

Desire to Flourish

Towards an Operational Plan (2015-2020)

Strategic Goals

We propose the following strategic goals to guide our actions for the coming five years.

Strategic Goal One: Enrich Our Identity

We will celebrate and deepen a distinctive identity that is rooted in our mission and Catholic tradition, and practiced in an inclusive and supportive community.

Strategic Goal Two: Enhance Student Experience

We will provide a helpful and challenging learning environment in which our students become reflective, skilled and confident graduates.

Strategic Goal Three: Increase Student Recruitment

We will endeavour to increase recruitment and progression of students of diverse backgrounds.

Strategic Goal Four: Augment Staff Capacity

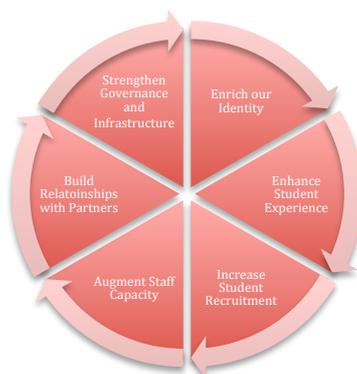
We will augment staff capacity in areas of research related to our mission, pedagogical best practice, administrative effectiveness, and staff wellbeing.

Strategic Goal Five: Build Relationships with Partners

We will build partnerships at various levels, nationally and internationally, with other higher education institutions and appropriate statutory bodies, ecclesial and other relevant organisations, and individuals who share our common mission and heritage.

Strategic Goal Six: Strengthen Governance and Infrastructure

We will review and propose sustainable means to strengthen organisation, infrastructure and funding.



Implementation Framework

Desire to Flourish: Strategic Plan 2020 is accompanied by the following operational plan and accompanying framework.

Operational Plan

Firstly, the operational plan lays out the actions currently identified as required to attain our strategic goals. A number of actions deliver on several goals, which are identified in the succeeding brackets. (Note: these are hyper-linked in the electronic version.)

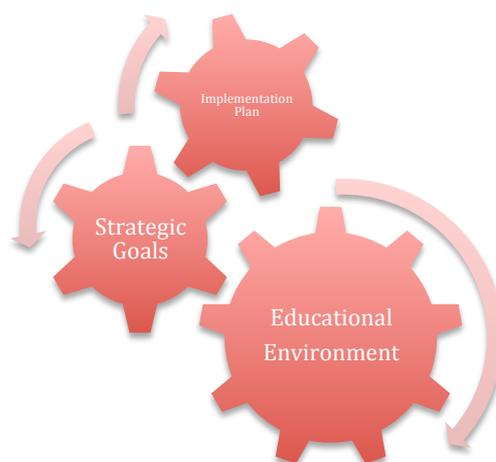
It is intended that actions will be prioritised – and if necessary supplemented – on a yearly basis during the five consecutive Academic years of the term of this strategic plan (2015-2020). This annual process will be more detailed, naming potential delivery strategies, roles and responsibilities.

Both plans function as living documents. Progress and advancement will be triangulated between the proposals of this document and the external environment. Its implementation will therefore remain flexible in order to ensure that we are best positioned to adapt to circumstances as required.

Supporting Framework

Secondly, the supporting framework is designed to drive the plan forward, while monitoring and communicating progress. It will be driven by Faculty Management, Trustees, Partners and Stakeholders. In particular the proposed Senior Management Team will take responsibility for progress of the plan, authorising academic boards where appropriate and taking initiative where necessary. Oversight will be provided by the Trustees and proposed Governance structures.

The Strategic Plan will be reviewed and evaluated on an annual basis by the Faculty. On this basis, the Senior Management Team on behalf of the Faculty will present an annual Trustee report. Furthermore, in the interests of transparency, an annual overview charting progress over the life of this plan will be published and presented to significant partners and stakeholders.



