impact.

Our President, Professor Philip Nolan, has been a leading figure in the government response to the pandemic, and MU colleagues from across the university have contributed through their research expertise and insights to help manage the impact of the pandemic this year.

The effects of social distancing, self-isolation, working from home, home-schooling children, elder care, job losses and for some the loss of family members and friends are being felt deeply. The fallout from the pandemic will continue to be realised for a long time and a sustained focus on equality, diversity, interculturalism and inclusion is essential.

There were many achievements for MU staff and students in relation to EDI this year. In particular, two further MU departments were awarded Athena Swan Bronze Awards (Chemistry and Psychology), and MU continued to perform strongly in the Times Higher Education Impact Rankings 2021, being ranked 1st in Ireland and in the top 5% globally for our research on social inequalities, policies on discrimination and our commitment to recruiting staff and students from under-represented groups (SDG-10).

Our student profile continued to diversify and the large increase (293%) in numbers of students supported by the Maynooth University Access Programme (MAP) from 2008/09 to 2020/21 highlighted in our review of MAP is noteworthy. MU is a leader in widening participation and many of our innovative initiatives to support student success are included in this report (e.g. the HEA PATH 1 funded Turn to Teaching programme which is diversifying the teaching profession in Ireland and College Connect, a flagship HEA PATH 3 project which is developing a regional partnership approach to widening participation).

This report presents a snapshot of the EDI work ongoing in the University by our staff and students during the academic year 2020/21, and we are delighted to share it with you.

A handwritten signature in black ink, appearing to read 'Gemma Irvine'.

Dr Gemma Irvine
Vice President for Equality
and Diversity



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 2020/21 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 2020/21.

The reporting period covers the 2020/21 academic year (1st July 2020–31st June 2021).

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 2020/21 are outlined below under headings from the report:

> Equality Annual Audit

Maynooth University (MU) 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 an audit of staff and student data in 2020/21 which gives a snapshot of the numbers of staff and students by disability, gender, age, ethnicity, and national origin. We also conducted two surveys during the reporting period, one specifically looking at employee’s experiences of remote working and the other designed to gauge staff perceptions of the University in relation to equality, diversity and inclusion.

> Gender Equality

Two MU Departments were successful in securing Athena SWAN Bronze awards during 2020/21 including the Department of Chemistry, and the Department of Psychology. In 2020/21 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 submitted applications for two new Professor level posts under the 2020 Higher Education Authority (HEA) Senior Academic Leadership Initiative. MU sponsored the participation of seven female employees for the Aurora leadership development programme 2020/21.

> LGBTQIA+

The MU LGBTQIA+ staff network was re-energised in 2021 and the Progress Pride Flag was flown on campus for the month of June. The EDI Office carried out a number of training sessions supporting trans awareness including supporting tailored sessions.

> Excellence in Exile

MU is very active in the *Scholars at Risk (SAR) International Network* whose mission is to protect scholars and promote academic freedom. We host the SAR Europe office on campus. Since February 2020, MU has been designated a University of Sanctuary, welcoming refugees, asylum seekers and other migrants into our university community and fostering a culture of inclusion for all those seeking sanctuary. MU is an active member of the *Universities of Sanctuary Ireland Network*. MU welcomed three students onto the University of Sanctuary Scholarship Scheme in 2020/2021. These students were provided with full fee waivers, supports from the Maynooth University Access Programme and Student Services, and subsistence supports to help with travel, books and meal costs.

> Race Equality

A number of events were held in 2020/21 to start a conversation about Race Equality at MU. Both students and staff engaged in discussion forums about steps MU should take in this area. The outputs of those conversations were shared with the University Executive, MSU Student Senate and the EDI Committee.



> Disability

MU installed a Changing Places Accessible Facility in MAP Lodge. Although registration of the facility has been delayed, it is nonetheless a valuable resource on MU North campus. The *Enable Staff Disability Network* was established this academic year. This is a space for staff with disabilities and those interested in creating a more accessible Maynooth University to come together.

> Consent Framework Implementation

MU offered every student an online *Active* Consent* workshop for Welcome Week 2020. These workshops were delivered through a partnership between MU and MSU. A joint Panel discussion on consent was also held.

> Other Events/Activities/Achievements in 2020/21

MU Social Justice Week was held on 8th-12th March 2021. MU featured in the *Times Higher Education Impact Ranking*. This ranking assesses the performance of universities against the **United Nations' Sustainable Development Goals (SDGs)**¹. The University was placed in the top 300 universities in the world by the University Impact Rankings 2021. MU was ranked 1st in Ireland and in the top 5% globally for its research on social inequalities, policies on discrimination and commitment to recruiting staff and students from under-represented groups (SDG 10). MU was also joint first in Ireland for Quality Education (SDG 4) and ranked #101-200 globally for our contribution to early years and lifelong learning, pedagogy research and our commitment to inclusive education. MU was placed 2nd in Ireland and 60th globally for Gender Equality (SDG 5). An *EDI Project Fund 2021* was launched to support innovative projects that promote EDI within the University in line with the MU Strategic Plan 2018-2022. Five projects were funded in 2020/21.

> Maynooth University Access Programme (MAP)

MAP student numbers have increased by 293% since 2008. In 2020, there has been a rapid increase in the cohorts of students supported by MAP. The Director of MAP led three reviews to support national access strategy in 2020/21 that included submissions to (i) the *HEA Research on Mature Student Participation in Higher Education* in June 2020, (ii) the *Review of Student Universal Support Ireland (SUSI)* in April 2021, and (iii) the *National Access Plan (NAP) 2022-2028* in June 2021. In 2020, to tackle and address the detrimental impact of the pandemic on the Traveller community the MAP, College Connect (MEND cluster) and MTU (SOAR South Cluster) collaborated with Traveller organisations to develop an ongoing series of virtual workshops for prospective Traveller and Roma students. The *We are here, HEAR project* is an open-air touring exhibition which throughout 2021 shared 40 photographs and stories from refugees to highlight the dichotomy for people in the protection system in Ireland, who are often without citizenship.

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 2020, 5.5% staff disclosed disabilities.

Specifically, in relation to MU's performance on gender equality, our total staff cohort as of 31st December 2020 was gender balanced (minimum 40% of either female or male) with 58% female (F) staff and 42% male (M) staff. Our Governing Authority was gender balanced (50%F, 50%M), as was our Academic Council (40%F, 60%M), but not our Executive Management Team (33%F, 67%M). We had gender balanced academic staff cohorts in our Faculty of Arts, Celtic Studies, and Philosophy [FACSP] (51%F, 49%M) and Faculty of Social Sciences [FSS] (49%F, 51%M), but not in our Faculty of Science and Engineering [FSE] (30%F, 70%M). We had a predominantly female core-funded Administrative, Technical and Professional (ATP) staff cohort in each Faculty (FACSP: 87%F, 13%M; FSS: 93%F, 7%M; FSE: 63%F, 37%M). As of December 2020, only 33% of our Professor A posts were held by women and 67% by men, whereas 46% of our Lecturers were female and 54% were male. Our ATP staff cohorts at the highest two salary bands were gender balanced, while we had a majority female ATP staff cohort at the lowest salary bands.

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 categories compared to others. As we increase our reporting on EDI statistics, a broader evidence base will be developed for the other grounds of discrimination.

MU 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 benefit everyone.

¹ <https://sdgs.un.org/goals>

Introduction



Maynooth University (MU) is committed to promoting and advancing equality, respecting, and valuing diversity, and developing 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.”*

The EDI Office grew during 2020/21: in addition to the Vice-President for Equality and Diversity (VPED), Dr Gemma Irvine, and the Equality Officer, Sam Blanckensee, the EDI Office recruited two new staff members, Dr Jennie Rothwell (Equality Project Officer) and Ms Gill K’Eogh (Executive Assistant).

A strategic review of the Access Office was conducted by the Director of Access (Dr Rose Ryan) and the VPED over a 6-month period in 2020 resulting in a proposed restructuring in 2021. This aimed to meet the increased demand for support from MAP from students and staff; to enable a more effective approach in addressing strategic objectives; and to enable MAP to better embed a whole-of-HEI approach, improving the experience and outcomes for all students and staff. Several new roles were created including: a Head of Access Operations, an Administrative Manager and an increase in the number of Student Advisors (from 2 to 5) for the increasing number of students seeking support. The restructuring has allowed for the development of an integrated Outreach team (focused on recruitment) and a Student Advisory team (focused on student transitions and post entry support). MAP has invested significantly in the training and upskilling of staff including providing access to the AHEADStart training for higher education professionals supporting students with disabilities; training in Trauma Informed Practice; Solutions Focused Brief Therapy Interventions; and Motivational Interviewing.

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 following headings:

- > Equality Annual Audit
- > Gender Equality
- > Family Friendly University
- > LGBTQIA+
- > Race Equality
- > Excellence in Exile
- > Disability
- > Consent Framework Implementation
- > Other Events/Activities/Achievements in 2020/21
- > Maynooth University Access Programme
- > Turn to Teaching – Broadening Access to Teacher Education
- > College Connect – A Regional Approach to Widening Participation
- > Travellers and Roma in Higher Education
- > Integrated Post-Entry Student Supports
- > MAP Ambassador Programme
- > Inclusive Learning Project

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

Legislative Framework



MU is committed to furthering equality, diversity, inclusion and interculturalism. In Ireland, there are a number of laws which speak to these principles including: the Employment Equality Acts 1998-2015; 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 1998-2015 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 & condition, or in the expulsion of a student or any other sanction.²

There are certain situations where organisations 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.

The United Nations 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) have been highlighted as a key strategic goal in the 2018-2022 MU Strategic Plan. The plan outlines an explicit commitment to human rights, social justice, and equality.

This EDI Annual Report constitutes the MU report on achievements under the public sector duty for the year 2020/21.

² <https://www.ihrec.ie/your-rights/i-have-an-issue-with-a-service/i-have-an-issue-about-education/>

MU EDI Structures and 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 2020/21 it was chaired by Dr Seamus Taylor as the President's nominee. There were seven meetings scheduled for 2020/21. Its membership in 2020/21 was as follows:

- > Dr Seamus Taylor, President's Nominee – (Chairperson, and Member of Governing Authority)
- > Dr Dermot Lane, External Member of Governing Authority
- > Dr Mercedes Carbayo-Abengozar, Member of Governing Authority
- > Professor Marian Lyons, Member of Governing Authority
- > Dr Aidan Mooney, Academic Council member – Faculty of Science and Engineering
- > Prof Colin Graham, Academic Council member – Faculty of Arts, Celtic Studies and Philosophy
- > Professor Michael Doherty, Academic Council member – Faculty of Social Sciences
- > Ms Paula Murray, Member of the Partnership Sub-Committee
- > Mr Ciarán Watts, MSU VP Welfare & Equality
- > Ms Olubukola Adebawale, MSU VP Student Life
- > Ms Kelly Rennick, MSU President
- > Ms Rosaleen McCarthy, Director of Human Resources
- > Dr Gemma Irvine, Vice President for Equality and Diversity
- > Ms Eliz Dunne, Vice-President of Estates & Capital Development³
- > Dr Rose Ryan, Director of Access
- > Dr Chandana Mathur, Chair, Intersectionality Working Group
- > Professor Linda Connolly, Chair, Gender Equality Steering Group

The Equality Officer acts as Secretariat for the Committee. The Terms of Reference for the Committee can be found at <https://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.

³ We were shocked and saddened at the passing of our esteemed colleague Ms Eliz Dunne in June 2021. Eliz was a great supporter of EDI, a valuable member of the EDI Committee and although her legacy lives on in the work she achieved on campus, she is greatly missed.



Office of the Vice-President for Equality and Diversity

The Office of the Vice-President for Equality and Diversity (including the EDI Office and Access Office) 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 of the VPED also works in relation to diversity, inclusion and interculturalism more broadly to ensure MU 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 do one of the following:

- > Focus on a specific area of EDI implementation (e.g. the Consent Framework Working Group and the Gender Equality Steering Group)
- > Provide a structured basis for student engagement across the University (e.g. MAP Academic Advisors and Ambassadors)
- > Enable people with a lived experience or shared interest to come together as a collective (e.g. Staff Parents and Carers Network, LGBTQIA+ Network, Enable Network).

Throughout this reporting period, the EDI Office provided training sessions on the following topics:

- > Staff orientation/induction sessions on EDI
- > Student orientation session on EDI
- > Recruitment panel training
- > Mitigating Bias training
- > LGBTQ+ Safer Spaces
- > Gender Identity and Expression training
- > Induction training for new Heads of Department and managers on EDI issues

Online *Equality, Diversity, and Inclusion in Higher Education (EDI in HE)* training was launched on the 17th of May 2021 via the Virtual Learning Environment. EDI in HE is a successor programme to LEAD (Living Equality and Diversity), which was developed by the IUA Equality Network in 2012.

The purpose of the EDI in HE eLearning programme is:

- > to raise awareness of how equality, diversity, inclusion and human rights issues permeate organisational culture, and,
- > to understand third level education staff responsibilities under Irish equality and human rights legislation.

MU EDI Structures and Networks



Equality Annual Audit

MU 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 audit conducted in 2020/21 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 University 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 LGBTQIA+ 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.

Equality and Diversity Staff Survey 2020/21

The MU *Equality & Diversity Staff Survey 2020/21* was circulated to staff on 11th December 2020 and closed in January 2021. This survey allowed us to gauge staff perceptions of the University in relation to equality, diversity and inclusion and highlighted areas needing further work. There were 305 respondents to the survey, representing an overall response rate of approximately 24.5%.

Of the overall responses, 71% of respondents identified as female, 25% as male, 1% identified as non-binary and 3% preferred not to say.

The results of the survey and how the data has been used is available on the EDI Webpage - www.maynoothuniversity.ie/edi/edi-reports

Maynooth University – COVID-19 Remote Working Employee Pulse Survey

The Maynooth University COVID-19 Remote Working Employee Pulse Survey was launched on 3rd July 2020 with a deadline for responses by 10th July 2020.

The objective of the survey was to gather data on MU employees' experiences of remote working during the COVID-19 restrictions to answer the following questions:

- > What challenges and opportunities do colleagues face with regards to remote working?
- > What supports might the University provide in the short-term to address these challenges?
- > How do colleagues perceive a return to campus for work and how can the University support this?

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 were received by the EDI Office and data was aggregated to prepare preliminary reports for wider analysis.

The preliminary survey results have been shared with and informed the work of several groups including:

- > the COVID-19 Return to Campus Working Group.
- > Bursar/Director HR and IT services (relating to questions specific to IT Services).
- > Disability Officer/Human Resources (relating to questions specific to disability).
- > the President, Deans, Registrar, VPR, VPED, and Director HR (containing a summary of the major questions arising from the survey used to inform a discussion on the development of teaching plans).
- > the University Executive (containing responses to the question about challenges and opportunities regarding remote working which informed the development of the 'Remote Working during COVID-19 Policy').
- > the Partnership Committee.

The results of the COVID-19 Remote Working Employee Pulse Survey can viewed here: www.maynoothuniversity.ie/edi/edi-reports

Activities and Achievements



Gender Equality

MU is progressing gender equality on a multi-level basis. MU collects, monitors and analyses relevant staff and student data for internal monitoring processes, Athena SWAN applications and national benchmarking via the HEA. MU also focuses on addressing gender inequality in organisational structures, policy, processes and in our culture and community.

As part of MU's Athena SWAN Bronze Award certification, implementation of the *MU Gender Equality Action Plan 2018-2021* has been ongoing. In recognition of the equality challenges posed by the COVID-19 pandemic and the related impact on progressing targeted actions, MU availed of a COVID-19 deferral offered by Advance HE for its Bronze Institution Award Renewal which was due in November 2021. As part of this deferral process, MU committed to extending our existing action plan by one year (to November 2022);

upholding the Charter principles; addressing gender inequality through the implementation of the extended action plan; and monitoring and evaluating the action plan progress via a Self-Assessment Team. The extended *MU Gender Equality Action Plan 2018-2022*⁴ was also published on the EDI website in line with requirements for eligibility to apply for European funding programmes such as Horizon Europe.

