

Strategic Plan 2014–2019

14-19



TRINITY COLLEGE DUBLIN
COLAISTE NA TRIONÓIDE, BAILE ÁTHA CLIATH



Something that will not
acknowledge conclusion /
Insists that we forever begin

Brendan Kennelly

Strategic Plan
2014–2019

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Nine Goals

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Introduction to the Plan



Background:

A new strategic plan is an opportunity to set a course for the future, to put forward new ideas in response to changing times and circumstances, while affirming Trinity's enduring values. Change is vital. To paraphrase Edmund Burke, a university 'without the means of some change is without the means of its preservation'.

This is why the strategic plan is so important: it provides the means for coordinated change; it establishes priorities and ensures that the priorities are structured to achieve our vision.

Our vision is to be a university of greater global consequence delivering a distinctive educational opportunity for our students, and making research discoveries and scholarly advances which have a global impact. It is a vision of a university building on Ireland's achievements in education and research to advance all our futures.

Every great advance that Trinity has made has been in partnership with others; it is partnerships that enable Trinity to enhance its standing as a place of learning, and Ireland's reputation as a civilized society giving equality of opportunity to all with the talent and ambition to succeed.

I thank the Vice-Provost/Chief Academic Officer Professor Linda Hogan, all the officers of the college, and staff, student, and alumni participants in the many working groups. I thank the College Board for their final approval of the plan, noting that they will take the ultimate responsibility for ensuring the plan becomes a reality.

It is also a pleasure to record our appreciation to those alumni and friends who participated in the first Trinity Global Graduate Forum which set out the scope of this strategic plan in November 2013.

Highlights:

- As part of our global engagement, student enrolments from outside the EU will increase from 7.8 to 18% and online learners increase from zero to 1,000, both within five years; and we will define a Global Research Question (GRQ) to focus Trinity's engagement activities on meeting global challenges;
- A Trinity Education Project will focus on embedding 21st-century learning skills in the curriculum, with renewed attention to: critical thinking; global citizenship; engagement with employers; and integrating extracurricular and co-curricular learning opportunities for all students;
- Excellence in research will be strengthened through attracting new talents to Trinity in areas of strength, and through three major capital projects, namely
 - The Trinity Business School and the Innovation & Entrepreneurship Hub
 - The E3 Institute for Engineering, Technology and Natural Sciences
 - The Cancer Institute at St James's Hospital;
- New students residences for 2,000 students will be built including, in the immediate future, a student hall on the Oisín House site;
- Trinity will become a creative arts catalyst by launching the *Trinity Creative* project within the next 5 years;
- The benefits of the €22m investment in IT infrastructure and the transformation of administration and support services will be realized; and there will be continued digital transformation. New revenue streams articulated in this plan have set the aim of a 60% non-exchequer budget by 2019.

Some €600m will be required over five years in both capital and increased revenue to fund the activities articulated in this plan. Behind the strategy are the business plans that will make it achievable – several of these are already in play or are well advanced.

Philanthropy will be central to achieving our goals, particularly in developing new infrastructure and growing the endowment fund to attract new talents to Trinity. If we are successful we will secure Trinity's future as one of the great universities of the world.

The future:

Trinity is proud to be a university working for the public good – primarily for that reason, but also because Trinity is in receipt of public funding, the future will be one where we work in close partnership with government and state agencies in delivering our mission.

Since I opened with a quote from Edmund Burke, it is appropriate to finish with one from Oliver Goldsmith: 'Ill fares the land, to hastening ills a prey/Where wealth accumulates, and men decay'; it's a familiar line from *The Deserted Village*, and it is a reminder of the challenges facing us all as a society. It also reminds us that a sense of well-being comes from community, and that in the world of today that community is global at an economic level, but also irreversibly local at a human level. We will contribute to this sense of well-being in helping to develop Dublin as a global city, and making Trinity a continuing source of pride and affection for future generations as it is for us now.

A handwritten signature in black ink, reading 'P. Prendergast'.

Patrick Prendergast, Provost & President

22 September 2014

Context 2014

The rapid change in the provision of higher education nationally and internationally frames the development of this strategic plan. Public funding for higher education is declining in many countries and is being replaced by higher tuition fees and by philanthropic donations. Simultaneously with the reductions in public funding, the demand for higher education continues to grow with ever increasing enrolments and global student mobility. In Ireland specifically, domestic demand is set to increase⁰¹ with education central to government drives for job creation and economic growth. However, the financing of higher education on a sustainable basis has yet to be addressed.⁰² In this context, Trinity is faced with very considerable challenges; while wanting to set an ambitious course, conscious as we are of the importance of education for Ireland's future, we must do so mindful of the external environment in which these ambitions will need to be realized.

Looking at the national context, Trinity has undertaken its strategic planning for 2014–19 in an exceptionally difficult public funding environment as Ireland emerges from the economic austerity of the post-2008 period. As noted by the Higher Education Authority (HEA),⁰³ the state investment per student has declined by 15%, with a reduction of almost 2,000 in staff numbers across the sector. As a result, the staff-student ratio in Irish universities has increased from 1 academic

staff per 15 students in 2007 to 1 to 19.5 in 2014, while the norm in OECD countries is 1 to 16. In Trinity we have managed to maintain a staff-student ratio of 1 to 18, by generating and using non-Exchequer funds to employ additional academic teaching staff instead of using these funds for non-pay expenditures as was done previously. The HEA also notes that, since 2008, there has been a severe limitation in public funds for investment in capital infrastructure, including maintenance; this too will need to be addressed. To control expenditure after the economic crash of 2008 the Irish government imposed an Employment Control Framework (ECF) in the public sector, and included universities in its remit. Based on the Universities Act, 1997, the ECF mandates a reduction in the number of staff Trinity employs notwithstanding the fact that 49% of Trinity's income is now generated from non-Exchequer sources. Flexibility in managing human resources, including providing exit schemes if required, also requires government approval which will be sought but approval cannot be assumed. The human resources plan which underpins this Strategic Plan 2014–19 focuses on addressing these matters while working in partnership with government departments and with our colleagues at a sectoral level to establish human resource policies appropriate to an internationally competitive university in an open economy such as Ireland's.

Our detailed analysis of the likely availability of public funding for universities in the period 2014–19 suggests that government funding may decline further. It is prudent to prepare for the worst. It is clear that university education has become a globally competitive activity and that Trinity must compete internationally for the best students, staff, research funding, and partnerships. In order to remain successful, Trinity will need to offer attractive courses and high-quality campus infrastructure in facilities such as research, sport, and student accommodation. To meet all these challenges, considerable investment will be needed. Trinity will seek to partner with the government and its agencies in co-investing to achieve these outcomes. Accordingly, the financial modelling that underpins the Strategic Plan 2014–19 envisages further restructuring of our financial base through internationalization, online education, commercialization, and philanthropy. We will also continue to drive additional cost reduction and efficiency measures, particularly following the non-Exchequer investment of €22m in IT-enabling systems over the last number of years. Given the scale of the challenges, revenue-generation activities as listed above have already begun, and will be accelerated within this strategic-planning timeframe. Furthermore, the administrative and support services reform programme (START), begun in 2012, has been completed. Philanthropic fundraising has been reinvigorated for a series of new projects

under the leadership of the Board of the Trinity Foundation. Competitively-won research income is again on the increase in 2013–14 and the Research Funding Diversification initiative, which was put in place in 2013, is already beginning to show results, and will enhance further our likely success with Horizon 2020 and other opportunities.