Operational Plan

Strategic Goal One: Enrich Our Identity

We will

celebrate and deepen a distinctive identity that is rooted in our mission and Catholic tradition, and practiced in an inclusive and supportive community.

Action Points

- 1.1 *Invite* students, stakeholders and partners into a community rooted in a Catholic identity, committed to fostering the intellectual and human growth of the person, respectful of autonomy and diversity, and considerate of the contribution of each individual
- 1.2 *Dialogue* with and deepen engagement with organisations that share a common mission, within the Catholic tradition, other Christian and religious traditions, society and culture
- 1.3 *Effect* means by which students and faculty, as a body or as individuals, may actively contribute to the church, society and culture in accordance with our mission
- 1.4 *Value* participation in liturgical and spiritual life of the community
- 1.5 *Promote* the unique identity and mission of the Faculty, students and partners in academic, ecclesial and national and international settings.

Initiatives

By the end of this strategic plan, the Faculty of Theology will aim to:

- 1.1 **Invite into an inclusive community rooted in a Catholic identity**
 - 1.1.1 Make space in the drafting of management policies and procedures to allow for articulation of relevant animating Gospel values
 - 1.1.2 Encourage a sense of community, by actively supporting student organisations, staff-student engagement, and social interaction among staff
 - 1.1.3 Develop a supportive community among alumni (See 5.4)
- 1.2 **Dialogue with other Christian and religious traditions, society and culture**
 - 1.2.1 Assist programmes and activities that directly support the role and work of the Church and its agencies, when they align with our mission and are mutually beneficial (See 5.2)
 - 1.2.2 Deepen our relationships with other Catholic Universities and Higher Education Institutions, nationally and internationally (See 5.1)
 - 1.2.3 Develop frameworks that sustain the active support of governance (See 6.1, 6.2)
 - 1.2.4 Continue to attract speakers of international reputation in spheres beyond the academy that can support, challenge and engage with our mission
- 1.3 **Effect contributions to church, society and culture**
 - 1.3.1 Support efforts to re-imagine and renew the Faculties of Philosophy and Canon Law
 - 1.3.2 Create a module that awards credit for active student engagement in mission, evangelisation, and/or Christian social justice
 - 1.3.3 Explore the development of other modules that support the development of leaders imbued with Christian values and identity
 - 1.3.4 Based on a needs analysis and in fidelity to its mission, continue to develop credible programmes that meet the ongoing needs of the Catholic church
- 1.4 **Value the liturgical and spiritual life of the community**
 - 1.4.1 Ensure the pastoral care of our students through a robust resourcing and support of the Chaplaincy and other care services

1.4.2 Develop opportunities for students – especially for those undertaking the Certificates in Religious Education – to experience Christian spiritual practices, including the Sacraments

1.5 **Promote Visibility**

1.5.1 Explore and effect ways in which the visual identity of the Pontifical University may be enhanced on campus

1.5.2 Review and consider our physical facilities and images in the light of our Catholic tradition, both local and universal

1.5.3 Acknowledge the Catholic heritage and inclusive community of the Pontifical University in marketing campaigns, and especially on the website

1.5.4 Promote the new position of the faculty in the provision of Catholic Religious Education in Ireland

1.5.5 Lend a strong voice of advocacy for the value of theological inquiry within society, contributing, where appropriate, to public and ecclesial discourse and policy.

Strategic Goal Two: Enhance Student Experience

We will

provide a helpful and challenging learning environment in which our students become reflective, skilled and confident graduates.

Action Points

- 2.1 *Invite* students into a personable environment, equipped with appropriate resources and structures, that nurtures active and engaged learning, especially in first year
- 2.2 *Dialogue* with students, stakeholders and partners in order to facilitate fuller participation of students in decision-making and university life
- 2.3 *Effect* programmatic innovations designed to foster academic and generic skills, and graduate attributes
- 2.4 *Value* highest standards in pedagogy and teaching reflective practice, advanced by educational innovations, dialogue among peers and interaction with students
- 2.5 *Promote* student achievements in scholarship, research and community service.