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 by gender compared to the national profile of university 2020 data⁵

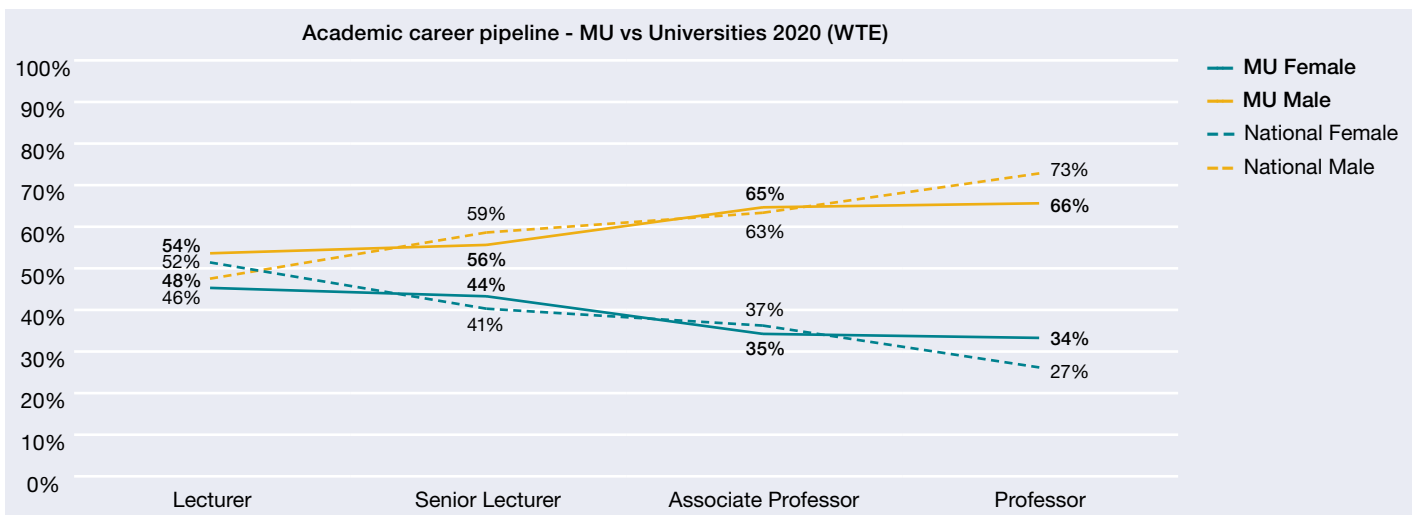
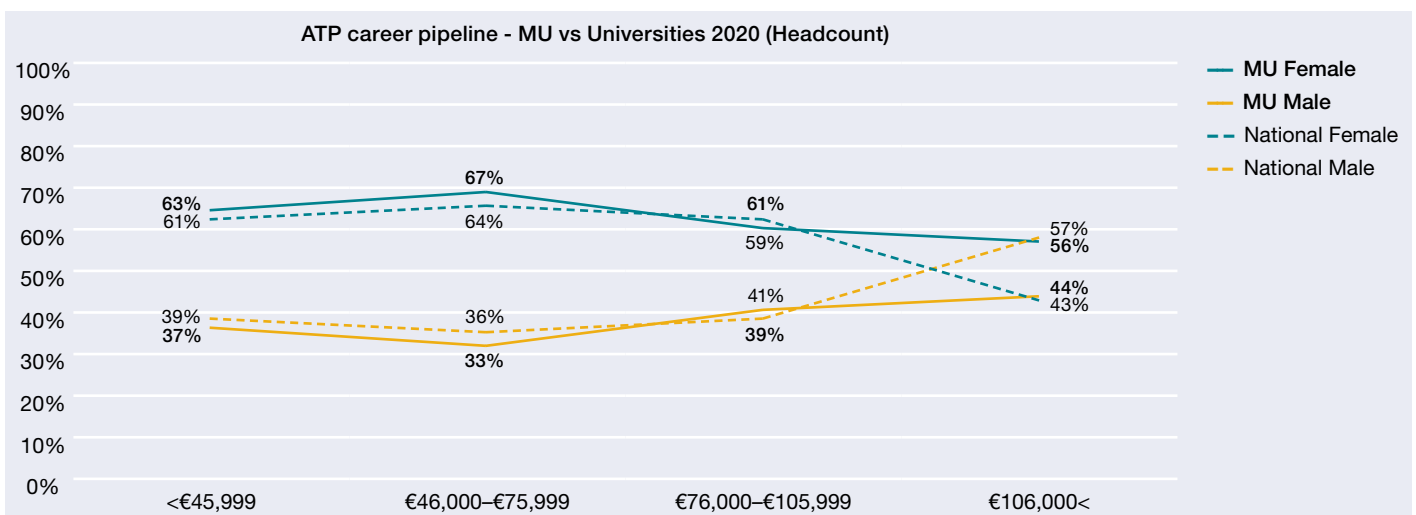


Figure 2. Profile of MU Administrative, Technical and Professional staff by gender compared to the national profile of university 2020 data⁶



⁴ [https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU Gender Equality Action Plan 2018-2022-WEB.pdf](https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Gender%20Equality%20Action%20Plan%202018-2022-WEB.pdf)

⁵ <https://hea.ie/assets/uploads/2019/07/Higher-Education-Institutional-Staff-Profiles-by-Gender-2021.pdf>

This figure refers to staff by full time equivalent, not by headcount. All other figures throughout this report refer to headcount.

⁶ <https://hea.ie/assets/uploads/2019/07/Higher-Education-Institutional-Staff-Profiles-by-Gender-2021.pdf>

This figure refers to staff by full time equivalent, not by headcount. All other figures throughout this report refer to headcount.

Activities and Achievements



Gender Equality continued

Athena SWAN Ireland

MU was the first Irish institution to achieve an Institutional Athena Swan Bronze Award under the 'expanded' Athena SWAN Ireland Charter in 2018.

Since receiving the Award, the University has been implementing the associated *Gender Equality Action Plan 2018-2022*. 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. During 2020/21 MU began working towards a renewal of its Institutional Bronze award which will be submitted in the November 2022 round.

The Department of Chemistry achieved an Athena SWAN Bronze Award in March 2021, recognising work undertaken to advance gender equality for staff and students at departmental level.

There are 30 items in the Department of Chemistry action plan including:

- > Embedding a robust consultation process with both staff and students to inform implementation of the plan.
- > Increasing the number of female applicants to academic posts.
- > Improving support for the work-life balance, mental health and wellbeing of our postgraduate research students.

The Chemistry self-assessment team (SAT) included representation from academic, research, administrative and technical staff and postgraduate students. Quantitative and qualitative data provided a baseline for the SAT to progress the gender action plan, mainstreaming equality and diversity in decision making and core activities. More information on the Department of Chemistry's Athena Swan action plan and EDI initiatives can be found on their webpage - www.maynoothuniversity.ie/chemistry/equalityanddiversity

In March 2021 the Department of Psychology achieved an Athena SWAN Bronze Award, recognising its commitment to advancing gender equality for staff and students at departmental level.

The 48-point Action Plan developed by the Department of Psychology Self-Assessment Team (SAT), includes commitments to:

- > Increase the visibility of research staff and students in the department.
- > Enhance awareness of career development and community engagement opportunities in psychology.
- > Identify and tackle issues relating to work-life balance, especially in light of circumstances imposed by the COVID-19 pandemic.
- > Host an annual Athena SWAN public lecture which profiles gender or EDI (Equality Diversity and Inclusion) research in psychology.

The Psychology Self-Assessment Team included representation from academic, research, and administrative staff, along with postgraduate and undergraduate representation. On confirmation of the award, the SAT broadened its remit to become the Department's Equality, Diversity and Inclusion Committee. More information on the Department of Psychology's Athena Swan action plan and initiatives can be found on their webpage www.maynoothuniversity.ie/psychology/athena-swan-psychology-department



Other Key 2020/2021 Activity

- > MU's Gender Equality Steering Group chaired by Professor Linda Connolly met three times during the 2020-21 academic year and a core business update was provided to members in July 2021.
- > MU's Athena SWAN Chairs Network met at various points throughout the year to discuss progress and share knowledge.
- > Dr Gemma Irvine (MU Vice-President for Equality and Diversity) and Dr Pat O'Connor (University of Limerick) co-authored '*Multi-Level State Interventions and Gender Equality in Higher Education Institutions: The Irish Case*'⁷ in *Administrative Sciences*, 2020, 10 (4). The article focuses on state policy developments and interventions related to gender equality in Ireland, highlighting multi-level state interventions and looking at their impact on HEIs.
- > MU's All Island Research Observatory (AIRO) partnered with the HEA to develop an innovative **National Gender Equality Dashboard for Higher Education Institutions**.⁸ This was launched by Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris TD, on 8 March 2021.
- > A workshop on the gender dimension in research content was held during MU Research Week (19th–23rd October 2020).
- > A presentation on *Renewing and/or Upgrading Your Athena SWAN Award* was delivered by Dr Victoria Brownlee of AdvanceHE in November 2020.
- > In 2020 MU participated in the 30% Club Ireland Executive Education Scholarship programme, providing one scholarship on a part-time master's programme; the MU MSc in Strategy and Innovation.
- > Since 2019, MU has funded 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.
- > In March and April 2021, the EDI Office hosted a series of three *Exploratory Mutual Learning Workshops on Gender and Digitalization*, organized within the framework of the Horizon 2020 GENDERACTION project and coordinated by the Standing Working Group on Gender in Research and Innovation under European Research Area and Innovation Committee (ERAC SWG GRI). The ERAC SWG GRI is a policy advisory committee that advises the Council of the EU, the European Commission and Member States on policies and initiatives related to gender equality in research and innovation. ERAC SWG GRI consists of representatives of the Member States and Associated Countries, and the European Commission. Recordings can be viewed online - <https://genderaction.eu/exploratory-mutual-learning-workshop-on-gender-and-digitalization/>
- > The Intersectionality Working group met three times during 2020/2021. The Chair of the MU Intersectionality Working Group Dr Chandana Mathur and the MU Equality Officer, Sam Blanckensee, represented the University on the *National Advance HE/HEA Intersectionality Working Group* during 2020/21.
- > The *MU Intersectionality Working Group* hosted the inaugural *Annual Intersectionality Lecture* online on 20th May 2021. Dr Christen A. Smith (University of Texas at Austin) delivered the inaugural lecture titled: '*The Critical Praxis of Citing Black Women*'.

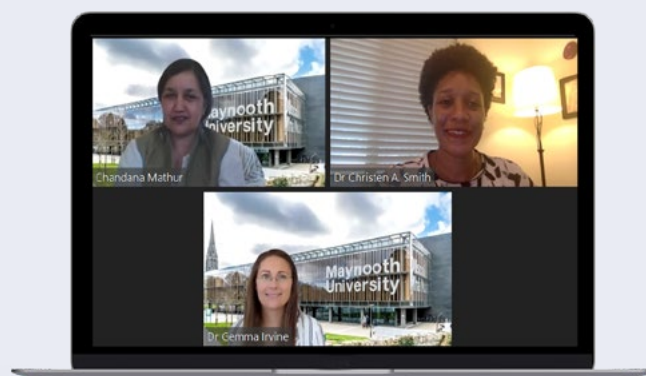


Figure 3. Maynooth University Inaugural Intersectionality Lecture 2021

⁷ <https://www.mdpi.com/2076-3387/10/4/98>

⁸ <https://www.maynoothuniversity.ie/gender-equality-dashboard>

Activities and Achievements



Gender Equality continued

Senior Academic Leadership Initiative (SALI)

During the 2020/21 academic year, MU submitted applications for two new and additional Professor level posts under the 2020 HEA *Senior Academic Leadership Initiative*.

These posts are in addition to Maynooth's two previously awarded posts under the 2019 HEA *Senior Academic Leadership Initiative*. The posts were awarded in areas where there was evidence of under-representation of women, where they could have significant impact and where they 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.

Gender Equality Enhancement Fund

During the 2020/21 academic year, MU collaborated with national research partners on four successful applications to the Higher Education Authority (HEA) *Gender Equality Enhancement Fund*⁹ to advance gender equality initiatives in Irish higher education.

MU in partnership with the University of Limerick (Lead) and NUI Galway, collaborated on a pilot *Preparing for Academic Advancement (PAA)* Programme. The aim of this sectoral programme was to support Senior Lecturer level/Associate Professor level academic women in preparing an application to Professor B level. The programme commenced in June 2021. Twenty-four participants were matched with senior academic mentors external to their own institution (5 mentees and 8 mentors from MU). The programme was prioritised for those most likely to be adversely impacted by the effects of the COVID-19 pandemic.

MU researchers also collaborated on the following successful applications:

- > **Irish Network for Gender Equality in Computing (INGENIC): The Collective Voice for Gender Equality in Computing.** Dr Rosemary Monahan, Maynooth University Department of Computer Science and Hamilton Institute, with IADT (lead) and GMIT.
- > **Supporting Athena SWAN in the Mathematical Sciences: Benchmarking and Networking.** Professor David Malone, Maynooth University Hamilton Institute and Department of Mathematics and Statistics, with DCU, NUIG (lead), UCC, UCD and UL.
- > **TechMate: A best practice toolkit for driving sustainable acceleration towards gender equality in technology disciplines in HEIs.** Dr Rosemary Monahan, Maynooth University Department of Computer Science and Hamilton Institute, with IT Carlow, MU, TU Dublin (lead) and UCD.

Aurora Leadership Development Programme

MU sponsored the participation of six female employees in the **Aurora leadership development programme**¹⁰ 2020/2021. 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.

Following a highly competitive selection process, the following employees were selected as participants for 2020/2021:

- > Dr Anne O'Brien, Media Studies
- > Dr Ana de Prada Pérez, Spanish and Latin American Studies
- > Dr Marian Crowley-Henry, School of Business
- > Dr Rosemary Monahan, Computer Science and Hamilton Institute
- > Ms Grace Edge, Access Office
- > Dr Elaine Martin, School of Education



Figure 4. Aurora participants at mentee training

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 women across the sector to share best practice, insights, and experiences. Since its launch in 2013 more than 8,300 women from nearly 200 different institutions across the UK and Ireland have participated in Aurora.

⁹ hea.ie/policy/gender/gender-equality-enhancement-fund2021/#:~:text=The%20HEA%20has%20awarded%20funding,gender%20equality%20initiatives%20in%20Ireland

¹⁰ www.advance-he.ac.uk/programmes-events/aurora



Family Friendly University

Parents' and Carers' Network

The MU *Staff Parents' and Carers' Network* set up an online space for sharing knowledge and information among members during 2020/21. Membership of the Network is open to staff members with dependents and caring responsibilities and people interested in creating a family-friendly MU. The Network met once during the reporting period.

Maternity Leave and Returning to Work

Athena SWAN 'Teaching Free' Research or Extended Handover Period

The *Athena SWAN Research Leave/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. More information is available on the MU HR webpages - www.maynoothuniversity.ie/human-resources/policies/maternity-leave

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.

LGBTQIA+

MU has a *Gender Identity and Expression Policy*¹¹ and associated guidelines. Training on these guidelines was offered to staff during 2020/21. The EDI Office received feedback on this policy from students and staff in 2020/21 and the policy is due for review in 2022. The Registry Policy Office received two requests for name and gender changes in the reporting period, while the Records Office recorded three students amending their gender, one via policy and two via the on-line Student Web self-service option.

On the 16th of June, the EDI Office and the *Froebel Department of Primary and Early Childhood Education* held a training alongside Transgender Equality Network Ireland (TENI) and INTO LGBT on trans issues in primary schools and supporting trans student teachers.

The University flew the Progress Pride Flag on campus for the month of June.



Figure 5. Progress Pride flag on campus

LGBTQIA+ Staff Network

The *MU LGBTQIA+ Staff Network* was re-energised in 2021. Membership is open to LGBTQIA+ staff members and people interested in supporting the LGBTQIA+ community at MU. The Network met twice during the reporting period.

Members of the *MU LGBTQIA+ Staff Network* have also attended the *National LGBTQIA+ Staff and Student Network* and the national network of LGBTQIA+ staff networks.

¹¹ www.maynoothuniversity.ie/edi/edi-policies/GIGEpolicy

Activities and Achievements



Race Equality

The focus of 2020/21 was to consult with students and staff on race equality in MU and where further work was needed.

MU is a member of the *National HEA/Athena SWAN Ireland Intersectionality Working Group*, represented by Dr Chandana Mathur and Sam Blanckensee. This group was instrumental in supporting the HEA to develop a *Race Equality Staff Survey* which was carried out between late 2020 and early 2021. The Intersectionality Working Group then focused on developing an EDI Literacy Glossary to be circulated in the following academic year. MU is committed to collecting ethnic identifier data to allow us to pinpoint where inequalities may 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 6 below, with a further breakdown of under-represented groups from 2016/17–2019/20 presented in Figure 7.