It is clear that demand for higher education will continue to increase in line with demographic trends, government policies, labour market needs, and digital learning opportunities. Trinity intends to respond to the demographic demand and future skills needs in accordance with our mission and in partnership with government agencies, recognizing always the importance of delivering the high-quality education students expect and deserve. Therefore in the 2014–19 period, Trinity will maintain its proportionate share of domestic student enrolments, and this will lead to a modest increase in the number of new entrants. The system reform initiated by the HEA through its new 'strategic dialogue' process should assist all Irish universities and institutes of technology to achieve their distinctive missions; for us this will be particularly through planned collaboration within the Dublin/Leinster Pillar I cluster.

The international demand for higher education represents a significant opportunity for Trinity. A detailed comparative analysis of Trinity and 20 top UK universities suggests

that the scale of this opportunity is far greater than had heretofore been realized. Accordingly, we envisage a step-change in our internationalization policy, which will lead to the creation of a more cosmopolitan community, enriching the learning environment for all our students, as well as helping to achieve financial sustainability by generating significant non-Exchequer revenue flows into Trinity, flows that will also greatly benefit the Irish economy. A digital transformation is also under way with new technologies fundamentally changing how education is delivered and experienced. In the period of this plan we will implement a college-wide information technology strategy⁰⁴ that cuts across the whole campus – from online education to communications, from alumni relations to the Library – and enable these activities with supporting IT infrastructure.

It is widely recognized that Irish higher education performs extremely well when benchmarked internationally and that, in this respect, Trinity continues to achieve excellent outcomes in education and research.

Trinity has proven to be highly resilient throughout the recent period of economic crisis. Further resilience will be needed in the future, however. Even more important will be the innovative responses we develop to this changing and challenging environment. A significant step in exploring these innovative responses has already been taken with the

Trinity Global Graduate Forum (TGGF), held in November 2013 for which Trinity received a global award. Attended by 100 invited alumni from around the world, the TGGF was a resounding success and helped to articulate, clarify and advance our planning. The forcefully positive sentiment expressed by many alumni at TGGF is the backdrop to the ambitions set out in the plan.

In the context of this on-going economic environment, and associated funding challenges for public sector bodies, Trinity will continue to work in partnership with all parties to robustly argue that if we are to continue to deliver high-quality research and education then the universities must be allowed to secure a sustainable funding base. In order for Ireland to reach its economic and social goals, a thriving and successful university system is essential. Everyone agrees that Ireland's future lies in educating our people to the highest possible standards and it is our task to work together to make this a reality. In parallel we will continue to implement the strategies currently under way, which are designed to address issues of financial sustainability while driving up the quality of our academic activities and infrastructure.

We are confident that the collective commitment and expertise of our staff, students, alumni and friends will enable us to achieve our mission through the strategy described here.



Left to Right

Front Row (seated): I. Mooney, C. McCabe, G. Lacey, P.J. Prendergast (Provost), S.P. Allwright, A. Seery, C. O'Farrelly
Standing: D.R. Phelan, S. Dunphy, J. Gallagher, D. O'Neill, P. Coxon, D. Frost, O. Braiden, K. Byrne, S. Draper, J.F. McGilp, M. Ó Siochrú, G. Ruane, E.P. Drew, D. McGlacken Byrne, F.M. Cowzer, G.S. Martin, W.J. Dowling, V. Butler, L. Ryan, J. Coman, B.M. Lucey, J. Hussey, M. Lee

Values

In June 2013 the ‘Benefactors’ Roll’ was unveiled in Trinity’s Dining Hall as permanent testament to the generosity of individuals, trusts and corporations to the college through the ages. The first five names on the list commemorate Trinity’s founding benefactors: Queen Elizabeth I, Dublin Corporation, Sir Turlough O’Neill, Sir Hugh Magennis, and James Ussher. These names, representing English monarchy, Gaelic chieftains and Dublin citizens, indicate the inclusive, diverse origins of Ireland’s leading university.

In 1592 citizens of Dublin petitioned Queen Elizabeth I for a charter to open a university in their city. Dublin Corporation donated lands and, from all around Ireland, wealthy citizens gave generously in the knowledge that the college would benefit the whole country. The charter established an autonomous self-governing college for ‘the education, training and instruction of youths and students’ and the early scholars instilled a commitment to originality in scholarship and research.

Over the centuries Trinity has played a central role in Ireland’s cultural and intellectual development. Once a leading representative of the Reformation, it became in the eighteenth century a beacon of the European Enlightenment, and in the nineteenth century a pioneer in the study of the natural sciences in the island. Throughout its history, in nurturing a sense of scholarly community, Trinity has held firm to its founding values: freedom and independence of thought, respect for individual talents, and commitment to critical scholarship and innovative research.

All of the college’s many pioneering actions have flowed from this firm foundation. A focus on multidisciplinary education meant that Trinity was among the first universities worldwide to teach medicine, modern languages, and engineering, and more recently was a pioneer in Ireland in the study of pharmacy, genetics and nanotechnology. Commitment to social inclusion ensured that Trinity was at the forefront of drives to admit women students and to establish access programmes for students from disadvantaged socio-economic groups. In 1973 it became the first (and still the only) university in Ireland to reconsecrate its college chapel for use by all Christian traditions.

Such values have helped Trinity to educate some of the finest, most original minds in history, including the writers Jonathan Swift, Oscar Wilde, and Samuel Beckett, the scientists William Rowan Hamilton and Ernest Walton, doctors such as William Stokes and Denis Burkitt, the political thinker Edmund Burke, the current Chief Justice of Ireland Susan Denham, and the former President of Ireland and humanitarian Mary Robinson.

Today Trinity remains committed to providing excellence in education and research for the public good. The university’s tradition of independent intellectual enquiry finds expression in a campus culture of scholarship, innovation, creativity, entrepreneurship, and dedication to societal reform. Trinity is a collegial community where all are encouraged to achieve their potential within a liberal, inclusive learning environment, and to take on leadership roles in an increasingly globalized society.

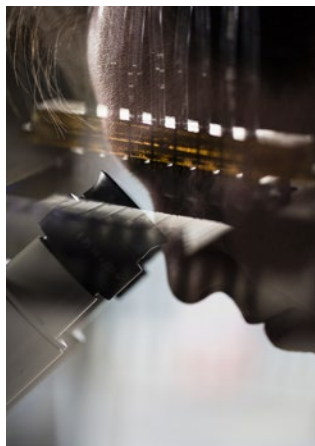
The college is located in the heart of Ireland’s vibrant capital city on a beautiful campus where classical and contemporary buildings are grouped around the Old Library, home to the Book of Kells and symbol of the college’s unshakeable commitment to learning. The fields and sports clubs, auditoriums and theatres, host a myriad of plays, concerts, debates, sporting events and competitions, organized by Trinity’s 150-plus student-run clubs and societies.

Today, the university has some 17,000 students, with some 3,000 academic, administrative, and support staff. More than 90,000 alumni are spread over 130 countries worldwide. Trinity is a comprehensive university across all the major disciplines in the arts and sciences, as well as in business, law, engineering, social sciences, and health sciences. Research and teaching collaborations connect Trinity to higher education institutions around the world, from London to Kigali to Beijing. Professors are as likely to be establishing spin-out companies commercializing their research as writing books and publishing papers.

And yet this dynamic, bustling, entrepreneurial and creative campus remains fundamentally faithful to its ideals because it has held firm to the values that formed it: freedom of thought and responsibility in action, diversity and individuality, civic patriotism and philanthropy, all rooted in a tradition of sound scholarship.