Initiatives

By the end of this strategic plan, The Faculty of Theology will aim to:

- 2.1 **Invite into a personable learning environment, especially in first year**
 - 2.1.1 Review the whole first year experience, drawing on insights of students and the recommendations of the Maynooth University Curriculum Commission
 - 2.1.2 Review and renew the first year of the BATH Programme in light of the curriculum changes of Maynooth University
 - 2.1.3 Draft a 'Success and Retention Policy' and implement its recommendations (See 3.4)
 - 2.1.4 Prioritise pedagogical innovations that enhance closer one-to-one interaction
 - 2.1.5 Commit to increasing ways that foster accessibility to staff by students
 - 2.1.6 Collaborate with pastoral and student services
 - 2.1.7 Collaborate closer with the academic support person
 - 2.1.8 Collaborate with the ACCES, HEAR and DARE programmes
 - 2.1.9 Review and enhance student communications
 - 2.1.10 Review the effectiveness of the Kalendarium and if necessary propose new models
 - 2.1.11 Review the experience of international students, identify needs and respond with appropriate resources
- 2.2 **Dialogue towards fuller participation of students**
 - 2.2.1 Gather yearly data on our incoming and outgoing students in order to facilitate evidence based decision making, promotion and dialogue with statutory bodies
 - 2.2.2 Put in place effective and confidential communication concerning students between relevant supports
 - 2.2.3 Review the policy on student participation in decision making of the Faculty
 - 2.2.4 Draft and implement a policy on obligatory module evaluations
 - 2.2.5 Include students in the design, development and delivery of the curricula and learning, teaching and assessment practices
 - 2.2.6 Support the language skills of international students
- 2.3 **Effect innovations that foster graduate attributes**
 - 2.3.1 Review, identify and list the attributes desired of graduates of the Pontifical University, in line with best practice in the Higher Education Sector (Graduate attributes may include engaged thinking, rigorous scholarship, clear communication skills, pastoral concern, professional development, life-long learning and leadership, ecclesial and civic engagement and so on)
 - 2.3.2 Effect programmatic and pedagogical innovations that embed academic and generic skills at postgraduate and undergraduate levels
 - 2.3.3 Align programmes to respond to the requirements of professional and vocational statutory bodies, such as the Teaching Council

- 2.3.4 Continue to review ministerial programmes to better provide the skills, experience, and knowledge necessary to respond to the contemporary context

- 2.4 **Value highest standards in teaching and learning**
- 2.4.1 Encourage a variety of teaching and learning methods, appropriate to the learning outcomes, including a mix of individual attention, small group and large group teaching
- 2.4.2 Increase the inter-changeability of academic modules within different programme configurations, especially at post-graduate level
- 2.4.3 Provide opportunities that promote research activity among the undergraduate body
- 2.4.4 Draft guidelines to facilitate consistent module and curriculum design (learning outcomes, assessment, rationales, and so on)
- 2.4.5 Draft a guidelines that outline realistic work loads that align to the ECT credit system
- 2.4.6 Explore the extension of the range of assessment methods and review the relative weighting of assessments
- 2.4.7 Commit to consistent clear and early feedback on assessment
- 2.4.8 Explore the desirability and effectiveness of internal second marking
- 2.4.9 Include all teaching staff, including occasional lecturers, involved in setting papers and marking examinations at the relevant exam board meeting
- 2.4.10 Review 'the Student Attendance Policy'
- 2.4.11 Commit all lecturers to utilise VLEs (Virtual Learning Environments such as Moodle) as basic pedagogical tool in all modules
- 2.4.12 Create opportunities for sharing and supporting innovation in teaching and learning practices, support reflective practice and encourage peer observation
- 2.4.13 Commit to Continual Professional Development in teaching and learning (See Strategic Goal 4.3)
- 2.4.14 Facilitate greater cooperation across subject areas, such as team teaching, sharing of ideas and practices, module
- 2.4.15 Draw upon the initiatives of Centre for Teaching and Learning, Maynooth University

- 2.5 **Promote student achievement**
- 2.5.1 Develop the Student Prizes and Awards Ceremony for students who achieve outstanding performance in academic excellence in their subject areas
- 2.5.2 Recognise and celebrate the civic and community engagement of students outside the curriculum.