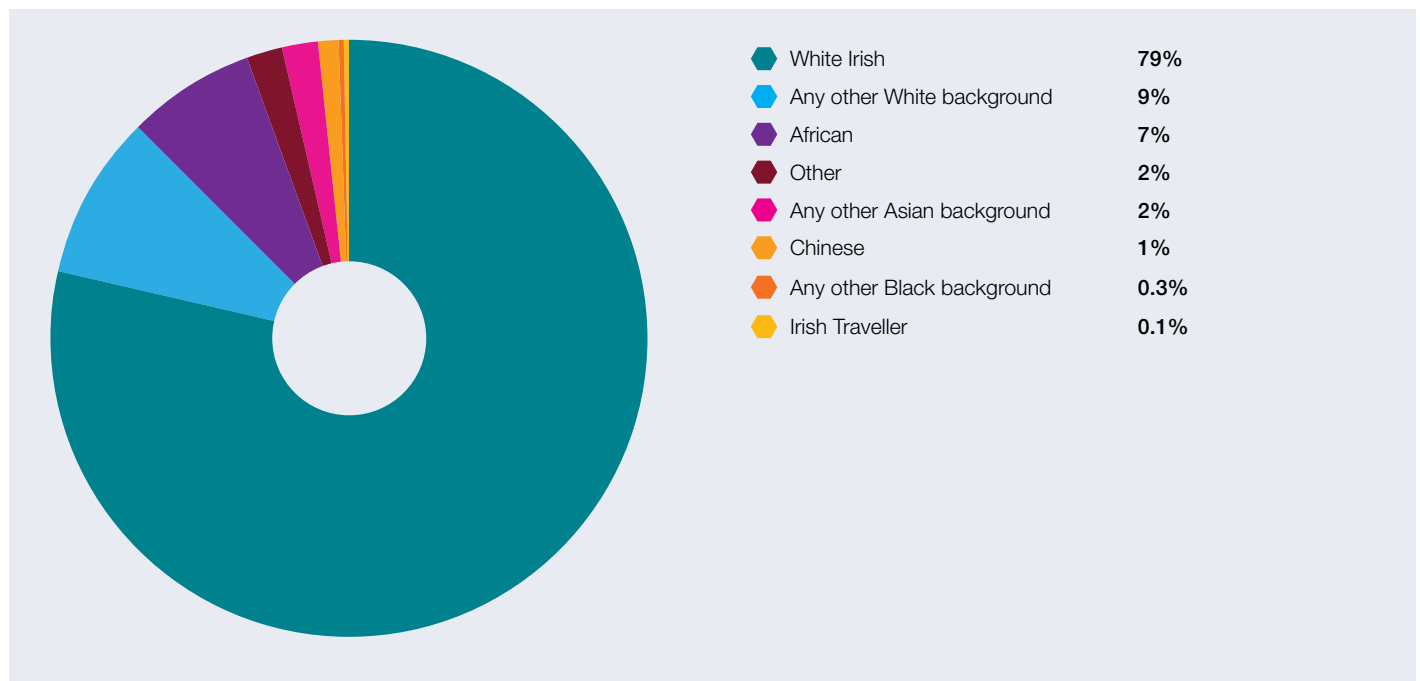
Race Equality at MU

Discussion sessions with students and staff

Key events held in 2020/21:

- > A meeting to discuss the potential for race equality training at MU was held on the 27th of January 2021. There were 27 in attendance representing both students and staff. Discussion on the work currently being carried out at MU was followed by breakout sessions to identify issues needing to be addressed, and goals that training should have.
- > A *Race Equity Student Forum* was held on 11th March 2021, 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. A report from the forum was circulated to the University Executive, MSU Student Senate and the EDI Committee.

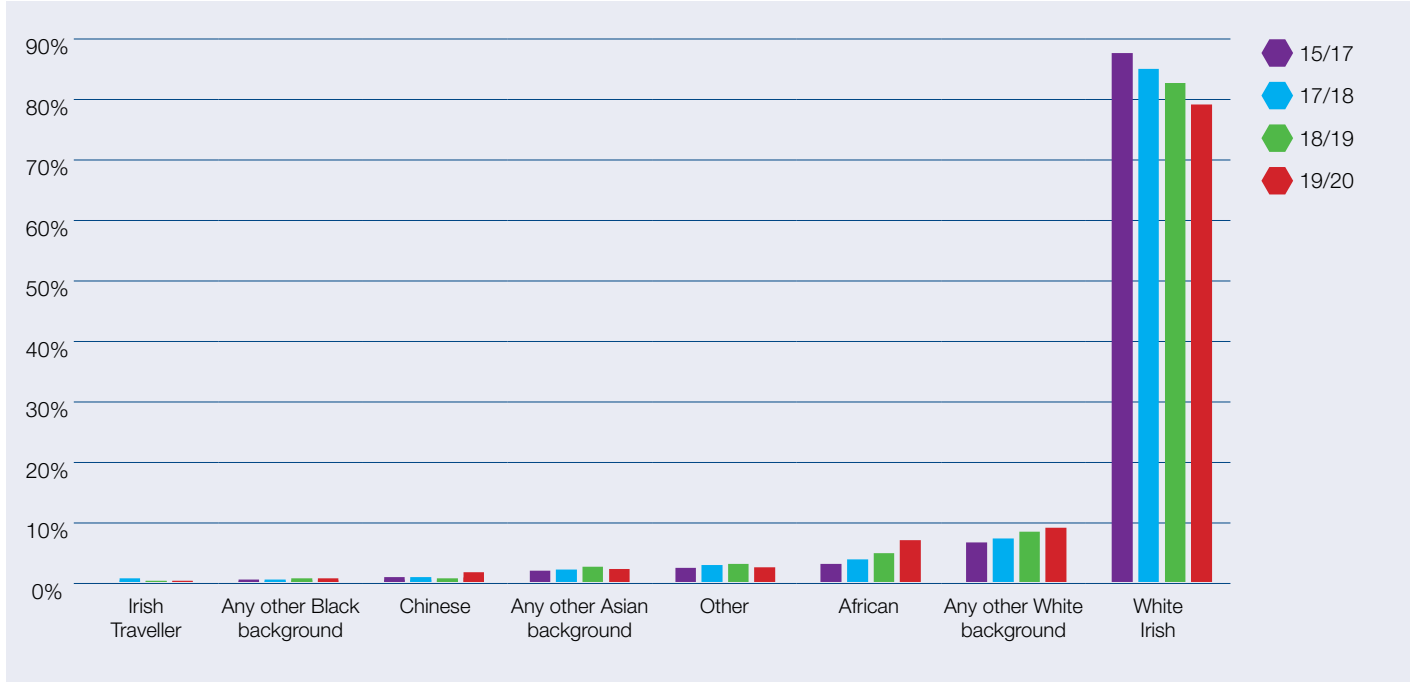
Figure 6. First year student respondents by ethnic origin



Data collected via the Equal Access Survey

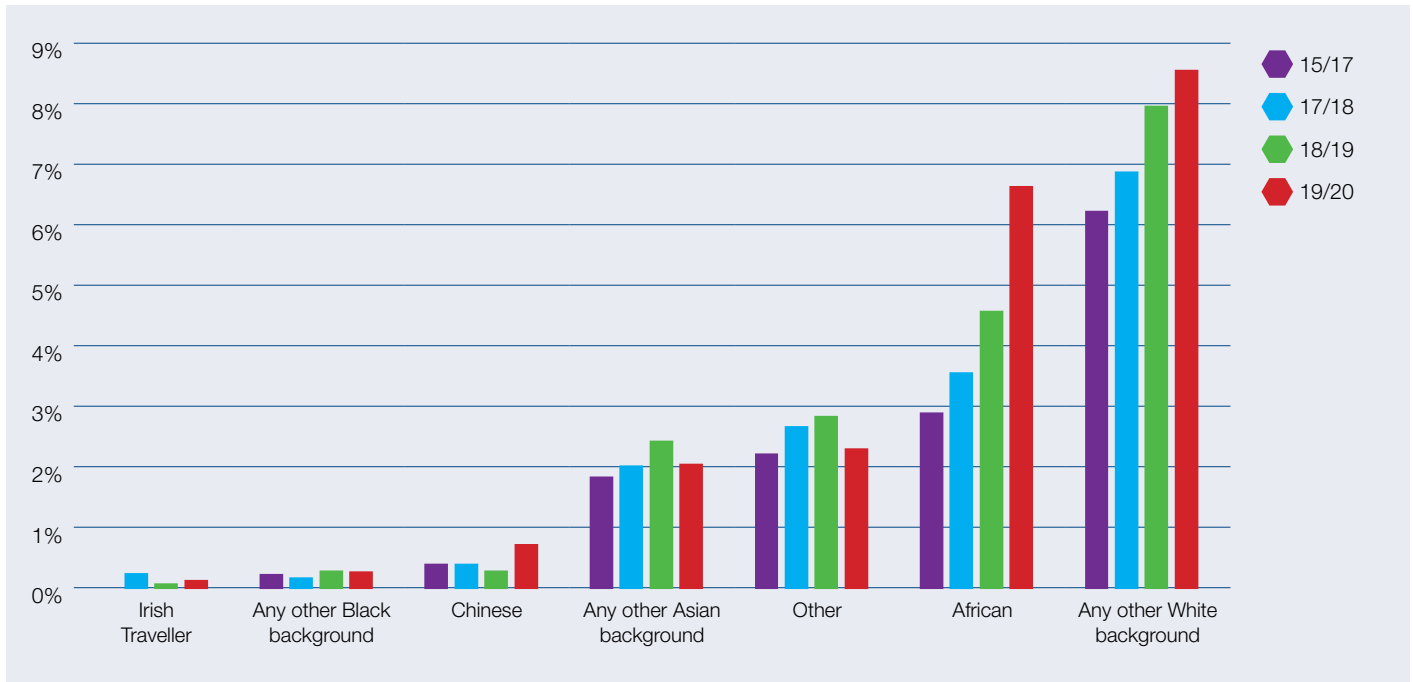


Figure 7. Percentage of first year student respondents by ethnic origin



Data collected via the Equal Access Survey between 2016 and 2019. Percentages are given due to small data sets.

Figure 8. Percentage of first year student respondents by ethnic origin (not showing the White Irish category)



Data collected via the Equal Access Survey between 2016 and 2019. Percentages are given due to small data sets.

Activities and Achievements



Excellence in Exile

A new pillar of EDI work focusing on refugees, asylum seekers and migrants has been established in MU under the heading 'Excellence in Exile'. This encompasses the MU University of Sanctuary work (student focused), the Scholars at Risk (SAR) initiatives (staff focused) and other initiatives focused on this cohort.

MU University of Sanctuary

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

The Sanctuary Award is an initiative of University of Sanctuary Ireland (UoSI) to encourage and celebrate the good practice of universities, colleges and institutes welcoming refugees, asylum seekers and other migrants into their learning 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 designation process, MU established a pilot scheme of three "sanctuary scholarships" for applicants for international protection and refugees without access to state support for their studies.

Prospective sanctuary students were supported to apply for scholarships through a general information session and offered an academic 'mentor' to guide them through the process. The pilot scheme was successful, and the relevant undergraduate students progressed into their next academic year at Maynooth University.

The scheme will support the students throughout the full duration of their degrees and provide for a new incoming cohort each year. The Sanctuary Committee, supported by the Office of the Vice President for Equality and Diversity, organised a series of events throughout the year, including a 'Welcome Evening' for the sanctuary scholars, their families and friends, and training on 'Supporting Sanctuary Students' delivered to staff engaged in delivering services to sanctuary students.

A University of Sanctuary Newsletter is produced each year and circulated to staff and students.

Scholars at Risk

Scholars at Risk (SAR)¹² began at the University of Chicago in 1999¹³ and the Network was formally launched in June 2000. SAR is an international network of institutions and individuals whose mission is to protect scholars and promote academic freedom. SAR protects scholars suffering grave threats to their lives, liberty, and well-being, in part by arranging positions of sanctuary at institutions in the network for those forced to flee.

SAR-Ireland¹⁴ was formed in 2009 as a partnership between **Universities Ireland**¹⁵ and the Scholars at Risk Network. This partnership provides support to threatened academics around the world, including arranging temporary placements in Ireland to allow them to safely continue their work. Professor Rowena Pecchenino, MU is the Chair of SAR-Ireland which consists of a representative from each university (Dr Chandana Mathur is the MU rep), and Anthony Soares, Universities Ireland provides the Secretariat to SAR-Ireland.

Scholars at Risk Europe¹⁶ is the European office of the global Scholars at Risk network. The EU-funded **InSPIREurope**¹⁷ initiative 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**,¹⁸ the initiative is hosted at MU and coordinated by SAR Europe.

We are here, HEAR Exhibition

Maynooth University Access Programme, funded by the Public Sector Innovation Fund 2021, and in collaboration with Dublin City University, the Irish Refugee Council and Dublin Castle developed the '**We are here, HEAR**' project, an outdoor and virtual exhibition of photographs taken by refugees to illustrate barriers they experienced accessing higher education, alongside accompanying descriptions. The 'We are here, HEAR project' is an open-air touring exhibition which throughout 2021 shared 40 photographs and stories from refugees to highlight the dichotomy for people in the protection system in Ireland, who are often without citizenship.

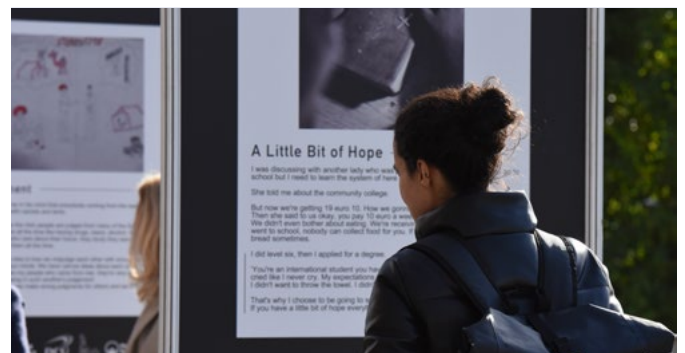


Figure 9. We are here, HEAR Refugee exhibition

Following its launch in MU, the exhibition toured the Higher Education Institutions in the MEND (Midlands East North Dublin) region, as well as other purposefully selected locations due to their proximity to Direct Provision centres; Mountjoy Prison; Dublin City University; Technological University of the Shannon, Midlands; Dundalk Institute of Technology; Mary Immaculate College Limerick; and TUS Limerick.

¹² www.scholarsatrisk.org/about/

¹³ In 2003, the SAR network headquarters relocated from the University of Chicago to the New York City campus of New York University (NYU).

¹⁴ <https://universitiesireland.ie/scholars-at-risk/sar-ireland/>

¹⁵ <https://universitiesireland.ie/>

¹⁶ www.maynoothuniversity.ie/sar-europe

¹⁷ www.maynoothuniversity.ie/sar-europe/inspireurope

¹⁸ <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/marie-skłodowska-curie-actions>



Disability

The provision of Reasonable Accommodation for staff with disabilities is now being implemented by the EDI Office, working closely with Human Resources and the Health & Safety Office.

Facilities and Accessibility

In 2020, works were reduced as COVID-19 impacted operations and only essential works or COVID related works could progress.

The works undertaken in 20/21 included:

- > Improved access to circulation routes around the University
- > Hold-open-devices fitted to fire doors throughout most buildings (a COVID-19 precaution to avoid use of door handles that also facilitates access)

Reasonable Accommodation

Under Employment Equality legislation, employers are obliged to take appropriate measures to enable a person who has a disability to access and participate in employment or undertake training – unless these measures would result in a disproportionate burden for the employer.

Reasonable Accommodation (RA) can be defined as some modification to tasks or the structure of a job or the workplace which allows a qualified employee with a disability to do their job and enjoy equal employment opportunities fully. RA can vary from something as simple as rearranging office furniture, to providing Assistive Technology or changing working hours.

Some examples of RA may be:

- > Rearranging furniture
- > Changing the level of a desk
- > Buying a piece of office/lab equipment
- > Adapting standard equipment
- > Adjusting training materials
- > Accepting that there may be alternative ways of accomplishing a given task
- > Providing company information in appropriate formats
- > Providing a parking space close to the place of work
- > Allowing flexitime, part-time work, job share, remote work
- > Moving lectures to a different accessible hall

Any employee who would like to request RA can contact the Equality Officer at equality@mu.ie.

Enable Network

The Enable Staff Network met for the first time in March 2021.

Membership is open to staff members with disabilities (including long-term and chronic illnesses and conditions) and people interested in creating a disability-friendly university.

Network discussion is led by the attendees, who decide the focus of the group. The Network met twice in the reporting period.

Consent Framework Implementation

MU is actively working to implement the *Framework for Consent in HEIs: Safe, Respectful, Supportive and Positive: Ending Sexual Harassment in Irish Higher Education Institutions*.¹⁹

The VPED has responsibility for implementation of the Framework in MU. A subgroup of UE has been established to provide strategic oversight of the Consent Framework Implementation including the VPED, Bursar, VPA/Registrar, Director of HR (DirHR), and the Dean of Teaching & Learning (DT&L).

An operational working group (WG) has been established with an Academic Expert Chair, Dr Sinéad Ring, Department of Law, MU. Members of the WG include: the MSU VP Welfare Officer; Director of Campus and Commercial Services; Director of Student Services; Head of Student Counselling Services; Director of the Access Office; Employee Relations Manager; and the Equality Officer.

Disclosure Training was delivered by Dublin Rape Crisis Centre on 21 Oct and 10 Nov 2020 with 21 MU staff in attendance.

MU partnering with MSU offered online Active* Consent classes for students during Welcome Week (and throughout the year). The Active* Consent programme has conducted research into young people's sexual experiences and attitudes towards consent since 2013.

A Panel Discussion with Students was held to discuss consent at Maynooth University, this was jointly organised by the EDI Office and MSU and was held online on the 30th of Sept 2020.

The Office of the Vice-President has started a campaign of education and awareness raising around the implementation of the Consent Framework including the launch of a dedicated webpage on implementation of the Consent Framework – www.maynoothuniversity.ie/edi/edi-projects/consent-framework

¹⁹ www.education.ie/en/Publications/Education-Reports/framework-for-consent-in-higher-education-institutions.pdf

Activities and Achievements



Other EDI-related Events/Activities/Achievements in 2020/21

Maynooth University has a wealth of academic expertise working on EDI related research across the University which is not captured in this report. The EDI Committee aims to establish a research network in MU to bring together this knowledge in the future.

The initiatives mentioned below currently focus on those linked to the work of the EDI/Access Offices, including:

- > Student Services and the EDI Office created a Homefinder Equality Statement to support those advertising rooms on Homefinder to align with the values of equality, diversity, inclusion and interculturalism.
- > The EDI Office worked with MU Clubs & Societies to support students to have their voices heard on a range of issues as well as supporting access to mediation, restorative practice and learning opportunities to grow in our understanding of equality, diversity, inclusion and interculturalism.
- > A 5 ECTS Equality, Diversity and Inclusion module was introduced in academic year 2020/21 for staff registered on the *Postgraduate Diploma in Higher Education Teaching, Learning and Assessment (PDHETL)* diploma programme. It is envisaged that the module will be extended out to all staff as a standalone continuing professional development (CPD) module in academic year 2023.