Building on its unique achievements and founding values, Trinity will continue to grow in reputation as a university of global consequence, known for the quality of its graduates, the way it has contributed to Ireland’s standing in the world, and its dissemination of learning to the benefit of societies and communities everywhere.

Trinity College Dublin continues to value and promote:



01
Multidisciplinary Excellence

We meet the highest standards in learning, innovation, and independent critical enquiry, where staff and students conduct research at the frontiers of their disciplines, and where interdisciplinary academic activities are promoted.



02
Diversity and Inclusivity

We reach out to a wide cultural, social and educational spectrum with the aim of creating a community based on a collegiality in which all are encouraged to use their talents to achieve their potential.



03
Dialogue, Civic Action, and Global Citizenship

We aim to secure the greatest benefit to the public good through our active participation in the social, economic, and cultural life of Dublin, Ireland, and the world.



04
Responsible Governance

We are a self-governing corporation, accountable to diverse stakeholders, operating transparently and with integrity. We value autonomy with accountability as the best way to advance our mission in education and research for the public good.



05
Academic Freedom

Above all else, we value the freedom to teach and pursue all avenues of intellectual enquiry, wherever they may lead.

Vision, Mission and Goals



Vision

As a university of global consequence, we will be known for realizing student potential and for research and scholarship that benefits Ireland and the world.

Mission

We provide a liberal environment where independence of thought is highly valued and where all are encouraged to achieve their full potential. We will:

A

Encompass an ever more diverse student community, providing a distinctive education based on academic excellence and a transformative student experience.

B

Undertake research at the frontiers of disciplines, spurring on the development of new interdisciplinary fields and making a catalysing impact on local innovation and on addressing global challenges.

C

Fearlessly engage in actions that advance the cause of a pluralistic, just, and sustainable society.

Nine Goals

For all three components of the mission, nine goals are identified, each to be achieved within five years. Our nine goals are to:



Achieving these nine goals will involve:

- a strategic shift in how Trinity carries forward its mission by people excelling together. This people-first approach recognizes the unique Trinity strengths of community, and ability to attract talent, and determination to make it a differentiator.
- an improvement in the way the 'systems' of the university are organized. They will be more effective and efficient than heretofore because, as the university has grown over the last decades, new ways of doing things are required. We will build new systems for delivering Trinity's mission, and do so in a way that further develops strategic advantage for us.
- the explicit setting of higher-level goals to achieve the vision. These goals might be called 'stretch targets' in contemporary business language. If we achieve these goals Trinity's vision for 2019 will be achieved.

A

We provide a liberal environment where independence of thought is highly valued and where all are encouraged to achieve their full potential.

We will encompass an ever more diverse student community, providing a distinctive education based on academic excellence and a transformative student experience.

01

Strengthen Community



A1.1 Access and Participation

The Trinity community is ultimately defined by those who are enrolled as students. Through its access and admissions policies, Trinity seeks to enrol students with a broad range of talents and with the ability to engage with the kind of education the university offers. We aim to create a diverse and cosmopolitan community that values, respects and encourages excellence.

We aim to further this objective by:

- continuing to enrol high-performing students from diverse backgrounds who can benefit from the distinctive education that Trinity provides
- achieving a broader representation of students from throughout the island of Ireland and a greater demographic spread from other European Union (EU) countries
- building a global community by increasing the number of students enrolled from outside the EU from 7.8% in 2012 to 18% in 2019
- increasing the percentage of under-represented groups enrolled on undergraduate courses to 25% in 2019
- improving rates of undergraduate transition from first to second year courses from 84% in 2012 to 90% in 2019.

Geographical diversity in our student community is critical in developing an educational milieu which fosters cross-cultural understanding and prepares all students for a life of global citizenship

A1.2 Internationalization

Geographical diversity in our student community is critical in developing an educational milieu which fosters cross-cultural understanding and prepares all students for a life of global citizenship. It allows for a coming-together of different educational, cultural and personal perspectives. It is also a key factor in introducing students to a global dialogue on their areas of academic study, and in building a global Trinity community by creating lifelong, personal, academic, and professional relationships across the world. We will ensure that an integrated internationalized student community re-emerges as a strong feature of the Trinity experience.

We will achieve this objective by implementing the Global Relations Strategy II⁰⁵ which involves:

- presenting Trinity as a world-class educational institution, with a research-inspired curriculum, which attracts students of the highest calibre from all continents
- developing strategic partnerships and joint, dual and partnership degree programmes with peer institutions globally
- providing an enabling and stimulating learning environment for students from diverse cultural backgrounds
- taking every opportunity to integrate all of our students, whether based in Dublin or abroad, into the global Trinity community
- pursuing opportunities to create campuses abroad, which may include developing our existing presence and opening new and joint research centres.

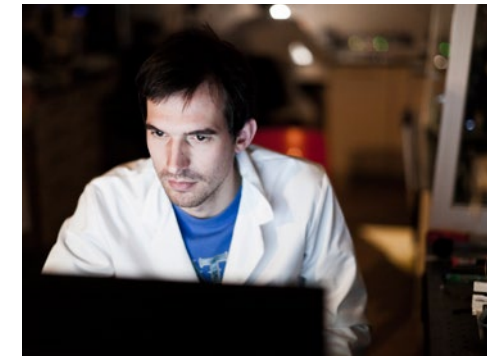
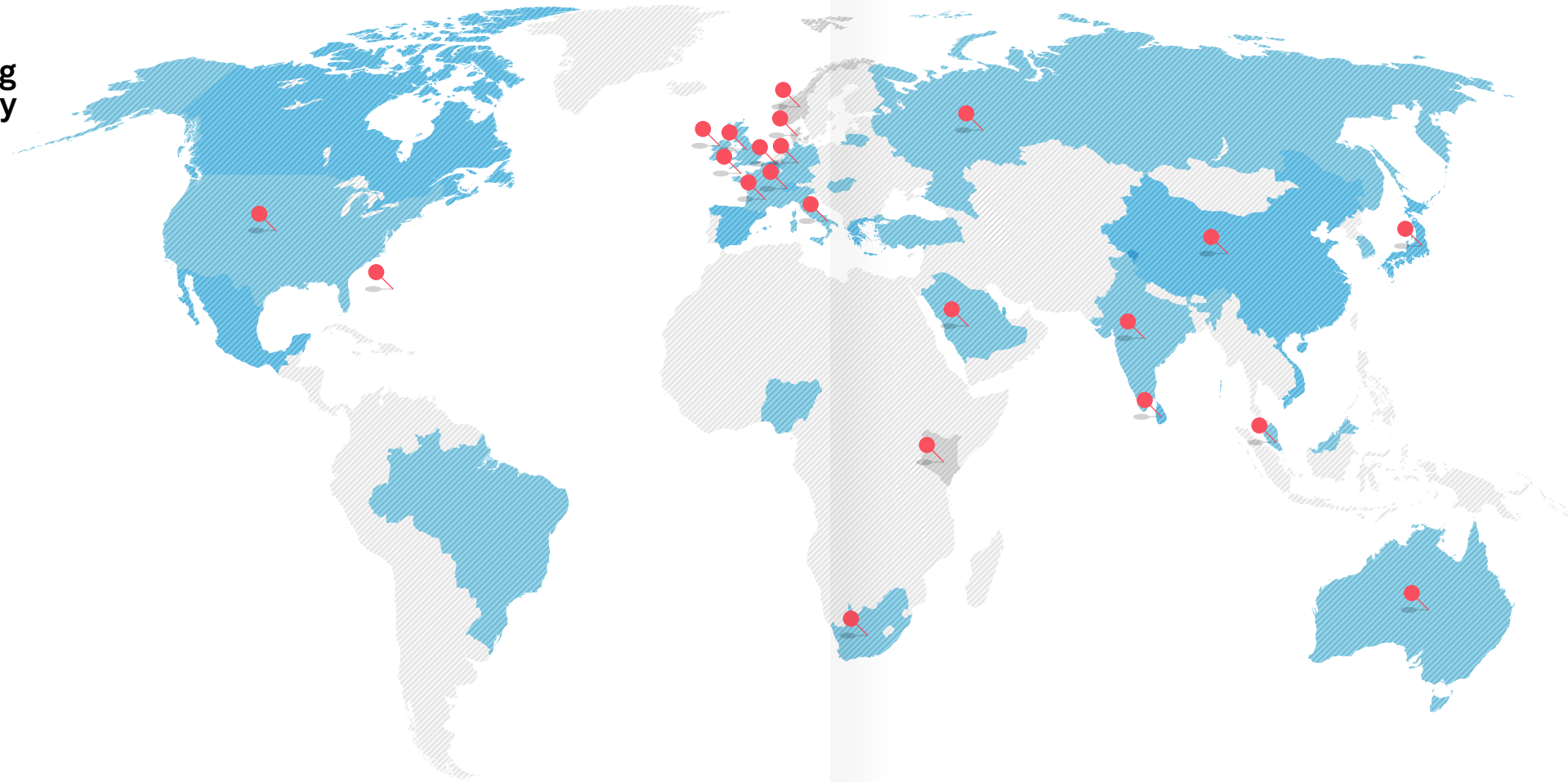