Strategic Goal Three: Increase Student Recruitment

We will

endeavour to increase recruitment and progression of students of diverse backgrounds.

Action Points

- 3.1 *Invite* potential learners from new demographics and backgrounds, nationally and internationally, by way of relevant, accessible and sustainable programmes and other initiatives
- 3.2 *Dialogue* with other HEI's - especially Maynooth University - professional bodies, and ecclesial organisations towards new opportunities in module and programme creation and co-delivery
- 3.3 *Effect* new programmes and initiatives through technology and flexible module delivery that will facilitate expanded access to our learning community
- 3.4 *Value* a teaching and learning, and research culture, which supports student progression - especially of postgraduates - and entry from other HEI's.
- 3.5 *Promote* through targeted outreach initiatives and marketing strategies, nationally and internationally.

Note: This particular strategic goal will be prioritised.

Initiatives

By the end of this strategic plan, the Faculty of Theology will aim to:

- 3.1 **Invite potential new cohorts**
 - 3.1.1 Investigate and identify potential new cohorts, such as mature students, life-long learning, international and so on
 - 3.1.2 Identify and respond to barriers to inclusion
 - 3.1.3 Explore new programmes, in line with our mission and appealing to non-traditional demographics
 - 3.1.4 Develop flexible modes of delivery that would make our portfolio attractive to part-time learners (part-time course, summer and winter schools, blended learning and so on)
 - 3.1.5 Source funding for new and attractive scholarships and financial support for students in difficulty
 - 3.1.6 Explore other means to financially support potential new students (eg guarantee of campus accommodation, assistance in administration, internships, and so on) including coordination with external grants and aid agencies
 - 3.1.7 Package and market the means of financial support in a more coherent manner
 - 3.1.8 Increase in number of full-time students visiting SPCM for study-abroad periods / exchange programmes
 - 3.1.9 Explore offerings in 'Continual Professional Development' and 'Short Courses' that support professions (such as teaching) and ministry
 - 3.1.10 Develop community-based learning initiatives designed to widen diversity of participation in mainstream courses
- 3.2 **Dialogue towards identifying collaborative opportunities**
 - 3.2.1 Explore inter-institutional arrangements in programme creation, accreditation and co-delivery with Maynooth University
 - 3.2.2 Explore inter-institutional arrangements in programme creation, accreditation and co-delivery with other HEI's, especially at an international level
 - 3.2.3 Explore inter-institutional arrangements in programme creation, accreditation and co-delivery with other ecclesial, community and statutory organisations
- 3.3 **Effect new programmes and flexible modes of delivery**
 - 3.3.1 Create attractive modules that account for a changing social context, strengthening ecumenical, world religions and other world views in programmes where appropriate
 - 3.3.2 Create attractive programmes and modules that respond to changing ministerial needs; for example, post-graduate diplomas to those currently in full-time ministry who wish to up-skill or deepen their knowledge, or extension of availability of ministerial awards in local dioceses