Social Justice Week 2021

Maynooth Social Justice Week is an annual collaboration between students, staff and other agencies to highlight global and national injustices and inequalities in MU. The events of the week aim to promote a collective analysis of these issues and to stimulate solidarity and a socially-just response in our community and beyond.

MU Social Justice week 2021 was held on 8–12th March. The theme was *'Re-affirming Social Justice during a Global Crisis'*. This theme was chosen to emphasise the importance of a social justice lens as we collectively analyse the impact of the crisis, as well as build our response individually, as a community and as a society.

The rich programme of events focused on topics such as gender, migration, asylum, human rights, peace, environmental justice, LGBTQ+ issues, the impact of COVID, poverty, access to education for people with convictions, access to healthcare, race equality and mental health and wellbeing.

Sustainable Development Goals

MU featured in the *Times Higher Education Impact Ranking 2021*. This ranking assesses the performance of universities against the **United Nations' Sustainable Development Goals (SDGs)**.²⁰ The University was placed in the top 300 universities in the world. MU was ranked as Ireland's leading university and in the top 5% of universities globally (at number 32 out of 669 institutions) in SDG 10 Reduced Inequalities. MU was placed 2nd in Ireland and 60th globally for SDG 5 - Gender Equality. MU was joint first in Ireland for Quality Education (SDG 4) and ranked #101-200 globally.

In May 2021, the three Faculty Teaching and Learning Committees invited MU Departments to respond to an online questionnaire on mapping how MU teaching and learning engages with sustainability issues.

This mapping aimed to:

- > help identify the extent to which MU programmes, modules and teaching activities align with United Nations' Sustainable Development Goals,
- > help inform MU's strategic planning,
- > help faculty and students identify MU's courses and expertise in these areas,
- > help prepare for the 2022 Times Higher Education Impact Rankings,
- > promote and enhance MU's reputation as a leader in teaching and learning in local-, national- and global-centred sustainability education.

The report can be found on the EDI website -

www.maynoothuniversity.ie/edi/sustainable-development-goals



²⁰ <https://sdgs.un.org/goals>



EDI Project Grants

A *MU EDI Project Fund 2021* was put in place to support innovative projects that promote EDI within the University. In the MU Strategic Plan 2018-2022 the University committed to 'building 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 Fund aimed to provide support towards the realisation of that commitment.

Applications were open for initiatives from MU staff and students that contributed to:

- > Raising awareness of issues related to equality, diversity, inclusion and interculturalism (EDI) in our university.
- > Challenging discrimination and inequalities.
- > Increasing the representation and participation of under-represented groups.
- > Facilitating implementation of good practice.

Proposals were assessed by a panel and awarded a small grant (of up to €2,000). Individual, group and collaborative projects were considered, including joint staff and student initiatives. Applications covered one or more of the 9 grounds protected in the Irish equality legislation and intersectional approaches were particularly welcomed.

Funded initiatives included:

Irish media and the diversity pipeline: learning from Maynooth University Media Studies graduates and their experience of diversity and media work

Dr Sarah Arnold and Dr Anne O'Brien

This project undertook research on the EDI experiences of Media Studies graduates as they enter media work and establish media careers. The media industries in Ireland, as elsewhere, have evidenced a lack of diversity both on and off screen (O'Brien, 2017; O'Brien and Kerrigan, 2020; Liddy, 2020) and media organisations have begun to implement EDI policies aimed at addressing inequality of access for marginalised and underrepresented groups (e.g. RTÉ, Screen Ireland). However, our previous studies of MU media graduates have suggested that they experience marginalisation and discrimination in media work.

This project aimed to understand this experience of marginalisation on the basis of sex, class, race and ethnicity and disability. From this they aimed to develop curricula that incorporates teaching and learning on EDI issues, rights and policies. Their new curricula will develop students' understanding of their EDI rights and responsibilities as media workers and help them become more confident graduates.

Exploring Maynooth University Undergraduate Students' Understandings, Perceptions & Experiences of Equality, Diversity and Inclusion: Toward the Development of a Tool-kit of Best Practices

Dr Marian Crowley-Henry, Dr Jon Gruda and Dr Julius Nyiawung

The three lecturers/researchers share the facilitation of an undergraduate module (with over one thousand students enrolled for semester 2 of the 2020-21 academic year) for all first year Business students in 'Organisational Behaviour and Management' (MN155). This module, they felt, was ideally placed to explore individual, group and structural aids and challenges to diversity and inclusion. Topics on the module included perception (and biases), group-work (and challenges to group-work) and communication (different modes, methods and feedback noise).

They used focus groups to explore students' understanding and experiences of inclusion and diversity across the different lenses of the topics on the module, collecting suggestions from students about best practices which would encourage and enhance the creation of a sustainable inclusive learning environment and culture.

From the Margins: Global Perspectives on LGBTQ+ Experiences: Virtual Symposium and Workshop

Mx Mariza Avgeri and Dr Fergus Ryan

This virtual symposium and workshop sought to draw together international speakers and workshop leaders to illuminate the experience of people who are LGBTQ+ from a global perspective. The event placed a particular emphasis on experiences of gender identity and expression that lean against social and cultural expectations. The symposium sought to identify strategies to improve understanding and combat marginalisation, having regard to cultural diversity and intersectional factors such as ethnicity, religion, and disability.

The half-day event included speakers addressing asylum and gender identity, and the situation for LGBTQ+ populations in Eastern Europe, the Balkans, Russia, and the Middle East. It featured an artist-led participatory workshop on listening to the voices of racialized non-binary and queer individuals. A student showcase invited students to upload a blog entry, poster, podcast, or artwork of their choice reflecting on conditions for people who are LGBTQ+ in any part of the world.

Activities and Achievements



Other Events/Activities/Achievements in 2020/21 continued

Providing Inclusive Access to MU Library Special Collections Hugh Murphy

Maynooth University Library holds a number of unique collections. Some are available to consult onsite, others have been digitised and can be accessed remotely. This project aimed to create online exhibitions of three library collections which embody issues relating to Equality, Diversity and Inclusion. These are:

- > Ken Saro-Wiwa Archive
- > Teresa Deevy Archive
- > Pearse Hutchinson archive.

These exhibitions were hosted on open access via the library website and are available globally 24/7 for people to consult.

Each of these people was an outsider to some extent. Saro-Wiwa championed environmental justice and the rights of ethnic minorities; Teresa Deevy gave a voice to women writers at a time when this was not the norm. She may have remained largely unknown were it not for the MU archive and associated activities. As a member of the LGBT community Pearse Hutchinson (1927-2012) gave a voice, through his poetry, to a marginalised group.

Developing Open Access Courses in “Global Migrant Literature and Culture” and “Law and Society in Ireland”: A Pilot Project to Enhance Equal Participation and Inclusivity in the Virtual Learning Environment

Dr Clíodhna Murphy, Dr Edana Richardson and Dr Rita Sakr

This project aimed to develop short, open-access online academic courses to enhance equal participation and inclusivity in the virtual learning environment at Maynooth University (MU) as part of the EDI policy to “take positive action in education to address widening participation and under-representation”. Two courses were developed: “Global Migrant Literature and Culture”; and “Law and Society in Ireland”.

The courses were designed for learners to complete 2 hours of content per week over a 4-week period. Sample topics for “Law and Society in Ireland” include “Introduction to the Irish Legal System”; “Law, Equality and Human Rights”; and “Law and Work”. Sample topics for “Global Migrant Literature and Culture” would include “(Im) mobilities and magical realist crossings”, “Challenging regimes of detention through the environmental humanities” and “Imagining more-than-human rights”. Learners accessed material at their own convenience through an online platform. The courses were not credit-bearing or resulting in the award of a qualification.



Maynooth University Access Programme

The Maynooth University Access Programme (MAP) run by the Access Office is responsible for widening participation and enabling students from non-traditional backgrounds to access and succeed in the University.

Through MAP, the University provides outreach to schools and communities, pre-entry preparation programmes and transition and post-entry personal, social, financial and academic supports to Maynooth University access students who experience social and economic disadvantage.

MAP Student Data 2020-2021

The MAP student target groups have expanded in recent years to include new target groups as required by the *National Plan for Equity of Access to Higher Education 2015-2021*. By 2020, there has been a rapid increase in the cohorts of students supported by MAP, expanding beyond the groups shown in blue and green in the diagram below, to include students on foundation programmes, students in receipt of a variety of targeted scholarships and bursaries, university of sanctuary students, students who are homeless, carers, students who are/were in care, people with criminal justice history, refugees, further education award holders, part-time/flexible learners, and lone parents, shown in purple.

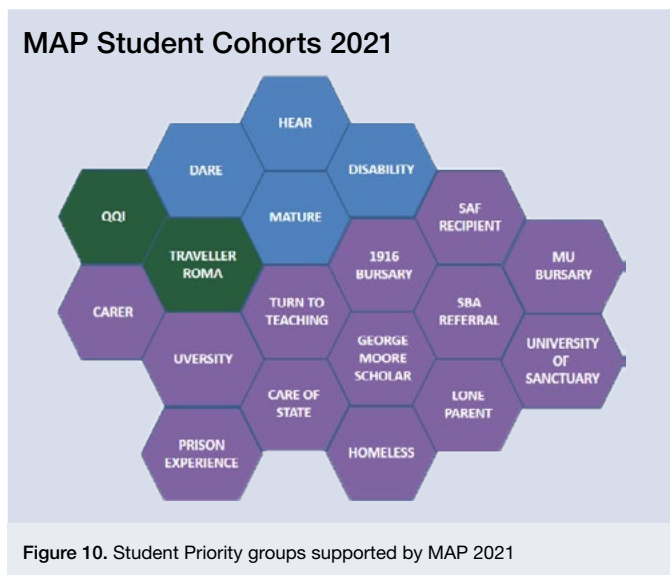


Figure 10. Student Priority groups supported by MAP 2021

There continues to be an increase in the numbers of students seeking support from MAP, with the numbers of students impacted by COVID-19 necessitating additional support for students.

MAP Student Numbers 2008-2021

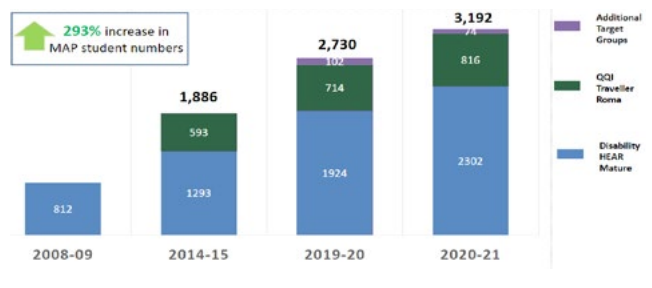


Figure 11. Growth in MAP-supported student cohorts since 2008

The overall trends indicate an increase in the numbers of students seeking support from MAP, but also increasing complexity including more intersectionality of need. There are more students with disabilities for example seeking support with a marked increase in the numbers of students with mental health issues presenting.

Activities and Achievements



Maynooth University Access Programme continued

Response to the impact of COVID-19

In October 2020, the HEA announced the provision of a COVID-19 Contingency Fund²¹ to mitigate the effects of COVID-19.

The university allocated the funding across 6 main activities.

- > Increased student advisory support for access students through the appointment of two additional student advisors in MAP.
- > Increased support from the MU Mathematics Support Centre (MSC) through the provision of 10 additional hours of weekly drop-in support and one to one tuition for access students.
- > Increased availability of on-demand technology supports available in IT services to support students to access the VLE and troubleshoot hardware and software difficulties.
- > Extended opening hours of the Academic Writing Centre (AWC) for access students.
- > Increased administrative support for MAP to support the increased number of students accessing the Student Assistance Fund.
- > Enhanced accessibility of the virtual learning environment (VLE) through the provision of training guides and materials for staff, students, and educational support workers.

Influencing National Policy

Dr Rose Ryan, Director of MAP, was invited to participate in the *Mitigating Educational Disadvantage Committee*, chaired by Dr Niamh O'Reilly CEO of AONTAS. The purpose of the Committee was to identify the main issues impacting disadvantaged learners accessing learning opportunities across all aspects of tertiary education arising from the COVID-19 public health emergency.

The Committee group developed a number of papers²² which outlined the issues (immediate and medium-to-long term) affecting disadvantaged learners in the HE, FET and community education sectors due to the COVID-19 pandemic. These papers had a significant impact on national policy leading to initiatives to address the impact on the most marginalised including the announcement of an €8 million Mitigating Against Educational Disadvantage Fund in November 2020, to support community education provision, and targeted supports in the areas of mental health, technology, and student financial support for learners in the third level system.

The Director of MAP led three reviews to support national access strategy in 2020/21 that included submissions to

- the HEA Research on Mature Student Participation in Higher Education in June 2020,
- the Review of Student Universal Support Ireland (SUSI) in April 2021, and
- the National Access Plan (NAP) 2022-2028 in June 2021.

The submissions had significant 'whole of university' support with contributions and collaboration from experts across the university, spanning student services, access supports and academic departments. The submissions were prepared based on the learning from our achievements and experiences working with students and community stakeholders to date and our learning from these consultation processes.

Integrated Post-Entry Student Supports

MAP provides ongoing academic, financial and personal post-entry supports to MU students from the target equity groups, many of which have been mainstreamed to support the academic achievement of all students, e.g. the Mathematics Support Centre and the Student Budgeting Advisory Service.

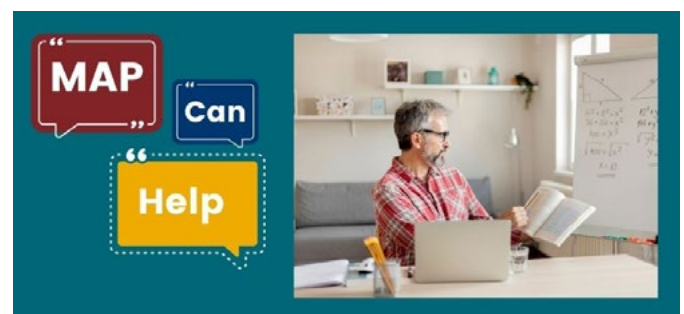


Figure 12. MAP can Help extension of support available from Maths Support Centre

²¹ <https://hea.ie/policy/access-policy/access-covid/>

²² [www.aontas.com/assets/resources/Policy/MED Enabling Learner Success in Pathways and Progression during COVID-19.pdf](http://www.aontas.com/assets/resources/Policy/MED%20Enabling%20Learner%20Success%20in%20Pathways%20and%20Progression%20during%20COVID-19.pdf)

²³ www.maynoothuniversity.ie/student-services/laptop-loans



MU Laptop Loans Scheme

As part of the package of COVID supports for higher and further education institutions approved by Government on 22 July 2020, the Department of Further and Higher Education, Research, Innovation and Science allocated €10 million of capital funding to support disadvantaged students in the higher education sector in accessing ICT devices.

On the 4th August 2020, Maynooth University was allocated €577,223 in grant funding to establish a new Laptop Loans Scheme²³ to support disadvantaged students in accessing ICT devices. MU used the grant to procure 745 laptops and established a new laptop loans scheme, including an individualised assessment process to prioritise those in the greatest need and a sustainable model to allocate and distribute the equipment as a collaboration between Student Services, MAP, IT Services, the Library and Maynooth Students' Union.



Figure 13. Promotional poster on the Laptop Loan Scheme

The MU Laptop Loans scheme has supported student retention. The scheme is supported by the Student Budgeting Advisory Service with financial support provided through the Student Assistance Fund and given alongside dedicated advisory support across MU.

The HEA requested anonymized feedback from students to identify scheme impact and a selection of these responses were included in the report that was sent to the HEA on March 10th, 2021:

- > "Without the laptop loan scheme, I probably wouldn't have been able to continue with my course. Last semester was a nightmare."
- > "Attending lectures and completing assignments would have been difficult since I was sharing a laptop between 3 people. I don't think I would have been able to successfully finish the academic year."
- > "I would have to continue sharing a laptop with my younger sister who is being homeschooled due to COVID. I would have really struggled to keep up with my course and attend live lectures on Teams."
- > "I would have deferred the year and waited until there was a return to on-campus learning."

Student Financial Supports

In recognition that the costs of college can be a significant barrier, MU students can contact the *Student Budgeting Advice Service*, for advice and guidance on financial support in MU. MAP administers the *1916 Bursary Fund* and the *Student Assistance Fund* to provide direct financial support to students experiencing financial hardship.

The *1916 Bursaries* enhance the educational aspirations and opportunities for students from among the most under-represented groups in the region. In 2021, 37 MU students were in receipt of *1916 Bursaries* comprising €5,000 for each year of their undergraduate degree.

The *Student Assistance Fund* also supports students from socio-economically disadvantaged backgrounds with a financial contribution and provides emergency assistance for any student experiencing exceptional financial difficulties.