Figure 1

Growing Globally



Trinity's Global Reach

TRINITY ALUMNI	COUNTRIES VISITED			28
IRELAND	75,195	ITALY	SOUTH AFRICA	QATAR
UK	17,405	UK	SRI LANKA	VIETNAM
USA	3,576	INDIA	TAIWAN	CANADA
CANADA	1,247	HUNGARY	CHINA	JAPAN
AUSTRALIA	898	AUSTRALIA	SINGAPORE	MEXICO
FRANCE	604	USA	BELGIUM	BRAZIL
GERMANY	582	SOUTH KOREA	SWITZERLAND	
MALAYSIA	484	MALAYSIA	GREECE	
SOUTH AFRICA	411	NIGERIA	RUSSIA	
NIGERIA	270	SPAIN	LITHUANIA	
OTHER	2,052	SAUDI ARABIA	TURKEY	

Trinity Global Graduate Forum

COUNTRIES (TERRITORIES / DEPENDENCIES)	22	SECTORS	21
UK	AUSTRALIA	FINANCIAL SERVICES	27
USA	BELGIUM	HEALTHCARE	4
BERMUDA	CHINA	TELECOMS	2
FRANCE	CHANNEL ISLANDS	CULTURE/ARTS	5
GERMANY	SAUDI ARABIA	BUSINESSPERSON	9
IRELAND	SOUTH AFRICA	ENGINEERING	2
SRI LANKA	SWITZERLAND	ACADEMIA	12
JAPAN	ITALY	UNKNOWN	2
KENYA	NETHERLANDS	STUDENT	1
INDIA	RUSSIA	MARKETING	1
SINGAPORE	NORWAY	CONSUMER GOODS/ SERVICES	2
		PROPERTY CONSTRUCTION	2
		ENERGY/MINING	1
		GOVERNMENT/ CIVIL SERVICE/EU	2
		FOUNDATIONS/ THIRD SECTOR	4
		LEGAL FIRMS/LEGAL	5
		MEDIA/COMMS (INTERNATIONAL) OVERSEAS	11
		TECHNOLOGY (INTERNATIONAL)	6
		CONSULTING	2



A1.3 Online Students

Technology-enhanced education offers opportunities to support student learning, to develop innovative teaching strategies, and to cater for the needs of 21st-century learners no matter where they are around the world. The Online Education Project,⁰⁶ to be executed in the 2014–19 period, will:

- use flexible and wholly online modes of course delivery to increase the numbers of student online learners to 1,000, on up to 20 courses, focused primarily on postgraduate and continuous professional development (CPD) students, targeted at areas of national and international demand
- ensure that the online student experience matches the research-led Trinity education based on academic rigour and built upon the existing culture of scholarship, innovation and creativity
- develop technology-enhanced learning across the face-to-face teaching environment to assist in the ongoing development of 21st-century learning paradigms such as a flexible curriculum, hybrid learning and the flipped classroom to enhance the student experience
- create global-learning communities through the provision of high-quality, open-access courses (MOOCs) in areas where Trinity has recognized excellence and global reach.

Technology-enhanced education offers opportunities to cater for the needs of 21st-century learners

A1.4 Student-to-Alumnus Transition and Alumni Engagement

Having experienced the college first hand, Trinity's alumni are our most effective advocates and ambassadors. We aim to achieve a step-change in the nature and level of our engagement with our current and future alumni. We will foster mutually beneficial relationships throughout the whole of their lives from the time they enter college.

We will achieve this objective by:

- creating dynamic and inter-connected alumni global networks that will provide opportunities for social and professional interactions amongst alumni and between alumni and the college, e.g., through the Trinity Global Graduate Forum, and by supporting our branch networks
- embedding alumni-related activity in the culture of Schools, both amongst the staff and the current student body by providing opportunities for alumni to continue their engagement with Schools as guest speakers, advisors and ambassadors, and for them to support internship and other career opportunities for our students and graduates
- providing opportunities for alumni, in Ireland and abroad, to benefit from and connect with the university via a range of services and benefits, including university and regional events, student and alumni networks, continuous professional development, alumni space on campus, including in the library and in sports, accommodation and catering facilities
- enhancing our communications with our alumni through video blogs, webinars, and e-zines in order to involve them in the success stories of staff and students
- actively harnessing alumni expertise and desire to help by serving on advisory boards, and providing strategic input for the future direction of the college
- recording and recognizing the support of students and alumni.

02

Promote Student Life



A2.1 Transition to College

The transition to university is the first step in a transformative journey. It is a transition to the life and traditions of Trinity College, as the student's chosen university, and to new friends and experiences. We will support and enhance these transitions by delivering programmes, resources and services that increase personal, social and academic connections, thereby accelerating the student's entry into the collegiate community.

We will achieve this objective by:

- providing orientation information to parents/families on the challenges and expectations facing new students so that they can provide a supportive home environment while still respecting the growing independence of the student
- enhancing Open Days for potential applicants and Induction Days for incoming students
- appointing a First Year Experience Officer and expanding the orientation timeframe, beginning when students are offered a place at Trinity and extending throughout the first semester
- adding transition and study skills to the first-year curriculum
- introducing ongoing 'drop in' orientation activities throughout the first semester
- rewriting the Student Charter, and disseminating it widely.

A2.2 Student Environments

Over the centuries Trinity has developed a beautiful city-centre campus which has now extended beyond the walls of the original island site to include buildings on Pearse Street, D'Olier Street, Foster Place, Fenian Street, and South Leinster Street, as well as a residential campus at Trinity Hall, the Trinity Technology and Enterprise Campus (TTEC) at Grand Canal Dock, and campuses at the St. James's and Tallaght teaching hospitals. The mix of heritage buildings beside cutting-edge modern design is the physical manifestation of the juxtaposition of innovation and tradition. The college supports a vibrant residential community, and an infrastructure for teaching and research that facilitates multidisciplinary collaboration alongside spaces for public engagement. Technological change is also impacting on the delivery of education. We aim to ensure that our spaces will allow Trinity to innovate at a faster pace while enhancing its solid traditions of small-group teaching and experiential learning.