- 3.3.3 Develop flexible programme delivery options (part-time provision, student-friendly scheduling, greater use of Virtual Learning Environments (VLEs), Recognition of Prior Learning (RPL) and so on)
 - 3.3.4 Offer new programmes and certifications in Religious Education to new cohorts; for example, to newly qualified teachers (NQTs) returning from overseas.
 - 3.3.5 Explore the possibility of providing Certification for Religious Education in Catholic schools for other institutional partners, in line with the current model operating with MU Froebel Dept. of Primary and Early Childhood Education
- 3.4 Value progression, especially of postgraduates**
- 3.4.1 Prioritise strategies and resources that support entry, retention and progression of our postgraduates
 - 3.4.2 Recognise and engage postgraduates as researchers, co-producers and partners in scholarship and research
 - 3.4.3 Explore the creation of 'a Graduate School' to provide a systemic locus for the support and promotion of postgraduate studies. Such a graduate school could revitalise the name and tradition of 'The Dunboyne Institute'. It is proposed that it would be closely tied to the advancement of research within the Faculty. (See 4.5)
 - 3.4.4 Improve communications, consultation mechanisms and information delivery for postgraduate students
 - 3.4.5 Expand our range of opportunities for postgraduate study, with particular emphasis on increasing provision at doctoral level.
 - 3.4.6 Encourage and partner with emerging scholars to present work of an appropriate standard at academic conferences and seminars
 - 3.4.7 Revitalise the *Maynooth Theological Journal*
 - 3.4.8 Explore the desirability of Structured and Professional Doctorate programmes
 - 3.4.9 Explore possibility of creating points of exit in postgraduate study
 - 3.4.10 Codify and publish a Code of Practice that outlines expectations relating to both research students and supervisors
 - 3.4.11 Draft and standardise guidelines and forms to facilitate the submission of the research proposals
 - 3.4.12 Complete annual reviews of research progress, supported by a comprehensive log of supervision sessions
 - 3.4.13 To utilise postgraduates, where appropriate, in the peer support of undergraduate students
 - 3.4.14 To structure the training of post-graduates in delivering tutorials
 - 3.4.15 Revisit and draft the procedures for the 'viva' examination of the DD
 - 3.4.16 Extend the research seminars to include all postgraduate students
 - 3.4.17 Review the taught post-graduate portfolio, towards a focused number of sustainable and attractive courses
 - 3.4.18 Explore how the taught post-graduate portfolio may provide a source of research students
 - 3.4.19 To place structures in place for on-going evaluation of graduate learning experiences
- 3.5 Promote targeted initiatives and marketing**
- 3.5.1 Resource, review and explore opportunities to supplement the 'REsource' and 'REvision' days
 - 3.5.2 Encourage postgraduate study among the undergraduate body
 - 3.5.3 Liaise with the Admission Office in supporting a coherent marketing strategy that identifies cohorts, nationally and internationally, means of communication and packages all our programmes in an attractive manner
 - 3.5.4 Ensure the promotion of our programmes as the key priority of the University's web presence.
 - 3.5.5 Contribute to the on-going development of the website
 - 3.5.6 Utilise scholarships and other financial aids in promotion
 - 3.5.7 Develop ways to disseminate information regarding our programmes through our partners and stakeholders (alumni, diocesan and parish structures, schools and so on).

Strategic Goal Four: Augment Staff Capacity

We will

augment staff capacity in areas of research related to our mission, pedagogical best practice, administrative effectiveness, and staff wellbeing.

Action Points

- 4.1 *Invite* new and occasional academic and administrative staff into a supportive and effective environment
- 4.2 *Dialogue* with academic associations and other ecclesial, social, cultural to facilitate and enhance the academic reputation of the Faculty
- 4.3 *Effect* frameworks that support professional development
- 4.4 *Value* a culture that values the personal wellbeing of each member of staff
- 4.5 *Promote* research that advances theological inquiry and supports teaching and learning.