Figure 14. Promotional poster on the Student Assistance Fund

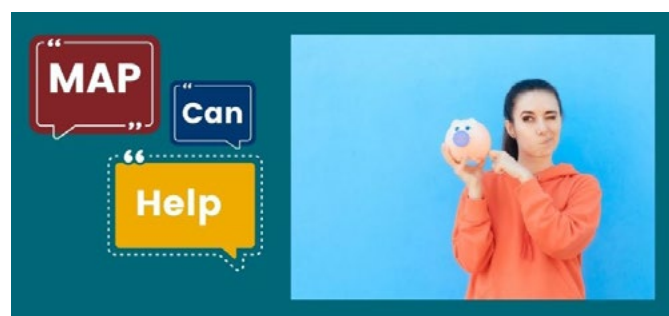


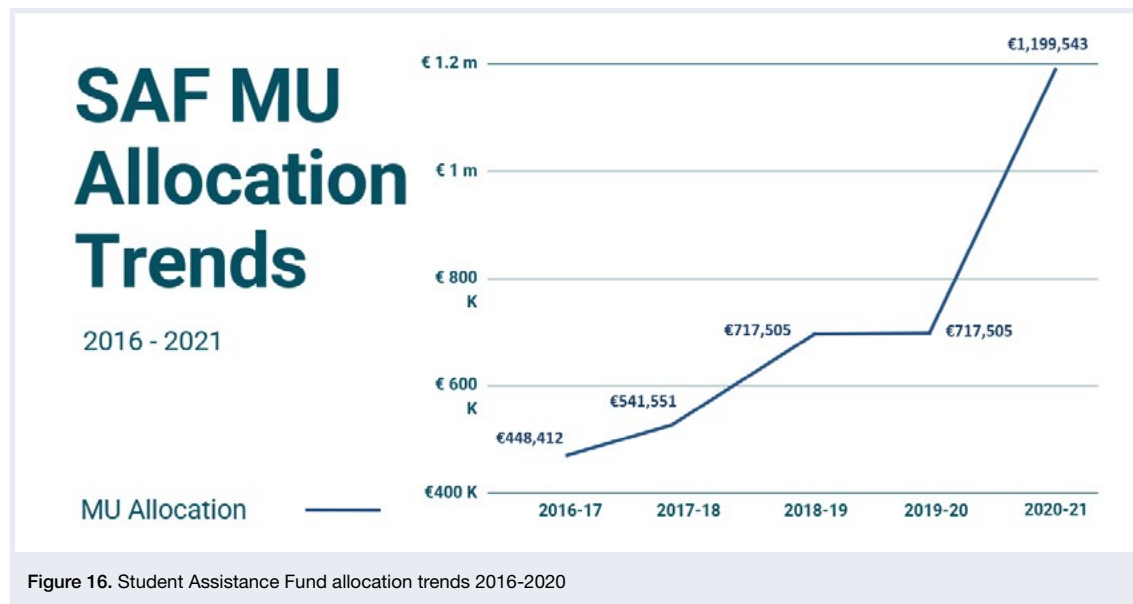
Figure 15. MAP can help – increase in Student Assistance Funding

Activities and Achievements

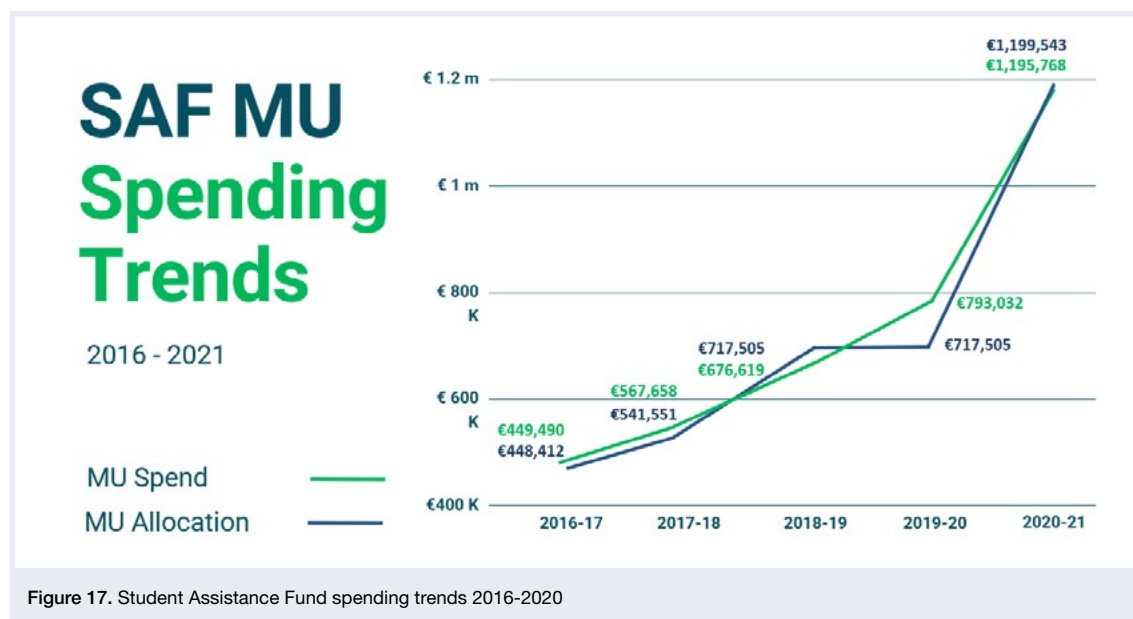


Maynooth University Access Programme continued

There has been a significant increase in recent years in the numbers of students seeking financial support from the university. The Student Assistance Fund is provided to each HEI by the HEA. The MU allocation has increased sharply in recent years with a particularly sharp increase in 2020/21 when the HEA allocated an additional €500,000 of funding to meet the COVID-19 related impact:



The financial hardship being experienced by students has meant that student demand has continued to increase:





In 2020/21, reflecting COVID-19 related financial pressures, €1,195,768 was distributed by MAP from the Student Assistance Fund to 1,023 students. The average payment was €1,189.

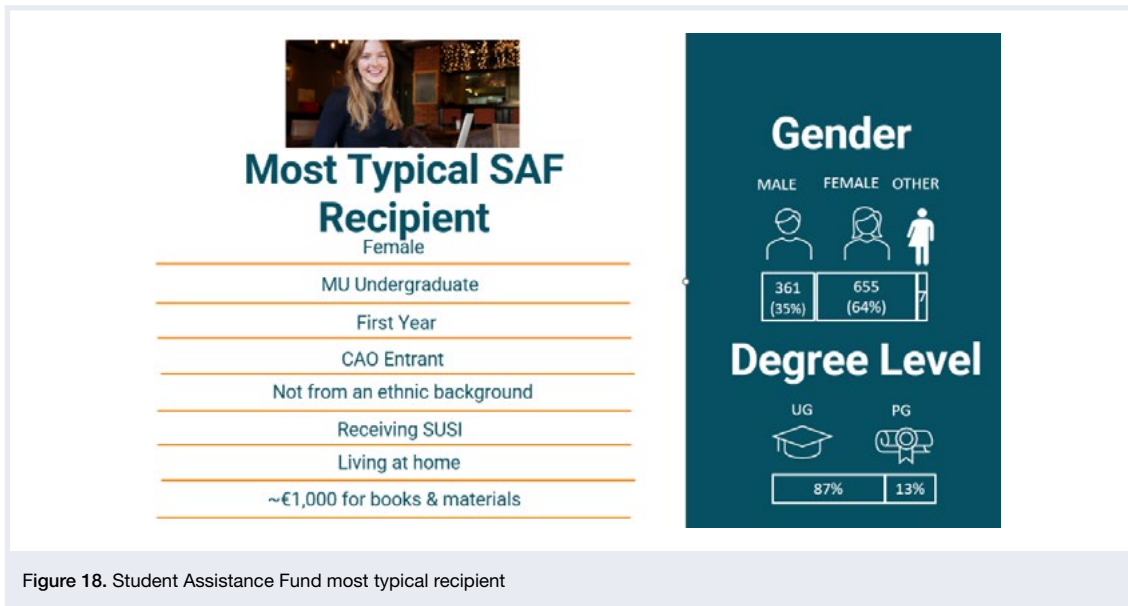


Figure 18. Student Assistance Fund most typical recipient

Of the SAF awards, 35% were made to male students and 64% to female students while 87% of the SAF awards were made to undergraduate students and 13% to postgraduate students.

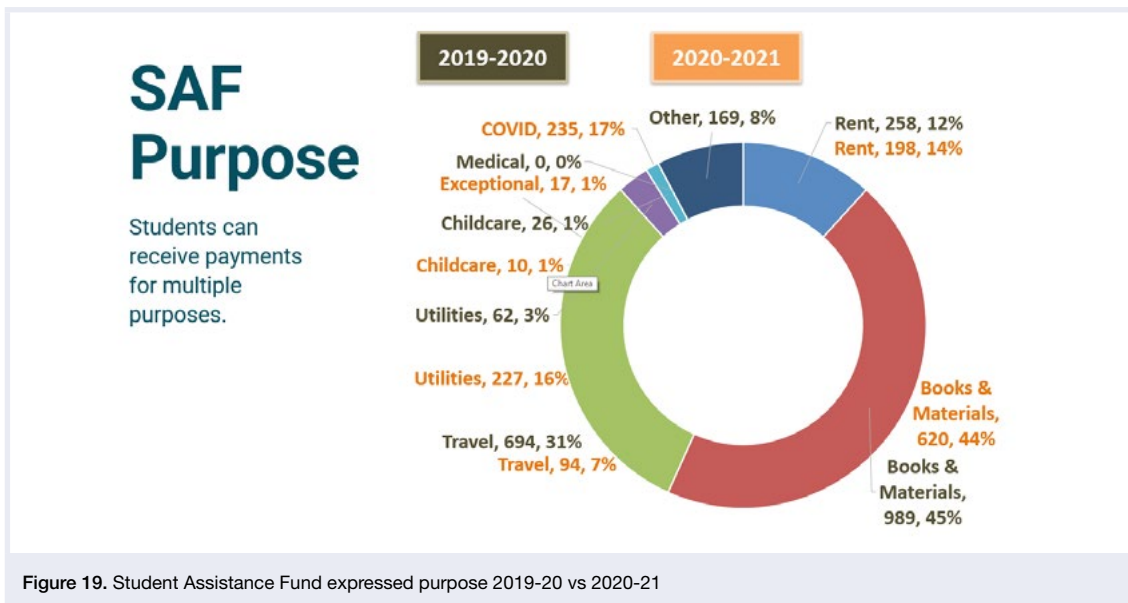


Figure 19. Student Assistance Fund expressed purpose 2019-20 vs 2020-21

In 2020/21, 235 payments (17%) were Covid related while the majority of funding (44%) was awarded to support the costs of books and materials.

Activities and Achievements



Maynooth University Access Programme continued

MAP assessed and distributed a further €370,647 of funding to 826 students through a variety of targeted scholarships and funding supports.

Communicating the availability of funding and the holistic student focused supports available has been key to student engagement, access, and retention.

A targeted communication campaign was developed by MAP and Student Services in partnership with Maynooth Students Union to raise awareness:

- > **Collaborative**
Student Services, MAP and Maynooth Students Union promoted SAF together.
- > **Focused**
SAF promotion integrated into Money Week and pre-entry and outreach events.
- > **Comprehensive**
Promoted by academic department on Moodle course pages.
- > **Innovative**
SAF awareness was raised at MU Live events held virtually.
- > **Reinforced**
Direct messaging to students as well as ongoing social media posts.

The impact on student engagement, participation and retention is significant with most students identifying that this funding was key to their continued participation in MU.

SAF Impact

"I want to thank you so so much for this as you don't realise the immense pressure it's taking off of me. It's allowing me to focus on my exams without worrying about anything else... it could not have come at a better time."

"I cannot tell you how appreciative I am of having some money to be able to afford the basics. Ruth has been so kind to me throughout the years and I looked forward to meeting with her. I will miss our little chats and how at ease she made me feel talking about my woes with money!"

Figure 21. Student Assistance Fund impact on recipients

Student Mental Health

Pioneering specialised supports have been developed for the smaller percentage of students whose more complex needs cannot always be met through mainstream provision. For example, *Student Central* is a tailored academic support programme for students with significant learning needs that contributes to student retention and progression. The programme is delivered by three Assistant Psychologists in MAP and a multidisciplinary team in the *National Learning Network*.

Students who typically avail of this support include students on the Autistic Spectrum, students with Attention Deficit (Hyperactivity) Disorder or students with depression or severe anxiety. A suite of *Student Central* online resources has been developed to promote academic skills in the online setting.

SAF Communications Plan

<p>Collaborative</p> <p>Student Services, MAP and Maynooth Students Union promoted SAF together.</p>	<p>Focused</p> <p>SAF promotion integrated into Money Week and pre-entry and outreach events.</p>	
<p>Comprehensive</p> <p>Promoted by academic department on Moodle course pages.</p>	<p>Innovative</p> <p>SAF awareness was raised at MU Live events held virtually.</p>	<p>Reinforced</p> <p>Direct messaging to students as well as ongoing social media posts.</p>

Figure 20. Student Assistance Fund communications plan

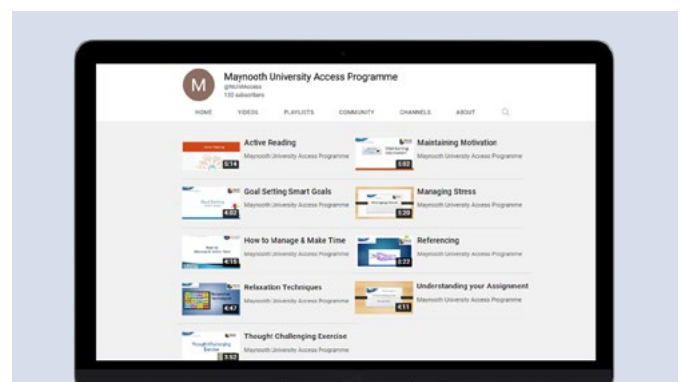


Figure 22. Student Central recordings available as online resources



In 2020/21, due to the impact of COVID-19, *Student Central* developed a new initiative to make the services more accessible to all access students. The one-to-one service moved online, and the team developed online webinars which were delivered throughout the academic year. In semester two, masterclasses were developed to increase the interactions with students. Videos and narrated PowerPoints on a range of academic and well-being topics were also developed.

Engagement continued to be high with 377 students availing of support in 2020/2021 with 1,092 individual appointments.

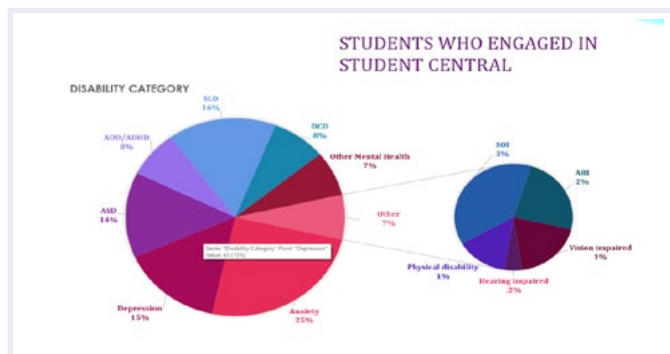


Figure 23. Student Central engagement 2020-21

The majority of students who accessed the service in 2020/21 presented with anxiety (25%), specific learning difficulties (16%) and depression (15%), although many students have more than one diagnosis.

Student feedback highlighted the importance of this targeted support for improved retention and progression.

“Everyone I was in contact with were incredibly supportive and helpful. They were invaluable in helping me throughout online learning.”

“It has been amazing; it has kept me focused and on track with my work. I have been encouraged and supported in a friendly non-judgemental environment. It has made all the difference in staying and completing the year.”

“So helpful. Always left feeling better about the work to do.”

“Very good, I had a lot of issues with my mental health and motivation throughout this year, you have been beyond helpful at reaching out to me multiple times even though I was severely withdrawn”

“The staff members are very engaging and excellent listeners. Just having a person talk to about a situation or problem makes the issue solvable or put it in perspective. Thank you for your time and courtesy shown to me.



Figure 24. MAP Student Ambassadors

MAP Ambassador Programme

None of MAP’s strong schools and community outreach programme could be delivered without the great energy, enthusiasm and commitment demonstrated by MAP Ambassadors. MAP Ambassadors are current MAP-supported students, MAP alumni and parents of MAP students who are trained to represent Maynooth University. MAP Ambassadors give their time and experience to visit schools and their communities, and to support MAP’s transition and post-entry activities, acting as role models for how to achieve success at third level and beyond.

Launchpad 2020

In 2020, the annual Launchpad Orientation Programme that eases the transition to third level for MAP-supported entrants moved from a three day on campus event to an online event due to COVID-19. MAP was eager to keep the best of Launchpad and to continue to deliver the programme as student-owned, designed and delivered. 100 MAP Ambassadors came together to deliver the Launchpad Orientation Programme. To achieve this, the MAP Ambassadors undertook selection and training to become proficient online peer mentors to deliver a range of information workshops, digital hangouts and ongoing support to over 500 new entrants supported by MAP. Launchpad has a proven record in establishing a connection with Maynooth University and fostering a sense of belonging in a cohort of students where a large percentage are often the first in their family to attend third level.