The mix of heritage buildings beside cutting-edge modern design is the physical manifestation of the juxtaposition of innovation and tradition

Through the execution of an Estates and Infrastructure Development Plan⁰⁷ we will:

- provide new buildings and refurbish existing ones to incorporate spaces for small-group teaching, collaborative working and student congregation
- develop infrastructure to support experiential learning for students and connect the public with the academic life of the university
- design new buildings and refurbish old ones to include spaces that support a 'blended life' approach, including catering spaces for a diverse student community, additional occasional seating indoors and in existing and new garden spaces
- increase the number of student residences' bed spaces by 2,000 on and near the campus; this will include the completion of new residences on the Oisín House site by 2019
- enhance facilities in the Library to allow for greater access to the research collections, and accelerate the creation of digital collections
- reconfigure spaces in the Berkeley, Lecky, Ussher and Hamilton libraries with an emphasis on flexibility in order to catalyse collaboration, to enable different, changing styles of teaching, learning and research, and to foster emerging technologies
- ensure that the IT infrastructure of the university has the capacity to support a 'cloud-first' approach to facilitate flexible delivery of teaching and administrative services to students on a range of devices and platforms
- work in partnership with Dublin City Council to connect the campus sites in an increasingly more open relationship with the city.

A2.3 Student Services, Tutorship and Registry

Trinity aims to support its students' development through a broad experience of scholarship and community. The Student Services, the Tutorial Service, and Academic Registry strive to enhance the student experience. The Student Services do so through the integrated nature of their delivery, thereby enabling and promoting physical and mental well-being, and increasing the student's awareness of his or her strengths and abilities. The Tutorial Services provide students with confidential help and advice on personal as well as academic issues, and college tutors act as advocates for students in academic appeals and in matters of discipline. The Academic Registry provides an integrated, service-focused team that supports all stages of the student lifecycle with an ethos of respect, professionalism, efficiency, and innovation.

In the context of the strategic plan, we will:

- define service-level agreements with students on the quality and delivery of services and implement resourcing models to provide the capability and capacity to meet the needs of the increasingly numerous and diverse student body
- promote Trinity's distinctive personal tutor system which ensures that all students have access to an individual member of academic staff who is appointed to look after the welfare and development of the students in his/her care
- further develop appropriate IT platforms for on-line delivery of relevant student services
- support organizational change in the Academic Registry to embed process improvement and develop a flexible, team-based approach combined with a best-practice service approach
- promote student health awareness.

A2.4 Student-led Activity

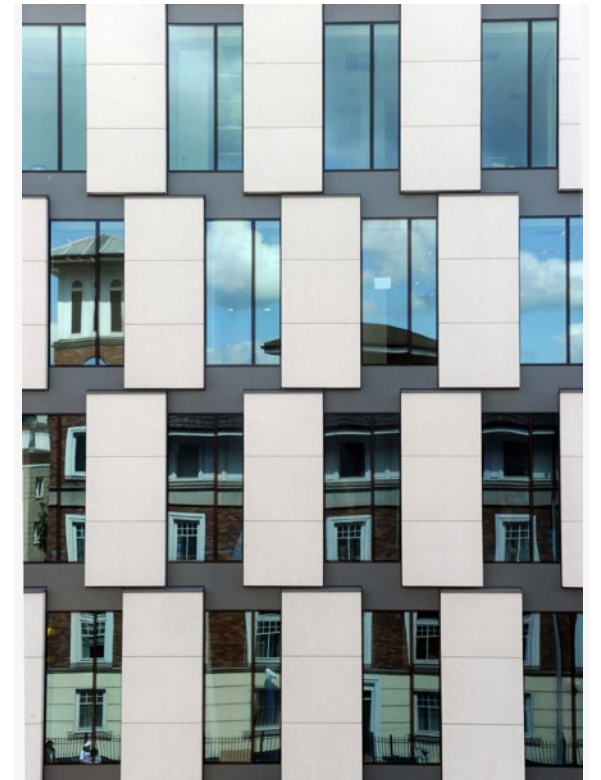
Trinity recognizes that participation in extra- and co-curricular activities enhances both the intellectual and personal development of students. The motivation and enthusiasm for a vibrant student experience arises from student-led activity. The role of the university is to create an environment that fosters and encourages student initiative through clubs and societies. Trinity also recognizes the importance of individual initiatives in local, national and international engagement. The university's primary task will be to ensure that its academic and administrative structures allow and encourage student-led activity to flourish.

We will achieve this objective by:

- developing Trinity's academic programmes and timetable to facilitate participation in clubs, societies, and community engagement
- ensuring that the Estates and Infrastructure Development Plan takes due account of the space needs of student-led activities
- ensuring that university policies and administrative procedures support student-led activity, recognizing its key role in the student experience
- enhancing the Dean of Student's Roll of Honour as a method of giving formal recognition to student learning through participation in local, national and international volunteering activities
- providing training and professional skills development to student officers of clubs and societies
- delivering an e-portfolio system to capture the full range of student development.



Trinity recognizes that participation in extra- and co-curricular activities enhances both the intellectual and personal development of students



03

Renew the Trinity Education



A3.1 Curriculum

Trinity education is rooted in a curriculum inspired by current research and scholarship. The strengths in the curriculum derive from the dedication of academic staff, who have international reputations in their respective fields, working together with professional, technical, administrative and support staff to harness the excellence and diversity of the multidisciplinary university. Our programmes combine disciplinary expertise with the acquisition of a broad range of critical skills, preparing our graduates to work adaptively in diverse settings. Recognizing that the context in which our graduates compete is ever-changing, we will ensure that our curriculum evolves in light of new discoveries in disciplinary knowledge, and that we maintain the emphasis on critical thinking and fostering independence of mind.

Our programmes combine disciplinary expertise with the acquisition of a broad range of critical skills, preparing our graduates to work adaptively in diverse settings

We will achieve this objective by:

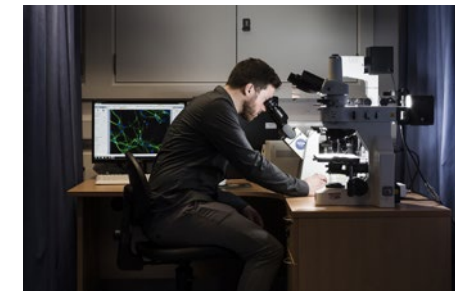
- promoting a research-inspired curriculum where all students have the opportunity to complete a piece of independent research as part of their undergraduate programme
- introducing flexibility in our programme patterns, while maintaining the disciplinary strengths on which our reputation for excellence is founded
- developing the key skills of critical thinking, problem-recognition, problem-solving, adaptability and effective communication in the context of disciplinary and multidisciplinary programmes
- ensuring that our curricula and pedagogies are enhanced through the adoption of new technologies and new learning paradigms
- developing, in every programme, modules that develop skills of creativity, opportunity recognition and risk-taking (as part of the Innovation and Entrepreneurship Strategy)
- expanding our engagement with employers to ensure that curricula address contemporary work practices, and that feedback plays an appropriate role in curriculum development
- promoting non-traditional modes of assessment that facilitate a more comprehensive evaluation of the educational objectives of each programme.