Initiatives

By the end of this strategic plan, the Faculty of Theology will aim to:

- 4.1 **Invite new qualified, skilled and diverse staff**
 - 4.1.1 Formalise an induction process for new academic and administrative staff, including occasional staff
 - 4.1.2 Draft a comprehensive 'Induction handbook' to facilitate the integration of new staff
 - 4.1.3 Produce a consolidated manual, or web presence, that collates human resources and staff development policies and procedures
 - 4.1.4 Establish 'a Nominations Board' guided by policies reflective of best practice of corporate governance (See 5.2.3)
 - 4.1.5 Review and draft a 'Recruitment and Appointment Policy', which includes procedures around advertising
 - 4.1.6 Implement the recommendations of a 'Recruitment and Appointment Policy'
 - 4.1.7 Plan financially for the appointment of more lay theologians, with appropriate attention to gender balance
 - 4.1.8 Identify and support emerging scholars capable of sustaining the future of the Faculty
- 4.2 **Dialogue within academic disciplines**
 - 4.2.1 Continue to support the *Irish Theological Quarterly*
 - 4.2.2 Further the recognition of the Faculty, nationally and internationally, by way of the organisation of public lectures and conferences
 - 4.2.3 Recognise and support for faculty engagement with academic associations related to our mission
 - 4.2.4 Expand and support research seminars across disciplines within the Faculty
 - 4.2.5 Invite and support research seminars in partnership with theological and other departments at other Universities, nationally and internationally
 - 4.2.6 Continue to attract visiting academics of international reputation. Explore the possibility of creating a visiting scholar programme that can support in a practical rather than financial manner the research of an international scholar. For example, such a programme could provide a home/resources for a research sabbatical
 - 4.2.7 Widen and deepen scholar exchange programmes with currently cooperating Universities and Departments such as the Utrecht Group and Australian Catholic University
- 4.3 **Effect professional development**
 - 4.3.1 Address resourcing issues in the Theology Office
 - 4.3.2 Draft a 'Workload Distribution Policy' that safeguards research time, acknowledges administrative work and support best practice in teaching and learning
 - 4.3.3 Ensure that a 'Workload Distribution Policy' responds the unique needs of the Pontifical University while aligning with workload management models utilised by peers within the sector

- 4.3.4 Include a set of Continual Professional Development sessions through the academic year
- 4.3.5 Financially support individual initiatives in the professional development of academic and administrative staff
- 4.3.6 Facilitate the sharing of effective practices within the faculty, including peer review and team-teaching (See 2.4)
- 4.3.7 Explore opportunities for the recognition of excellence in teaching. For example, nomination for teaching prizes at national and international level

4.4 Value staff wellbeing

- 4.4.1. Implement a comprehensive Human Resources Policy
- 4.4.2. Consider ways to enhance internal communications within the faculty
- 4.4.3. Celebrate and strengthen our links with our retired staff

4.5 Promote a research culture

- 4.5.1 Appoint a Director of Research. The role could also include development of a proposed 'Dunboyne Institute of Graduate Studies' (See 3.4.3). Another option may be to consider the creating an honorific role of 'Dean of the Dunboyne Institute' that appoints someone of international calibre
- 4.5.2 Consider the establishment of a research committee to evaluate research proposals and issues of research ethics
- 4.5.3 Review current supports, challenges and opportunities for research
- 4.5.4 Draft a 'Research Strategy and Policy' and implement its recommendations
- 4.5.5 Develop a framework whereby Personal Research Plans (PRPs) and Departmental Research Plans (DRPs) can be negotiated, agreed and act as an internal benchmarking exercise
- 4.5.6 Ensure that policies and research plans align with the standards of comparable institutions
- 4.5.7 Draft a 'Sabbatical Leave Policy'
- 4.5.8 Encourage research-led teaching
- 4.5.9 Celebrate and promote achievement in research
- 4.5.10 Financially support publication of research related to our mission
- 4.5.11 Propose other financial incentives in recognition of completed published and peer-reviewed research
- 4.5.12 Consider the establishment of new centres for inter-disciplinary research towards agreed themes
- 4.5.13 Look to create collaborative research linkages or networks with other HEIs at national and international level
- 4.5.14 Source potential new externally-funded research appointments (?) and or partnership positions in employment
- 4.5.15 Explore the potential for externally-funded research projects, short term research appointments, internships and/or post-docs.