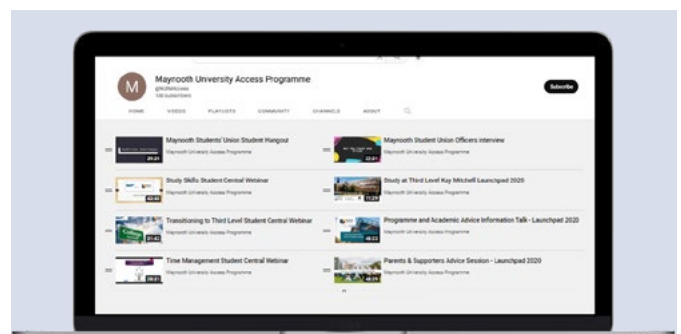


Figure 25. Launchpad 2020 session recordings as online resources

²⁴ www.maynoothuniversity.ie/experiential-learning/students/student-experience-award

Activities and Achievements



Maynooth University Access Programme continued

Technology Transition Programme

MAP Ambassadors also facilitated the Technology Transition Programme, which introduced MAP-supported students to online learning using the latest educational technology, and delivered Self-Care Workshops, to equip entrants with advice and guidance on minding their mental health at university.

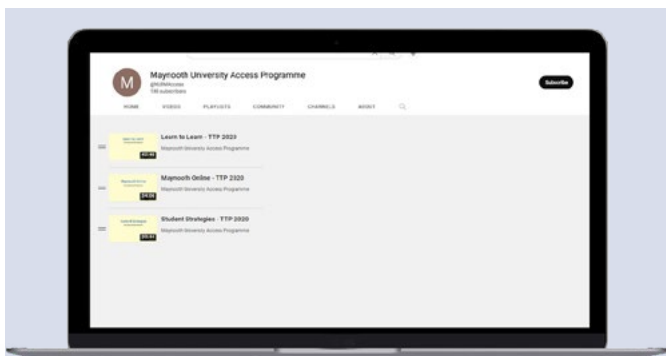


Figure 26. Technology Transition Programme 2020 session recordings

In November 2020, a Maynooth University Access Student, Alpha Ike and the Director of Access, Dr Rose Ryan, were featured in the RTÉ televised documentary My UNI Life, a five-part series which followed the lives of diverse students at various stages of their university journey. Filmed over 12 months, the series provided a unique and authentic insight into the lives of seven students across the country, as they navigated through personal challenges and the COVID-19 pandemic while trying to grapple with the move to remote learning.

Alpha Ike entered Maynooth University on a Computer Science degree through the Higher Education Access Route (HEAR Scheme). He stated at the time that *“an interesting aspect of the documentary is the way it transitioned from being about college life to capturing a piece of history for people involved. I was a different person at the start of the process in a very different world and I appreciated being part of the story of how people coped in this new world.”*

MU Student Experience (MUSE) Award

MAP Ambassadors have the option to put their hours working on MAP activities such as Launchpad, Outreach, Story Exchange, etc. towards a Maynooth University Student Experience (MUSE²⁴) Award. MUSE Awards recognise and reward students' contribution to non-credit bearing activities such as work experience, volunteering, club and society involvement, student representation and more. In May 2021, a large number of MAP Ambassadors received MUSE Awards at the ceremony hosted by the Experiential Learning Office to celebrate their accomplishments and contributions.

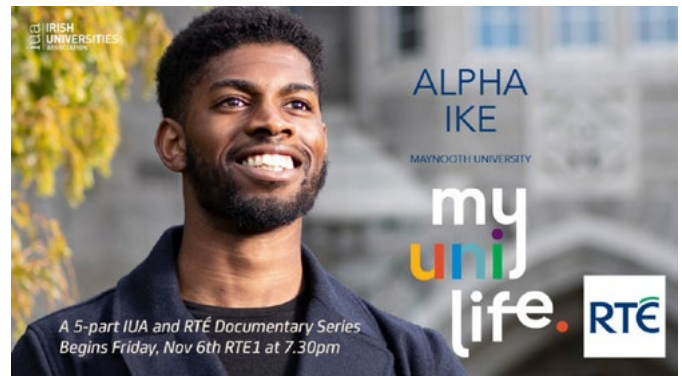


Figure 28. Alpha Ike in My Uni Life



Figure 27. MAP Ambassador recipients of MUSE 2020 Awards



Turn to Teaching - Broadening Access to Teacher Education

Maynooth University's HEA PATH 1-funded Turn to Teaching programme is a widening participation initiative which aims to diversify the teaching profession in Ireland.

The project is funded by the HEA and has been collaboratively developed by MAP, the Department of Adult and Community Education, the Froebel Department of Primary and Early Childhood Education, Department of Education, Lárionad na Gaeilge, Department of Applied Social Studies, and the Admissions Office.

Turn to Teaching adopts a lifelong, continuum approach, supporting students from diverse and under-represented groups into, through, and beyond initial teacher education (ITE) in a range of educational sectors (Early Childhood, Primary, Post-Primary and Further Education).

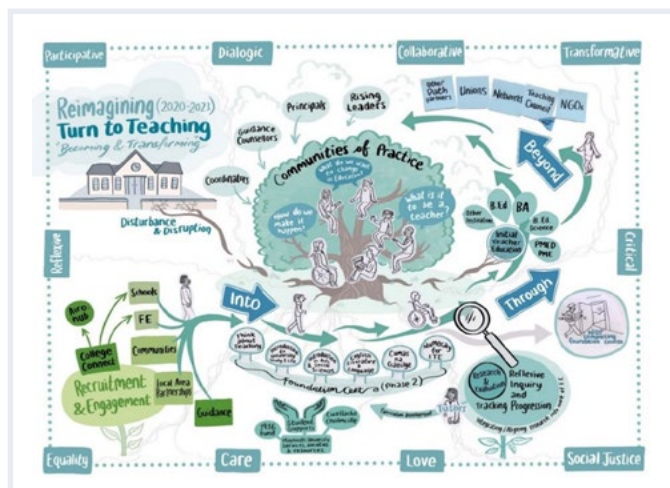


Figure 29. Vision for Phase Two of Turn to Teaching (2020-2023) (Graphic illustrated by Hazel Hurley)

Turn to Teaching was initially awarded PATH 1 funding of €750,000 for a three-year programme and has since been awarded a further €750,000 to continue for another 3 years. Now in Phase 2 of its growth and development, *Turn to Teaching* is orientated by a set of values associated with transformative education and project development such as: dialogue; participation; critical reflexivity, collaboration; and care. These values and practices are reflected in the programme's approaches to teaching and learning, research, project management and evaluation.

One of the most visible dimensions of the success of *Turn to Teaching* is evident in the participation and progression of project participants across the various strands of the project. Through its innovative and high-quality foundation certificate course for ITE (*Think about Teaching*) and the two-year school outreach and CPD programme (*Rising Teachers, Rising Leaders*), 120+ participants had successfully completed their respective programmes by the end of the 2020-21 academic year. A significant majority of student participants across the various strands of the project are in ITE or on ITE pathways in MU and various higher education institutions.

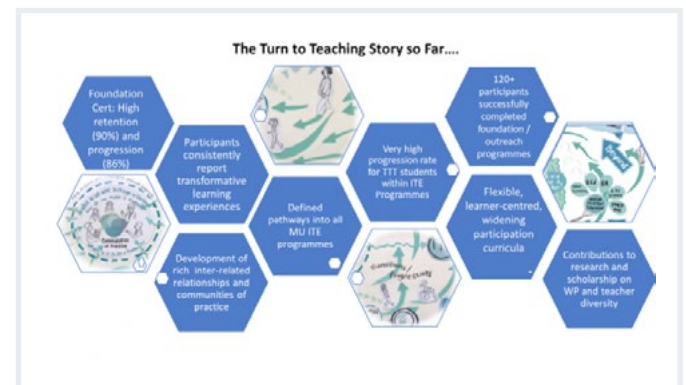


Figure 30. Development history of Turn to Teaching

Despite the enduring challenges of the pandemic and, in particular, the growing recognition of the disproportionate impact on already-disadvantaged groups, the project's core programme, the level 6 Foundation Certificate, *Think about Teaching*, adapted swiftly, adapted swiftly and continuously to provide high quality teaching and strong supports for its participants. One aspect of that success can be seen in participant quantitative engagement data which shows that 96% of the 2020-21 student cohort graduated from the Foundation Cert.

The direct pathway to primary ITE created by the collaboration between Turn to Teaching and the Froebel Department has been particularly successful and speaks to the quality of preparation provided by the *Think About Teaching* Foundation Cert, and the level of support and engagement experienced by students during their degree programmes in Froebel. The 2020-21 academic year was particularly significant for Turn to Teaching as two students from the first Foundation Cert cohort (2018-19) graduated from Froebel's PME programme and have commenced their primary teaching careers. The number of Turn to Teaching students graduating as teachers will grow exponentially over the coming years.

Activities and Achievements



Turn to Teaching - Broadening Access to Teacher Education continued

Ongoing qualitative evaluation of the project across its various activities is identifying the profound impact of the work on participants' sense of identity and confidence to pursue their teaching aspirations. The emphasis Turn to Teaching has placed on building a learning community has proved to be a valuable source of support for participants travelling on pathways to teaching.

*"When you do Turn to Teaching, you're like a family....
Like there's just a different connection that you have with people when you do Turn to Teaching, with each other, because you went through something together.
It's not like a normal course. Because there's the personal side, the professional side, the academic side. But you see people struggle day-to-day, say they have something going on at home, and everyone just wants to help one another. I think you don't get that in some courses.*

Foundation Cert graduate

In particular, there has been ground-breaking work in developing a high-quality, alternative Irish language curriculum which provides support and equivalence to Leaving Certificate Irish for primary ITE (*Tar Linn ag Teagasc*). Ongoing research and evaluation have found that students across the project often have a negative view and experience of Irish language learning when they commence the programme. *Tar Linn ag Teagasc* has transformed this relationship. The depth of love and passion for the language has been developed through an experiential and communicative curriculum that focuses on Irish as a living, vibrant and relevant language.

Central to the success of the work has been the establishment and sustainable development of a community of practice of teacher mentors, who themselves self-identify as being from under-represented groups in teaching (*Rising Leaders*), and who are contributing in a number of ways through mentoring, curriculum development and lecturing. The significant impact of the group's work was illuminated in the key role they played in the programme's responsiveness to the onset of the pandemic, and they were central to the development of a reimagined placement model, that has been identified as best practice in the soon to be published AHEAD report *Reasonable Accommodations on Professional Placement – Research and Guidance* (AHEAD, forthcoming).

Although the value of the work on the individual lives and career paths of participants is significant, it is also important to stress the longer and wider impacts of the work on ITE, the teaching profession, communities, and broader societal and cultural ideas about teacher identity and education across Irish society.

Over the lifetime of the Turn to Teaching programme, much work has been done in developing and growing internal and external partnerships, processes, structures and relationships across education and access communities which sustain the work of the project and have further strengthened the reputation of Maynooth University as an authentic national and international leader in diversity, inclusion and equity in teacher education and higher education.

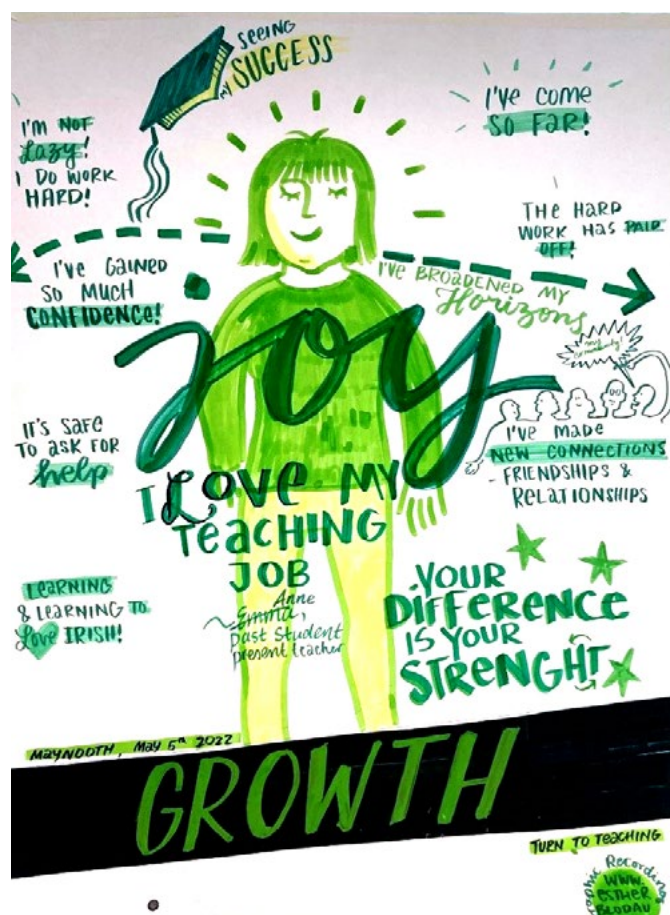


Figure 31. The impact of Turn to Teaching (Illustration by Esther Blodau)



College Connect - A Regional Approach to Widening Participation

College Connect, the HEA PATH 3 funded action research project, led by MU in partnership with Dublin City University, Dundalk Institute of Technology and TUS Midlands, came to the end of its first phase in 2021.

College Connect supports access to higher education for groups in the Midlands, East, North Dublin (MEND) region who are underrepresented at 3rd level, including:

- > Travellers
- > People with disabilities
- > People in the asylum system
- > Refugees
- > People with criminal justice history

College Connect is supported by a Regional Steering Group that includes community partners such as:

- > the National Traveller Women's Forum
- > the Pathways Centre for Prisoners and Former Prisoners
- > the Irish Refugee Council
- > HEI representatives

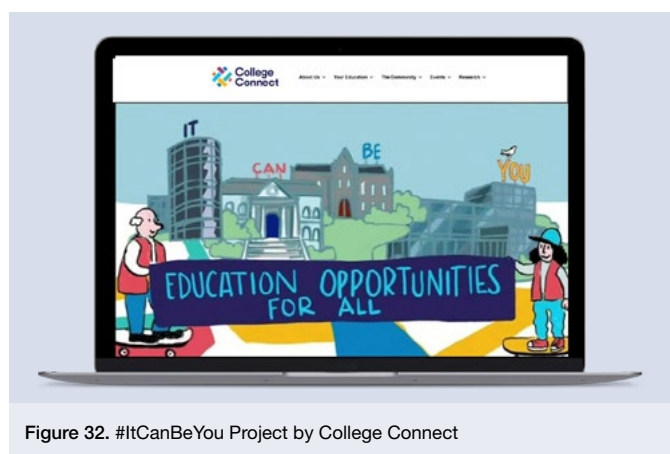


Figure 32. #ItCanBeYou Project by College Connect

In phase one (2017-2021), the College Connect project saw an additional 1096 new entrants from under-represented groups enter the four universities and begin their higher education journey. From 2017-2021 College Connect engaged with 1691 target-group students through its research, regional workshops and mentoring activities. College Connect submitted a proposal to the Higher Education Authority in 2021 to continue for a second phase until 2024.

College Connect mentoring activities, that see university students paired with community groups to foster the belief that 'college is for everyone' and #it can be you25 engaged with 416 mentees (students from target communities). Workshops and events that help highlight all of the different avenues and pathways into higher education, were carried out with 1008 target group students. In Semester 1 2020/21 College Connect teamed up with the Assisting Living and Learning Institute (ALL) in MU to develop the ALL Academy for Good. 6 mentors from the ALL Institute and 29 mentees from Mercy College took part, and the ALL Institute Imagine Cup was selected to be part of the Changemakers documentary series on RTÉ 1 featuring innovative and engaging research.



Figure 33. Assisting Living and Learning Microsoft Interns

²⁵www.youtube.com/watch?v=-xsgp6Kvw28

Activities and Achievements



College Connect - A Regional Approach to Widening Participation continued

Engagement with People with Criminal Justice History

The College Connect Community Needs Analysis with the Pathways Centre for Prisoners and Former Prisoners²⁶ (Meaney, 2019), explored access and barriers to higher education for people with a criminal justice history.

Mountjoy Prison and Maynooth University Partnership

The College Connect Community Needs Analysis paved the way for the prison-university partnership between Mountjoy Prison and Maynooth University (MJMU) which was launched by Minister Simon Harris in April 2021 to an online audience of 300 attendees. Both College Connect and Maynooth University Access Programme supported the official launch of MJMU, which featured guest speakers Senator Lynn Ruane and international keynote Professor Shoshana Pollack, as well as a spoken word performance from poet Colm Keegan. Our prisoner representative on the MJMU steering committee audio-recorded a speech that was played at the event, hosted by Mountjoy Governor Eddie Mullins and head of Education in MU, Prof. Aislinn O'Donnell.

The event generated significant sectoral and national interest and has contributed to the national debate on the development of policy to support those with experience of the prison system to access opportunities in third level.



Figure 35. Mountjoy Prison Maynooth University Partnership Launch

Lockdown meant that much of the collaborative work with Mountjoy Prison had to be reimagined and delivered virtually. However, the strength of the partnership and the relationships that had been built meant the MAP was able to continue to work closely to promote education opportunities to people with prison experience. MAP prepared content for the newly launched Mountjoy TV, a television channel which was set up in Mountjoy Prison, and virtual Story Exchange workshops which allowed MU student and participants from the Progression Unit continue to work toward their GAISCE - The President's Awards.

Unlocking Potential Project

MAP also began work on the Unlocking Potential Project which aims to develop a 'fair admissions toolkit' to guide the redevelopment of university convictions policies and foster a common approach to the admission of people with convictions across the higher education sector.