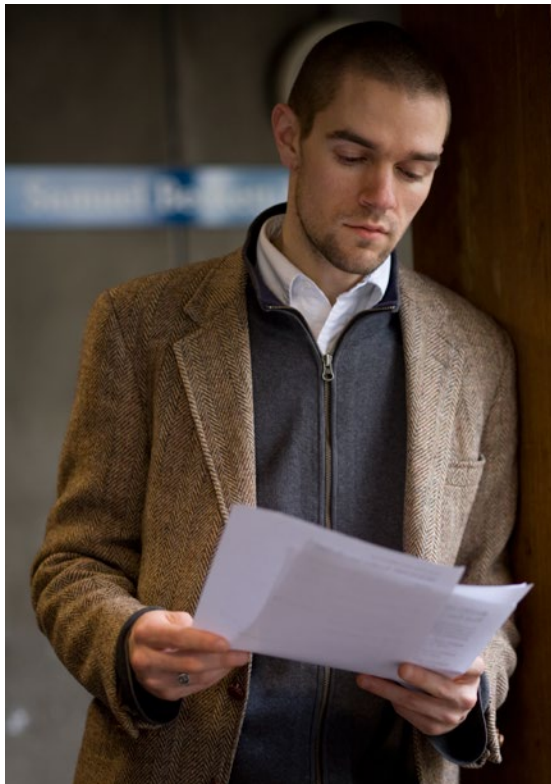
A3.2 21st-Century Skills

Trinity education aims to create in our students a life-long desire for knowledge and understanding. Also important is a capacity for creativity and innovation and an aptitude for cross-cultural understanding and an affinity for global citizenship. We will continue to educate our students to be leaders in intellectual, cultural, social, political and economic life, and we will exploit the opportunities of the digitally connected environment in pursuit of this end.

We will achieve this objective by:

- promoting student-led and peer-to-peer activities through which critical life-skills are developed
- providing opportunities for global exchange, study abroad, global internships, research lab placements and service-learning, thereby enabling students to develop the skills essential for success
- fostering relationships between students, faculty and alumni, and harnessing this collective expertise for the benefit of students
- improving partnerships with industry, business, cultural, inter-cultural and social institutions in order to enhance the opportunities for students to develop the skills necessary to flourish in life.





A3.3 Employer Relationships and Careers

Trinity will reinvigorate its relationship with national and multinational employers, particularly those on our doorstep in Dublin city. We will open up new conversations about the curriculum to seek wider views on 21st-century skills and how we can collaborate to provide them. In 2013, the Careers Advisory Service was repositioned within Trinity Teaching and Learning (part of the Academic Services Division), and this repositioning will aid in achieving our objectives by:

- developing mutually beneficial relationships with employers to embed employability and career-development opportunities in the undergraduate curriculum
- promoting corporate engagement by establishing a high-level university/ employer forum
- establishing the supporting infrastructure to develop and manage partnerships with national and global employers that will advance workplace internship programmes, placements and exchanges
- developing existing structures to increase alumni networking and mentoring opportunities.

By introducing CPD courses we will meet the educational ambitions of a more diverse student body and support the further development of a well-educated population

A3.4 Continuous Professional Development

By continuous professional development (CPD), we mean courses for new and returning students in mid-career, courses that enable them to maintain their knowledge and professional skills. CPD courses are now obligatory in many professions (e.g., law, engineering, medicine), and constitute an essential component of life-long-learning. Trinity will introduce new CPD courses within the next five years, focusing on developing partnerships with professional bodies and global leaders in the various fields. In this way we will meet the educational ambitions of a more diverse student body and support the further development of a well-educated population.

We will achieve this objective by:

- developing a strategy for continuous professional development and life-long learning that matches Ireland's current and future economic and social needs
- positioning Trinity's Business and Innovation Hub to be a leading provider of education and training across the spectrum of entrepreneurial activities
- advancing Accreditation of Prior Learning for admission to our programmes
- and through the Online Education Project, we will
 - a. deploy new technologies to support flexible learning opportunities for students, targeted at areas of national and international demand
 - b. create global learning communities through the provision of high-quality, open-access courses (MOOCs).



We provide a liberal environment where independence of thought is highly valued and where all are encouraged to achieve their full potential.

We will undertake research at the frontiers of disciplines, spurring on the development of new interdisciplinary fields and making a catalysing impact on local innovation and on addressing global challenges.

04

Activate Talents



B4.1 Talent Acquisition and Development

Trinity's position as a university of global consequence will only continue to be secured by academic, administrative, and support staff capable of delivering our mission. Achieving this is a multifaceted endeavour, for which a human resources strategy called *Excelling Together*⁰⁸ has been developed, focusing on

- identifying the posts most crucial to executing our mission, and attracting the most talented people from around the world to compete for them so that the college recruits internationally leading academics who, through their vision, leadership, and reputation can drive our research excellence and global standing
- identifying and promoting the leadership competencies required to deliver our mission in a manner commensurate with our values
- delivering a fit-for-purpose performance-management process for all staff, in particular developing a robust tenure-track system for academic staff that will incorporate probation, progression and promotion processes
- continuing to promote the teacher-scholar model while introducing additional career tracks through which the talents of staff and the distinctiveness of disciplines can be maximally aligned, including the introduction of a new grade of professor of practice and the development of a more structured career path for teaching fellows and researchers
- implementing a research leave programme focused on advancing ambitious research and scholarship, and research-inspired teaching goals
- ensuring that we have the resources to attract and keep excellent staff, in particular by growing the College Endowment Fund to support investment for staffing in the long term.

B4.2 Flexible Organization

Achieving the ambitions of the strategic plan depends on ensuring that Trinity can seek out and respond flexibly and quickly to new challenges. Recent investments in new technologies and systems (e.g., Student Information System (SITS), Financial Information System (FIS), and HR information and services (Core HR)), coupled with the completion of an administrative reform project (Supports in Trinity Administrative Review and Transformation, START) have also created further opportunities for organizational re-design.

We will achieve a flexible organization through implementing the human resources strategy *Excelling Together* which has among its aims:

- to ensure that a series of staff development initiatives will be available to enhance our ability to react to changing needs
- to develop, communicate and implement the range of human resource instruments and interventions that enable flexibility in the workforce profile
- to develop and obtain approval of a voluntary severance agreement to reduce the university payroll cost
- to develop and implement schemes for continuous professional development (CPD), deployment and retraining to ensure that support resources are appropriately aligned with the needs of the university.



Trinity's position as a university of global consequence will only continue to be secured by academic, administrative, and support staff capable of delivering our mission



B4.3 Teaching, Learning and Research Academy

Transformations in modes of teaching, coupled with the expectations of 21st-century learners, require academics to up-skill continuously to keep pace with new technologies and pedagogies. In recognition of this, the Centre for Academic Practice and Student Learning (CAPSL) will be reformed to create a Teaching, Learning and Research Academy. While continuing to develop and promote the distinctiveness of a Trinity education, the academy will also disseminate global best practice in higher education to the college community. We will promote and adopt technology-mediated teaching and learning methods and associated innovative pedagogical approaches to enhance student learning.

The academy will achieve this objective by:

- being an incubator for innovation in curriculum development and course design, technology-enhanced and mediated teaching and learning strategies, assessment methods, and research supervision
- providing training for research leadership, including advancing a research agenda, proposal development and grant writing, developing and managing research teams, building partnerships, and articulating impact
- supporting the continuing development of a distinctive, research-inspired Trinity education with ongoing research and training programmes in academic practice
- promoting excellence in teaching and research by providing career-development opportunities for all academic staff through certified training, and continuous professional development.