Strategic Goal Five: Build Relationships with Partners

We will

build partnerships at various levels, nationally and internationally, with other higher education institutions and appropriate statutory bodies, ecclesial and other relevant organisations, and individuals who share our common mission and heritage.

Action Points

- 5.1 *Invite* collaborative initiatives of strategic mutual benefit with Maynooth University and other Higher Educational Institutions, nationally and internationally
- 5.2 *Dialogue* towards advancing the common mission shared with apt ecclesial, society, cultural and academic organisations
- 5.3 *Effect* appropriate policies and procedures that support sustainable agreements
- 5.4 *Value* our alumni and endeavour to build a network supportive of alumni and current students
- 5.5 *Promote* and celebrate community and academic engagement activities among staff and students

Initiatives

By the end of this strategic plan, the Faculty of Theology will aim to:

- 5.1 **Invite collaboration with Higher Educational Institutions**
 - 5.1.1 Identify, propose and actively explore collaborative initiatives with Maynooth University and its departments
 - 5.1.2 Identify, propose and actively explore collaborative initiatives of mutual benefit with Schools of Education, especially the MU Froebel Dept. of Primary and Early Childhood Education
 - 5.1.3 Commit to resourcing with suitably qualified and experienced personnel the first year Arts programme of MU in Kilkenny
 - 5.1.4 Review the experience of the Kilkenny programme and implement the recommendations arising
 - 5.1.5 Identify and engage with a number of key educational institutions of strategic importance to advancing our mission, especially with Catholic Higher Education
 - 5.1.6 Play an active part in the Utrecht Group
 - 5.1.7 Play an active part in the UCCE (University Consortium of Catholic Education)
 - 5.1.8 Utilise fully of existing memoranda of agreement, especially the Catholic University of Australia. Collate information of the existing opportunities available.
 - 5.1.9 Strengthen ties with members of the International Federation of Catholic Universities
 - 5.1.10 Utilise the Erasmus, Erasmus+ and similar programmes to foster inter-institutional relationships
 - 5.1.11 Explore further opportunities to supplement the ongoing commitment to invite academics of international repute to deliver electives, lectures, conferences and so on.
 - 5.1.12 Strengthen links with statutory bodies in education (DES, QQI, etc), educational oversight bodies in the church (Congregation for Education, AVEPRO, etc), and professional bodies (The Teaching Council, etc)
- 5.2 **Dialogue with organisations that share our mission**
 - 5.2.1 Identify, propose and actively explore collaborative initiatives of mutual benefit with a number of key ecclesial, social and academic organisations. For instance, host a summer school for the various centres running the Diploma in Diaconal Studies.
 - 5.2.2 Ensure means of communication between the Faculty's intra-institutional partner, namely the National Seminary, and invite it, where appropriate, to contribute to reviews of programmes, teaching and learning, and student life
 - 5.2.3 Constructively support the hosting of events, conferences and so on of ecclesial organisations related to our mission
 - 5.2.4 Support the building of partnerships by recognising and promoting active participation in academic associations
 - 5.2.5 Constructively support the hosting of events, conferences and so on of academic associations related to our mission

5.3 Effect Sustainable agreements

- 5.3.1 Be strategic in choosing organisations that request affiliation, according to sustainability, cost-effectiveness and suitability to our mission
- 5.3.2 Ensure due diligence and quality assurance in affiliated programmes

5.4 Value our alumni

- 5.4.1 Endeavour to build a network supportive of alumni and current students
- 5.4.2 Develop the network of alumni in a manner that may support student and graduates, especially in matters of further study and employment
- 5.4.3 Engage our alumni in the life of our University as valued supporters, ambassadors, benefactors and lifelong learners

5.1 Promote community and academic engagement

- 5.5.1 Recognise and publicise community and academic engagement activities among staff and students

Strategic Goal Six: Strengthen Governance and Infrastructure

We will

review and propose sustainable means to strengthen organisation, infrastructure and funding.