The project, funded by the Public Sector Innovation Fund 2020, aims to create a 'toolkit' and website for HEI's to guide the redevelopment of admissions policies and practices for people with convictions. The Unlocking Potential Project Team comprises Prof. Claire Hamilton, Dr. Rose Ryan, Dr. Joe Garrighy, Gemma Lynch, Martha Brandes, Karen Fenlon, Asst. Prof. Trevor Vaughn, Dr. Ian Marder and Dr. Ciara Bracken-Roche.

The team developed a MU Social Justice Week presentation in March 2021 which introduced the university to the work of the project and highlighted the launch of the www.unlockpotential.ie website which promotes a common approach to applicants with convictions across the higher education sector. The website launched in June 2021.



Figure 34. Visualisation of Mountjoy Prison Maynooth University Partnership (Graphic illustration by Esther Blodau)

²⁶ <https://collegeconnect.ie/community-needs-analysis-for-prisoner-and-former-prisoners/>



Figure 36. Unlocking Potential website

The Story Exchange Project

The ‘Story Exchange Project’ is the first initiative of its kind in Ireland involving a unique collaboration between Mountjoy Prison’s Progression Unit, Maynooth University Access Programme and Gaisce – The President’s Award. Young people in custody in Mountjoy Prison’s Progression Unit and young people in Maynooth University were brought together in Mountjoy Prison over 6 months to work towards achievement of a Gaisce award – a nationally recognised youth development award. The project was a 13-week intensive series of peer-to-peer empathy-building workshops, aiming to challenge stereotypes and create a sense of shared endeavour.

Change Makers Documentary

The ‘Story Exchange Project’ was the second MU/College Connect research project selected for the RTÉ documentary ‘Changemakers’ which aired in 2021.

The Assistant Governor at Mountjoy Prison, Donnacha Walsh, told The Irish Times that following the completion of the 13-week Story Exchange Project, ‘we are looking at getting prisoners from our education units in the prisons to go to Maynooth University and study as mature students’, adding that while this has been happening on an international level in countries like Canada, the USA and the UK it was the first prison-university initiative of its kind in Ireland.

- > Animation of participants’ experiences
<https://collegeconnect.ie/sustaining-connections-the-story-exchange>
- > Summary of Story Exchange
www.iua.ie/changemakers/story-exchange-maynooth-university
- > Story Exchange Report
www.maynoothuniversity.ie/sites/default/files/assets/document/Story_Exchange_Report.pdf
- > Community Needs Analysis with the Pathways Centre for Prisoners and Former Prisoners
www.maynoothuniversity.ie/access-office/college-connect



Figure 37. RTÉ Change Makers feature on the Mountjoy Prison-Maynooth University Story Exchange

Activities and Achievements



College Connect - A Regional Approach to Widening Participation continued

Community Engagement HUB

College Connect works with the *All-Island Research Observatory (AIRO)* to geographically map and track the project's impact in the community on a Community Engagement HUB. 500 community organisations across the MEND region have been identified and geocoded, and every time one of the College Connect team engages with a community organisation, it is recorded on the HUB.

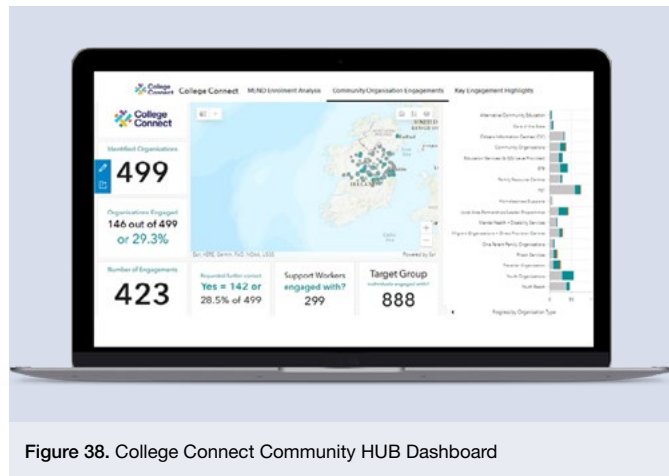


Figure 38. College Connect Community HUB Dashboard

The HUB is layered with additional external data, for example from the Pobal Deprivation Index, Central Statistics Office and the Irish Times Feeder Schools List. The HUB also provides a unique interface for visualising progression from DEIS schools into the four HEIs, allowing the team to identify 'cold-spots' as well as 'community partners' and target its community engagement strategically.

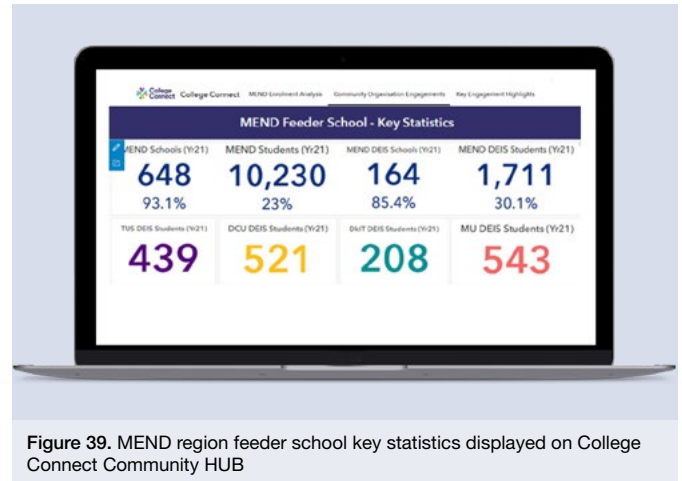


Figure 39. MEND region feeder school key statistics displayed on College Connect Community HUB

New Entrant students from our target groups can be compared and analysed across the four HEIs, across the years of the project, and the impact of College Connect's engagement on new entrant data for the corresponding year can be measured and evaluated.



Figure 40. MEND HEI Target Group registrations displayed on College Connect Community HUB

The next phase of College Connect 2021–2024 will see the HUB being embedded into the outreach strategies of the MEND Access Offices, and utilised purposefully to streamline and strengthen outreach and widening participation activities.



Travellers and Roma in Higher Education

MAP acted quickly to put in place increased supports to mitigate against the impact of COVID-19 and support the retention of Traveller students enrolled on academic programmes.

The key supports introduced included:

- > a proactive reach out to all Traveller students to address emerging support needs;
- > the appointment of a student advisor with direct responsibility for supporting Traveller students;
- > priority access for Traveller students to the Student Budgeting Advisory Service and increased Student Assistance Funding;
- > short term and long term technology supports;
- > support to access on-campus accommodation;
- > targeted pre-entry application support for Traveller students to progress to degree programmes;
- > virtual workshops to promote the pathways to higher education and supports available for prospective Traveller students; and,
- > strengthened connections with local and national Traveller organisations to identify and support students who have been impacted by COVID-19.

Higher Education Forum Report and Round Table

The Maynooth University Access Programme, IT Tralee, Pavee Point Traveller and Roma Centre and the National Traveller Women's Forum hosted a virtual round table discussion in June 2020, to consider the findings from the Implications of COVID-19 on Traveller and Roma transfer to and progression within Higher Education Forum Report.²⁷



Figure 41. Anastasia Crickley, Prof. Maurice Devlin, Maria Joyce, Dr Rose Ryan and Martin Collins

The attendees at the round table considered how Higher Education Institutions can take on board the report recommendations and encourage and reinforce existing commitments to increasing Traveller and Roma access, participation and outcomes.

Traveller Outreach Officer

In 2021, Maynooth University appointed Megan Berry as the first dedicated Traveller Outreach Officer to support outreach and inclusion initiatives, by enhancing relationships with key stakeholders to promote educational opportunities for Travellers. The Traveller Outreach Officer, funded by the Travellers in Higher Education Dormant Accounts funding, will promote progression opportunities and provide targeted information and advice to prospective Traveller students and their families to support them to successfully navigate the third level system.



Figure 42. Traveller Outreach Officer, Megan Berry

²⁷ www.paveepoint.ie/report-published-on-covid-19-and-traveller-and-roma-higher-education

Activities and Achievements



Inclusive Learning Project

The Inclusive Learning Project (ILP) was initiated and further developed in 2020/2021. This is a collaborative initiative led by the Maynooth University Access Programme (MAP), through a partnership with the National Learning Network, MU Student Services, MU IT Services, the MU Office for the Dean of Teaching and Learning, the Maynooth Students' Union, the MU Centre for Teaching and Learning and the MU Library.

The Inclusive Learning Project, supported by the Fund for Students with Disabilities Strategic Initiatives, builds on the successful Student Central model to develop a model of tiered student support, underpinned by enhanced online resources and training, to support improved mental health and wellbeing and digital literacy skills and technical competency for all students at MU.

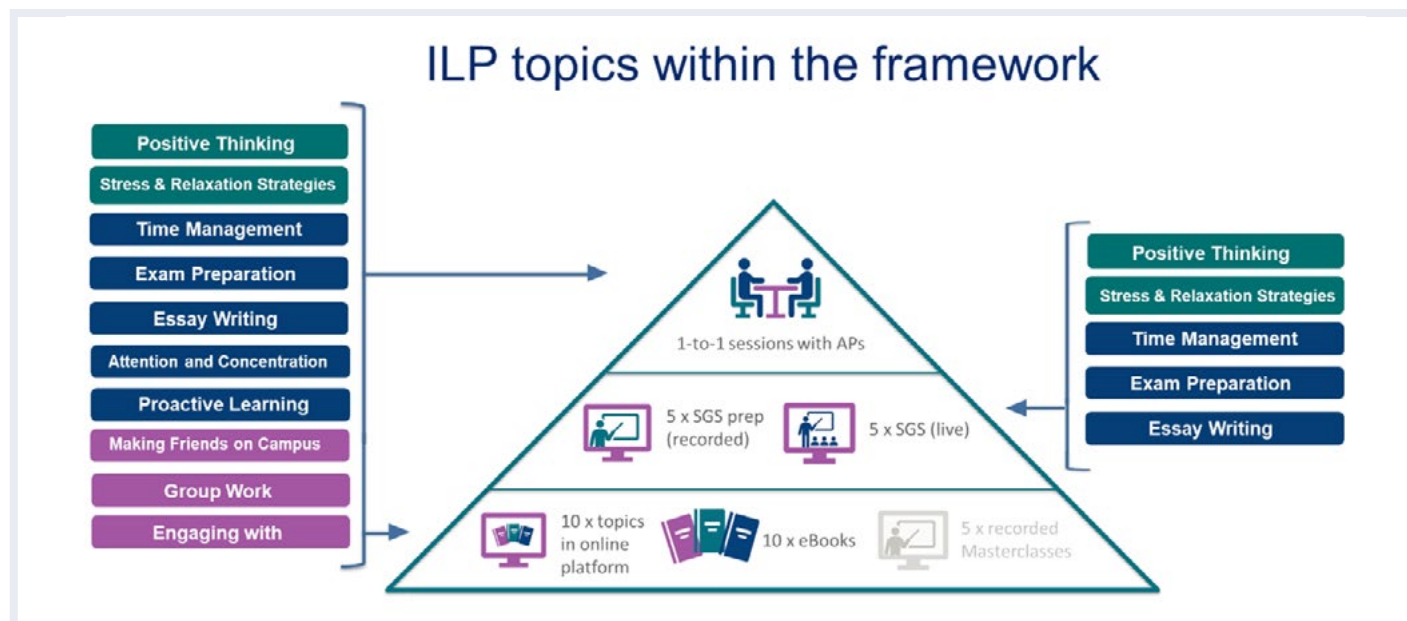


Figure 43. Inclusive Learning Project topics within framework

A key outcome will be the development of a new student learning platform, where all students can access a broad range of accessible resources to support student engagement and learning. This platform will be launched in 2022.

The project has also included a focus on enhancing the accessibility of the online learning environment at Maynooth University including the virtual learning environment (VLE) Moodle and the Maynooth University Library online interface. We are undertaking a Digital Accessibility Review/Audit of the university VLE and the Library to identify accessibility compliance requirements and prioritise accessibility improvements.

The outcomes of the project will be to minimise the reliance on individual accommodations for students with disabilities and to maximise the effectiveness and accessibility of the systems and supports available, to support the broadest range of students possible. The project aims to result in improved learning outcomes and student success and to enhance the attributes of our Maynooth University graduates.



Figure 44. Inclusive Learning Project eBook collection

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Appendix 1: Staff Profile



Below is a profile of the staff of MU by gender, age, disability, and nationality based on those in employment at the end of December 2020. In the future the University will be required to report on race/ethnicity in addition to current mandatory reporting on gender and disability.

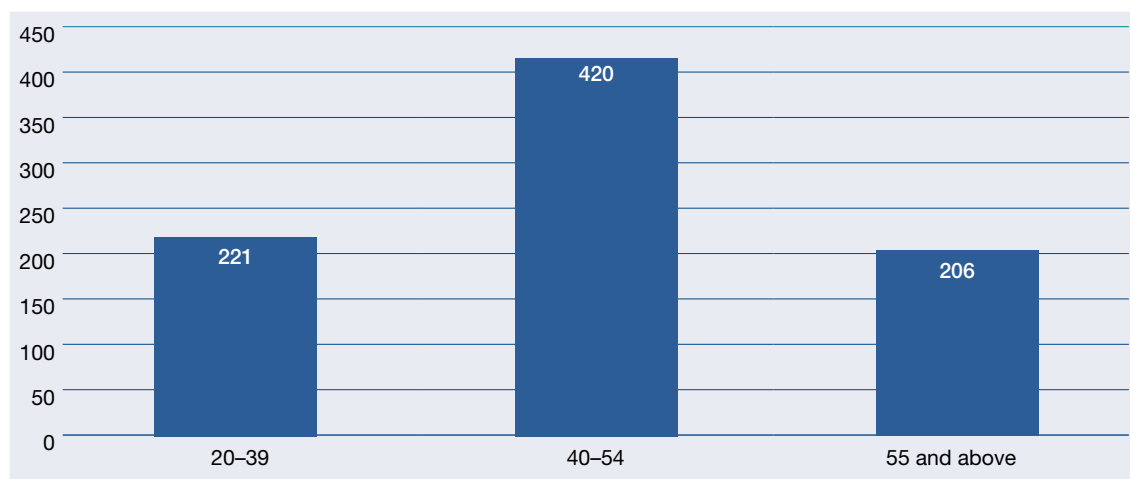
By Gender

Table 1. Total staff (all funding sources) by gender as of 31st December 2020

Female		Male		Total
Headcount	%	Headcount	%	Headcount
723	58%	524	42%	1,247

By Age

Figure 45. Staff by age December 2020²⁸



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 2021) that for 2020, 5.5% of staff disclosed disabilities.

²⁸ This figure is the total academic and non-academic core and exchequer-funded research staff as submitted to the HEA as part of the December 2020 quarterly staffing statistics. (A+B)



By Nationality

Figure 46. Staff by nationality as of 31st December 2020

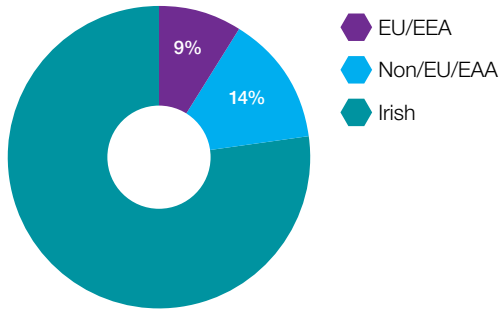


Table 2. Staff by nationality and by staff category as of 31st December 2020

Nationality	Academic		ATP		Research		Totals	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%
EU/EEA	64	13%	19	4%	24	18%	107	9%
Non - EU/EEA ²⁹	93	18%	27	5%	41	32%	161	14%
Irish	354	69%	482	91%	65	50%	901	77%
Sub Totals	511	100	528	100%	130	100%	1169	100%
Did not disclose	27		16		2		45	
Totals	538		544		132		1214	

²⁹ Owing to the withdrawal of the United Kingdom from the European Union in 2020, staff with United Kingdom nationality are included in the Non-EU/EEA total.