B4.4 Trinity Governance

Trinity is committed to a form of governance that continues to enable the university to achieve its mission in an effective and accountable manner. It upholds the principle of staff and student participation in its governance and, in common with many of the world's leading universities including Oxford, Cambridge and Harvard, promotes responsible self-governance as a key enabler of academic excellence. The governance structures for Trinity are enshrined in the *Universities Act, 1997* and in the *Trinity College, Dublin (Charters and Letters Patent Amendment) Act, 2000*. The *Act of 2000* provides for Trinity's Board membership to differ from the other six universities covered by the *Act of 1997*, in recognition of Trinity's long and distinct legal basis and character. Responsible self-governance has facilitated Trinity in adapting to changed circumstances, while retaining a reputation for quality and demonstrating transparency to its various stakeholders including students, staff, alumni, funders, government and the local community. Recognizing its ongoing importance, Trinity will continue to promote responsible self-governance and to advance transparency in decision-making in the promotion of our academic mission of teaching and research.

We will achieve these objectives by

- ensuring compliance with the *Governance of Irish Universities, 2012* sectoral code agreed with the HEA and the College Board-approved *Trinity College Dublin Code of Governance 2013*⁰⁹
- advancing the *National Strategy for Higher Education* through collaboration with national and international partners on the basis of our distinctive mission

- engaging with the HEA through a strategic dialogue process in order to achieve the objectives agreed in our Mission-Based Performance Compact
- maintaining active liaison with the Minister for Education and Skills, Minister for Jobs, Enterprise and Innovation, and the Minister for Health, and their respective departments, as well as with other appropriate state agencies on relevant issues of policy and legislative development
- keeping under review the governance structures of the university to ensure
 - a. that they meet with best international practice for highly-ranked universities and that they provide full accountability to all stakeholders in all of Trinity's activities
 - b. that, where activities may best be done by operating privately, such as through a company structure, these opportunities are fully assessed and operationalized if they are supported by the business case.



05

Build Valuable Partnerships



B5.1 Innovation Ecosystem

Trinity's Innovation and Entrepreneurship (I&E) Strategy¹⁰ identifies innovation and entrepreneurship as central features of Trinity's future activity. The strategy recognizes the many guises under which innovation and entrepreneurship may appear (for example, scientific, technological, commercial, social, creative, and cultural) and identifies the university's historically broad base of disciplinary engagement as an opportunity for wide participation in innovation and entrepreneurship. Trinity's objective is to take the lead in developing a truly integrated approach to innovation and entrepreneurship, extending from fundamental science to the humanities. As part of the I&E strategy, Trinity is also committed to the objective of developing relationships with industry that are forged around mutually-beneficial partnerships¹¹.

The high-level objectives are:

- to establish the Trinity Innovation and Entrepreneurship Hub to support innovation and entrepreneurship activity throughout the university, building on the research strengths of our institutes and schools
- to expand the School of Business to play a leading role as a source of education and training to support innovation and entrepreneurship across the university and the city
- to develop the Office of Corporate Partnership and Knowledge Exchange to promote Trinity as a partner of choice for industry and business, to support access to intellectual property and to provide knowledge-based services to companies
- to double the direct research funding by securing €20m from industry within the five years of the strategic plan
- to double the number of Innovative Partnership Awards
- to establish a formal venture-mentoring service supported by an expanded entrepreneur-in-residence programme.

B5.2 National Collaborations

The *National Strategy for Higher Education* 'aims to develop a coherent and sustainable system of higher education to meet the economic and social needs of the country within the context of creating an export-driven knowledge economy.'¹² Building on the TCD/UCD Innovation Alliance launched in 2009, a total of five national partners now constitute the Dublin/Leinster Pillar 1 Cluster which will continue to play a central role in meeting Ireland's human capital and future skills needs. With University College Dublin, the Marino Institute of Education, the National College of Art and Design and the Dún Laoghaire Institute of Art, Design, and Technology we will advance a range of structured collaborations, based on the respective strengths of partner institutions, thereby enhancing the outcomes for research, education and innovation and doing so more effectively and efficiently.

Trinity's objective is to take the lead in developing a truly integrated approach to innovation and entrepreneurship, extending from fundamental science to the humanities

We will strengthen national collaborations by:

- developing a structure for shared academic planning (including teaching, research, and innovation) in the Dublin/Leinster Pillar 1 Cluster, underpinned by a mapping of areas of priority and strength in order to support a co-ordinated approach to transfer and progression pathways
- advancing the profile and impact of the newly-established Institute for Teacher Education, through the creation of new and innovative joint programmes, and the development of flagship research collaborations in initial teacher education
- building on the co-trusteeship between Trinity College Dublin and the European Province of the Christian Brothers to strengthen our partnership with the Marino Institute of Education through the development of a joint strategy
- strengthening the partnership with the Royal Irish Academy of Music (RIAM) as an Associated College
- continuing the joint activities with Carlow College in the humanities and social sciences
- developing a national treasury of collaborative collection management and environmentally advanced storage with educational and national partners
- continuing to actively seek out valuable partnerships with other institutions on the island of Ireland.

B5.3 Trinity as a Creative Arts Catalyst

Trinity is uniquely positioned to play a strong role in helping to catalyse the creative and cultural arts in Dublin city. We can strategically connect research and education to creative practice in the city, and link it to European and global networks. Such connections can inspire creative talent and enable entrepreneurial mindsets while contributing to the sustainability of culture and creative enterprise in the capital. With a focus on works of original creation, we will establish an integrated approach to making space for creative expression, collaboration and experimentation.

We will be a creative arts catalyst by:

- recognizing the value of grassroots activity by engaging creative practitioners in open calls and brokered engagements around creative challenges and research themes
- involving alumni and entrepreneurs as mentors in structured programmes tailored to the needs of creative and social entrepreneurs, with a particular emphasis on creating content
- making available creative spaces with an outward looking focus—a porous interface with the city through integrated social, co-working and cultural spaces
- enhancing existing research and education strengths with adjunct professorships, short courses and tailored courses for cultural and creative entrepreneurship
- establishing 'Trinity Creative'—a curated programme in existing spaces—as a connector between education, research and practice, raising visibility and stimulating new opportunities
- establishing 'The Connector' — a multi-purpose creative space in Dublin's city centre attracting talent, creating the right conditions for creative entrepreneurship and generating new works of original creation.

Figure 2

Existing Creative Assets and Resources



01 CRANN – Centre for Research on Adaptive Nano-structures and Nanodevices



02 SCIENCE GALLERY – Science, art & design space



03 LIR – National Academy of Dramatic Art



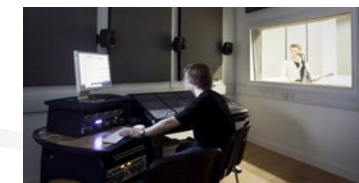
04 ATRL – Arts Technology Research Lab



05 CTVR – Telecommunications Research Centre



06 TRINITY LONG ROOM HUB – Arts & Humanities Research Institute



07 MMT – Music & Media Technologies



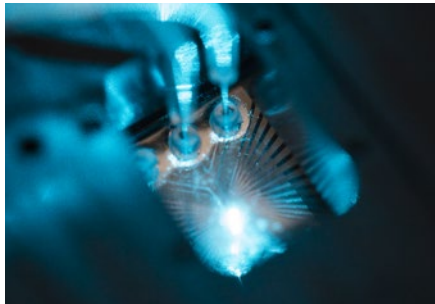
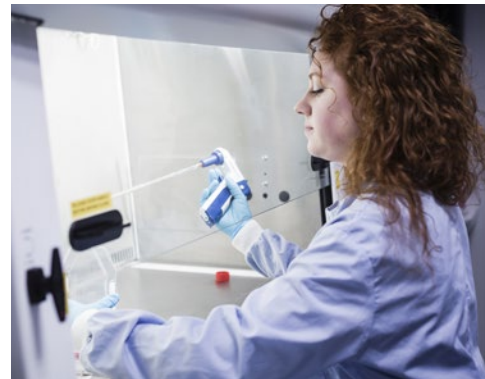
08 GMB – History & Philosophy