Action Points

- 6.1 *Invite* partners within education and other relevant sectors to contribute skills and experience, and participate in a structured and ongoing way, towards the advancement of our mission
- 6.2 *Dialogue* with trustees towards a review of corporate governance
- 6.3 *Effect* new organisational structures internal to the faculty to better facilitate management, communication, and effective delivery of programmes
- 6.4 *Value* an effective, efficient and sufficiently resourced administrative support structure and suitable learning infrastructure
- 6.5 *Promote* financial sustainability by protecting of current revenue streams, exploring new opportunities and supporting of philanthropic relationships.

Initiatives

By the end of this strategic plan, the Faculty of Theology will aim to:

- 6.1 **Invite supplementary skills and experience into governance**
 - 6.1.1 Identify and invite expertise from the educational sector, interested stakeholders and relevant professions to sit on the boards supporting the governing structure
- 6.2 **Dialogue towards a review of corporate governance**
 - 6.2.1 Dialogue with the Trustees towards supplementing structures of corporate governance
 - 6.2.2 Propose, in line with best practice, the establishment of board of consulters (or audit, risk and governance committee) and nominations board, which shall act along side the finance board, and be mandated to counsel the trustees on the advancement of the mission the Pontifical University
- 6.3 **Effect new internal organisational structures**
 - 6.3.1 Establish a Senior Management Team to oversee the strategic development of the Faculty. The Senior Management Team will be comprised of Senior Officers: The President, Vice President, Dean of Theology, and Director of Post-Graduate Studies. It may invite strategically important personnel to aid its discussion, such as the Finance Director (Bursar), and initially, the drafter of the Strategic Plan. It will be chaired by the President and meet on the final Tuesday of each month.
 - 6.3.2 As part of the review of the statutes, consider assigning the Dean of Theology to the Chair of the Faculty. (The President will continue to sit at Faculty meetings and have executive powers as outlined in the statutes) Consider also the viability of invite the Director of Philosophy to sit on the Faculty.
 - 6.3.3 Consider employing an Executive Officer for Academic Affairs (Faculty Manager, or some other title) to facilitate the implementation the strategic initiatives, policies and procedures. Such an Officer will have a background in educational management. The Officer will sit at Faculty and undertake the role of secretary. The direct line manager will be the Dean.
 - 6.3.4 Commit to approving and publishing Annual Reports
 - 6.3.5 Review the composition of the boards of the Faculty to become more effective and efficient

- 6.3.6 Complete a review and update of “the Statutes of the Pontifical University” to reflect the roles and responsibilities of the officers of the faculty and lines of management suitable for the current context and foreseeable future
- 6.3.7 Identify and provide CPD that enhances leadership and management skills within the faculty
- 6.3.8 Ensure provision is put in place for succession planning

- 6.4 **Value a resourced administration and infrastructure**
 - 6.4.1 Utilise technology to supporting internal management and communication. For example, create an online space for the collation of policies, procedures, important data, etc.
 - 6.4.2 Draw up a clear organisational chart that identifies lines of management
 - 6.4.3 Undertake an administrative audit that outlines roles and responsibilities
 - 6.4.4 Raise awareness and utilise more effectively the shared services of Maynooth University, particularly with regard to Human Resources
 - 6.4.5 Identify and support staff-training opportunities with regard to administration

- 6.5 **Promote financial sustainability**
 - 6.5.1 Audit the financial cost effectiveness and sustainability of each programme
 - 6.5.2 Put in place a sustainable financial fee schedule for partnering organisations
 - 6.5.3 Develop and implement new budgeting procedures that will increase financial transparency, sustainability and effectiveness is pursuing our mission
 - 6.5.4 Support the *Alive in Hope; Sharing our Faith* fundraising initiative as fully as possible
 - 6.5.5 Cultivate philanthropic relationships with potential partners.