Appendix 2: Student Profile



Below is a profile of MU 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 47. Students by gender as of 31st March 2020

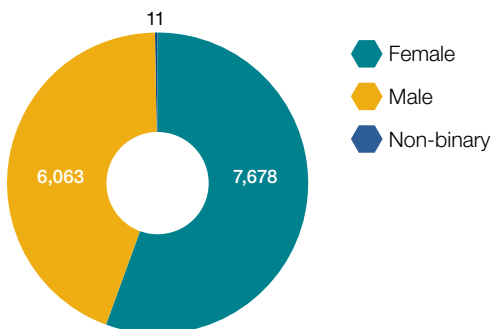
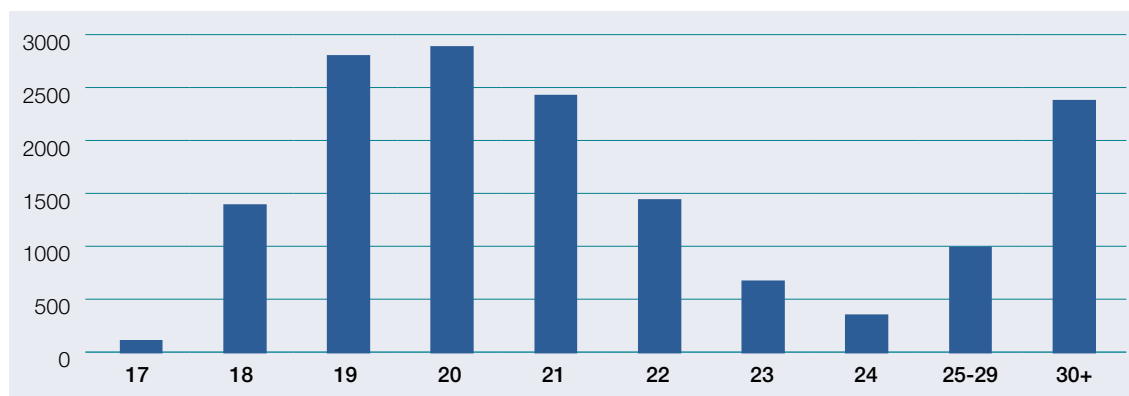


Table 3. Student headcount by gender and by degree level 2020³⁰

	Male		Female		Non-Binary		Prefer not to say		Grand Total
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount
Post-graduate		43%		56%		0.0%		0.1%	2,263
Undergraduate		44%		56%		0.1%		0.1%	11,497
Total	6,063	44%	7,678	56%	11	0.1%	8	0.1%	13,760

By Age

Figure 48. Students by age as of March 2020



³⁰ Due to small numbers of non-binary individuals, only percentages are given except for the total of each gender



Table 4. Students by age and by degree level 2020

Age	Post-graduate		Undergraduate		Total	
	Headcount	%	Headcount	%	Headcount	%
17	0	0%	113	1%	113	1%
18	0	0%	1243	11%	1243	9%
19	0	0%	2481	22%	2481	18%
20	9	0%	2548	22%	2557	19%
21	83	4%	2068	18%	2151	16%
22	218	10%	1064	9%	1282	9%
23	218	10%	391	3%	609	4%
24	146	6%	180	2%	326	2%
25-29	494	22%	397	3%	891	6%
30+	1,095	48%	1012	9%	2107	15%
Total	2,263	100%	11,497	100%	13,760	100%

By Disability

Table 5. MU students registered with MAP with a disability

Disability Category	UG	PG
Attention Deficit Disorder	47	<5
Autistic Spectrum	97	9
Dyspraxia	57	8
Deaf/Hard of Hearing	35	<5
Mental Health Condition	175	18
Neurological Disability	38	<5
Physical Disability	62	10
Specific Learning Disability	257	38
Significant Ongoing Illness	141	18
Speech and Language Disorder	8	0
Blind/Visual Impairment	19	<5
Total Disability Students	936	110

Source: Data collected by MAP, May 2020

1,046 registered MU students were tagged in ITS as receiving MAP disability supports in Nov 2020.

Table 6. MU students who are UG DARE eligible

UG DARE-Eligible Students 2020-21	494
-----------------------------------	-----

Appendix 2: Student Profile



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 49. Students by country of domicile as of March 2020 as of 31st March 2020

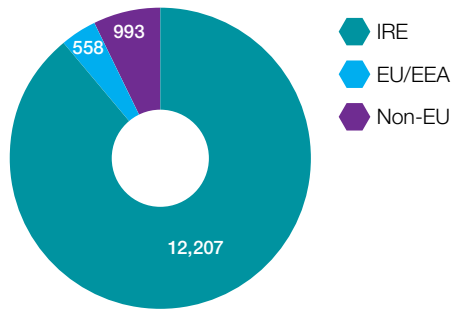


Table 7. Students by country of domicile as of March 2020 as of 31st March 2020

	EU incl. IRE		IRE		EU/EEA		Non-EU		Grand Total
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount
Total PG	2508	90%	2448	88%	60	2%	283	10%	2791
Total UG	10257	94%	9759	89%	498	5%	710	6%	10967
Grand Total	12765	93%	12207	89%	558	4%	993	7%	13758³¹

Maynooth University has over 1,500 international students from over 80 countries.³²

Countries that MU students (new and continuing, EU and non-EU students) come from include:

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

³¹ The total here is different to that in Table 3 due to two students who are in a not applicable category.

³² MU return for the HEA student record system in March 2020, Domicile of Origin.



By Ethnicity

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

	Ethnic Group ³³							
	Irish	Irish Traveller ³⁴	Any other White background	African	Any other Black background	Chinese	Any other Asian background	Other
17/18	86.0%	0.0%	6.3%	2.9%	0.3%	0.4%	1.9%	2.2%
18/19	83.9%	0.3%	6.9%	3.6%	0.2%	0.4%	2.0%	2.7%
19/20	81.3%	0.1%	8.0%	4.6%	0.3%	0.3%	2.5%	2.9%
20/21	79.1%	0.3%	8.6%	6.7%	0.3%	0.7%	2.1%	2.3%

Source: Data collected via the Equal Access Survey in September 2020.

Students connected with MAP

3392 UG & PG PT & FT MU students connected with MAP in Nov 2020 vs 13760 overall (25%)

Table 9. UG and PG part-time and full-time students connected with MAP in Nov 2020 versus overall student numbers

MAP Access Route	MAP Students	MU Students
HEAR	725	
Disability	1046	
Mature	725	
QQI	741	
1916 Bursary	42	
Turn to Teaching	34	
Socio-economic disadvantaged profile	79	
Total	3,392	13,760

³³ Data collected via the Equal Access Survey between 2017 and 2020. Percentages are given due to small data sets.

³⁴ Although small numbers of Irish Travellers have filled out the Equal Access Survey which provides us with this data, there were 17 Traveller and Roma students registered with MAP in Semester 2 of 2020/21.

Appendix 3: Staff Recruitment & Promotion



Below is a profile of staff recruitment and promotion by gender, disability, and ethnic origin as of 31st December 2020.

All Applicants (ATP Staff, Research Staff and Academics)

Figure 50. All applicants by gender

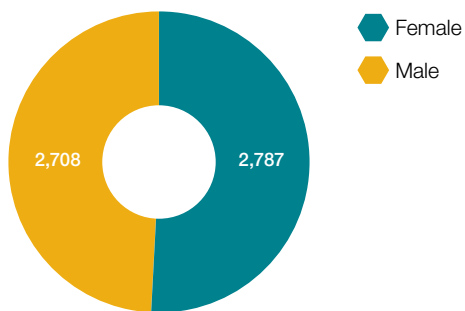


Table 10. All applicants by gender

Applicant Gender	Headcount	%
Female	2,787	51%
Male	2,708	49%
Total	5,495	100%

ATP Applicants by Gender

Figure 52. ATP applicants by gender

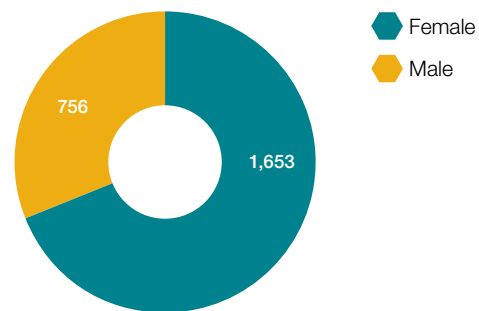


Table 12. ATP applicants by gender

Applicant Gender	Headcount	%
Female	1,653	69%
Male	756	31%
Total	2,409	100%

Academic Applicants by Gender

Figure 51. Number of academic applicants by gender

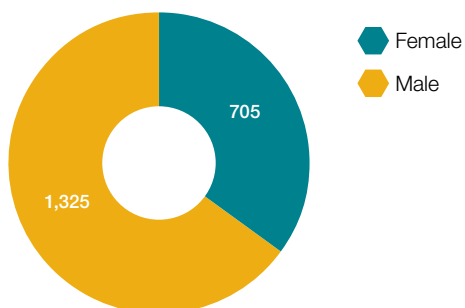


Table 11. Academic applicants by gender

Applicant Gender	Headcount	%
Female	705	35%
Male	1,325	65%
Total	2,030	100%

Research Applicants by Gender

Figure 53. Research applicants by gender

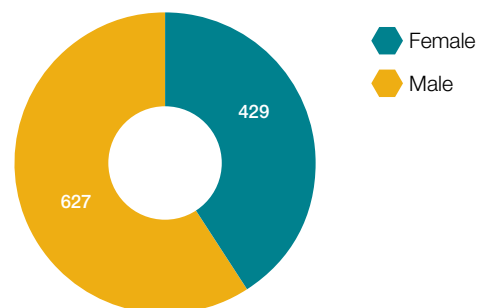


Table 13. Research applicants by gender

Applicant Gender	Headcount	%
Female	429	41%
Male	627	59%
Total	1,056	100%



Applicant Profile

There were applications from citizens of at least **63 countries**. 2% of applicants disclosed a **disability**.

Figure 54. Applicants by ethnic origin excluding those who indicated they would prefer not to say or left the question blank

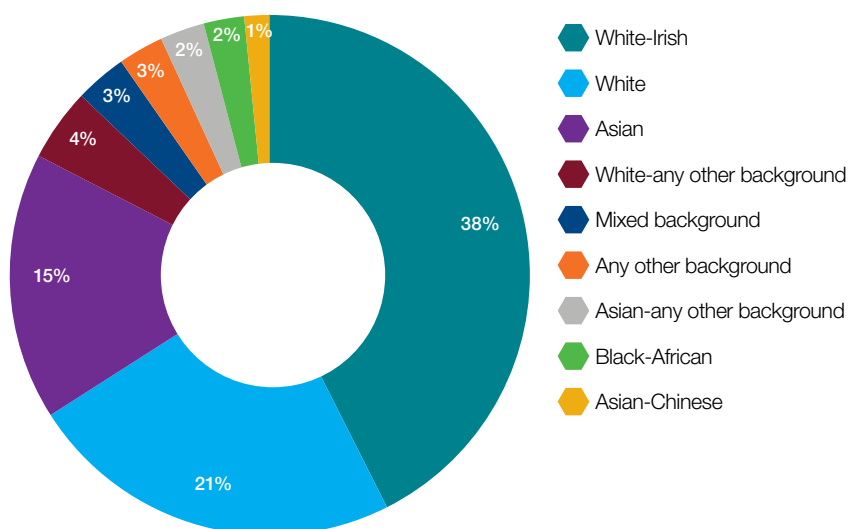


Table 14. Applicants by ethnic origin

Ethnic Origin	%
White-Irish	38%
White	21%
Asian	15%
White-any other background	4%
Mixed background	3%
Any other background	3%
Asian-any other background	2%
Black-African	2%
Asian-Chinese	1%
Asian-Irish	<1%
Black	<1%
Black-Irish	<1%
Black-Any other background	<1%
White-Irish Traveller	<1%
Prefer Not to Say	2%
Left Question Blank	8%

Academic Recruitment & Promotion

Table 15. Academic recruitment and promotions data, 2020*

Grade	Academic Recruitment				Academic Promotions				Appointments in Total			
	Female		Male		Female		Male		Female		Male	
Professor A												
No. of Applicants	40	22%	144	78%								
No. Successful	<5	100%	0	0%					<5	100%	0	0%
Professor B												
No. of Applicants					14	42%	19	58%				
No. Successful					5	36%	9	64%	5	36%	9	64%
Senior Lecturer												
No. of Applicants	6	22%	21	78%	37	47%	41	53%				
No. Successful	<5	100%	0	0%	20	69%	9	31%	22	71%	9	29%
Lecturer												
No. of Applicants	465	34%	914	66%								
No. Successful	18	60%	12	40%					18	60%	12	40%

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

Appendix 4: Gender Equality Data



Governance and management structures

Table 16. Membership of Governing Body, Academic Council and Executive Management Team by gender

	2018		2019		2020	
	Headcount	%	Headcount	%	Headcount	%
Governing Body Membership						
Female	13	45%	13	48%	15	50%
Male	16	55%	14	52%	15	50%
Academic Council Membership						
Female	21	33%	35	43%	29	40%
Male	43	67%	46	57%	43	60%
Executive Management Team						
Female	4	31%	4	31%	4	33%
Male	9	69%	9	69%	8	67%

Profile of Academic Staff by Gender

Table 17. Profile of academic staff/students by gender - HEA, Core Funded Staff as of 31st December 2020

	Academic Staff/Students				
	Female		Male		Total
	Headcount	%	Headcount	%	Headcount
Professor (MU Professor A)	18	33%	37	67%	55
Associate Professor (MU Professor B)	21	36%	38	64%	59
Senior Lecturer (MU Associate Professor)	45	44%	57	56%	102
Lecturer (MU Assistant Professor)	97	46%	112	54%	209
Post-Graduate	1276	56%	984	44%	2260
Undergraduate	6402	56%	5079	44%	11581
Total	7859	56%	6307	44%	14166

Profile of ATP Staff by Gender

Table 18. Profile of ATP staff by gender - HEA, Core Funded Staff as of 31st December 2020

	Female		Male		Total
	Headcount	%	Headcount	%	Headcount
<45,999	51	74%	18	26%	69
€46,000-€75,999	128	61%	83	39%	211
€76,000-€105,999	38	58%	27	42%	65
€106,000<	9	56%	7	44%	16



Staff by Category of Post

Table 19. Staff by category of post and gender – HEA, Core Funded Staff as of 31st December 2020

	Female		Male	
	Headcount	%	Headcount	%
Total	723	58%	524	42%
Academic Core funded staff	184	43%	247	57%
Administrative, Technical and Professional Core-Funded Staff	226	70%	96	30%
Research/Specialist Academic Staff (Funded)	102	50%	102	50%
Administrative, Technical and Professional (Funded) Staff	211	73%	79	27%

Table 20. Core funded staff by contract type and gender – HEA, Core Funded Staff as of 31st December 2020

	Core-funded Staff 6 Dec-2020			
	Female		Male	
	Headcount	%	Headcount	%
Academic				
Full-time permanent	176	42%	240	58%
Full-time temporary/contract	<5	50%	<5	50%
Part-time permanent	<5	67%	<5	33%
Part-time temporary/contract	0	0%	<5	100%
Total Academic	184	43%	247	57%
Administrative, Technical and Professional				
Full-time permanent	147	63%	86	37%
Full-time temporary/contract	6	60%	<5	40%
Part-time permanent	72	92%	6	8%
Part-time temporary/contract	<5	100%	0	0%
Total Professional and Supports	226	70%	96	30%
Total Core-funded Staff	410	54%	343	46%

Appendix 4: Gender Equality Data



Staff by Discipline

Table 21. Academic core-funded staff by faculty and gender

	Academic Core-Funded Staff Dec 2020			
	Female		Male	
	Headcount	%	Headcount	%
Entire Institution	184	43%	247	57%
By Faculty: Arts, Celtic Studies & Philosophy	47	51%	46	49%
By Faculty: Science & Engineering	37	30%	85	70%
By Faculty: Social Sciences	97	49%	101	51%

Table 22. ATP core-funded staff by faculty and gender

	ATP Core-Funded Staff Dec 2020			
	Female		Male	
	Headcount	%	Headcount	%
Entire Institution	226	70%	96	30%
By Faculty: Arts, Celtic Studies & Philosophy	20	87%	<5	13%
By Faculty: Science & Engineering	33	63%	19	37%
By Faculty: Social Sciences	14	93%	<5	7%

Table 23. Research/specialist academic staff by faculty and gender

	Research/Specialist Academic Staff (Funded) Dec 2020			
	Female		Male	
	Headcount	%	Headcount	%
Entire Institution	102	50%	102	50%
By Faculty: Arts, Celtic Studies & Philosophy	20	57%	15	43%
By Faculty: Science & Engineering	28	42%	39	58%
By Faculty: Social Sciences	44	61%	28	39%

Table 24. ATP staff (funded) by faculty and gender

	ATP Staff (Funded) Dec 2020			
	Female		Male	
	Headcount	%	Headcount	%
Entire Institution	211	73%	79	27%
By Faculty: Arts, Celtic Studies & Philosophy	12	80%	<5	20%
By Faculty: Science & Engineering	25	86%	<5	14%
By Faculty: Social Sciences	38	81%	9	19%

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List of Abbreviations



ATP	Administrative, Technical and Professional
CNA	Community Needs Analysis
CPD	Continuing Professional Development
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
F	Female
FACSP	Faculty of Arts, Celtic Studies, and Philosophy
FAQs	Frequency Asked Questions
FET	Further Education and Training
FSE	Faculty of Science and Engineering
FSS	Faculty of Social Sciences
GESG	Gender Equality Steering Group
HEA	Higher Education Authority
HEAR	Higher Education Access Route
HE	Higher Education
HEIs	Higher Education Institutions
HR	Human Resources
IHREC	Irish Human Rights and Equality Commission
ITE	Initial Teacher Education
IUA	Irish Universities Association
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual and Aromantic community
LEAD	Living Equality and Diversity
M	Male
MAP	Maynooth University 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
MUSE	Maynooth University Student Experience
PAA	Preparing for Academic Advancement
PATH	Programme for Access to Higher Education

RTL	Return to Learning
SALI	Senior Academic Leadership Initiative
SAR	Scholars at Risk
SAT	Self-Assessment Team
SDGs	Sustainable Development Goals
STEM	Science, Technology, Engineering and Mathematics
THEA	Technological Higher Education Association
UCD	University College Dublin
UDL	Universal Design for Learning
UK	United Kingdom
UNCRPD	UN Convention on the Rights of Persons with Disabilities
UoS	University of Sanctuary
UoSI	University of Sanctuary Ireland
VP	Vice-President
VPED	Vice-President for Equality and Diversity

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