09 LAUNCHBOX – Start-up accelerator programme



10 MSCIDM – Interactive Digital Media



B5.4 Trinity Health Ireland and the Dublin Midlands Hospital Group

Trinity Health Ireland (THI) is a formal collaboration between the university, St James's Hospital, Tallaght Hospital, and the Coombe Women and Infants University Hospital. THI aims to develop a vibrant, progressive, internationally-recognized academic health centre and system integrating the domains of research, inter-professional education and service provision. The values underpinning the academic health centre include interdisciplinarity, innovation, and knowledge transfer, leveraging the established strengths of the multidisciplinary Faculty of Health Sciences/School of Medicine, and the environment of research excellence across Trinity.

The evolution of Trinity Health Ireland is occurring in a dynamic environment for health services provision in Ireland following the announcement by the Minister for Health in 2013 of the creation of hospital groups with the aim of creating independent hospital trusts. Trinity is the academic partner of the Dublin Midlands Hospital Group, and it is intended that THI and the Hospital Group will progressively align, noting that the research themes within THI are in ageing, cancer, translational medicine and population health. The co-location of specific research and education facilities on the hospital campuses will continue to be a key enabler for Trinity's mission, particularly in translational therapeutics and clinical and population research and education. Through THI, Trinity aims to promote healthcare excellence, underpinned by research and education, with innovation at its core.

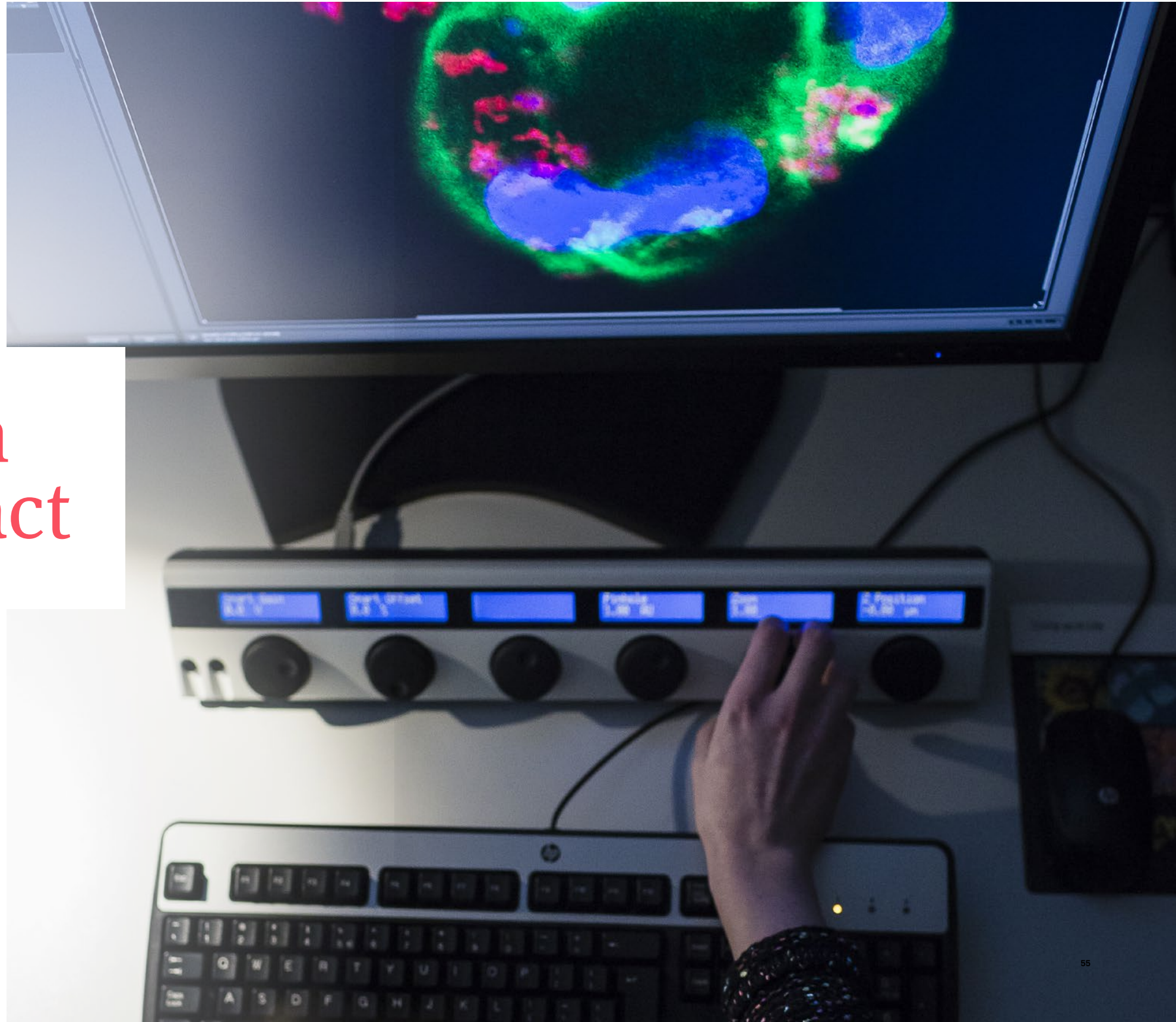
We will achieve this objective by:

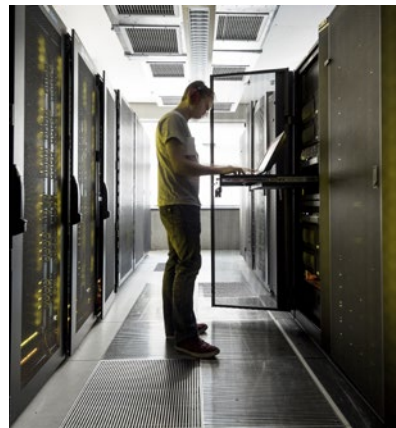
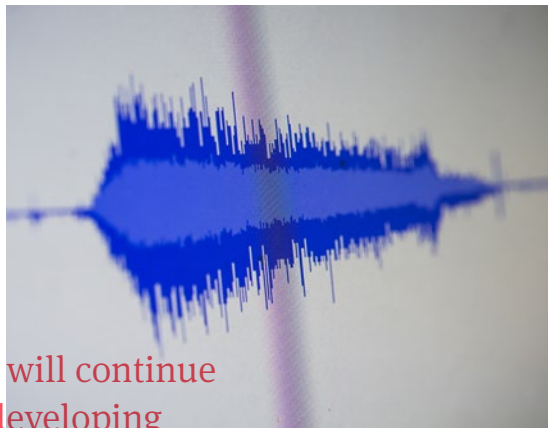
- finalizing the THI structure so that it functions as the umbrella for an interdisciplinary multi-organizational academic health centre that meets government plans for the Dublin Midlands Hospital Group and ultimate movement to the planned independent hospital trust structure
- establishing an administrative structure that supports this new model which would include a multidisciplinary research, translational and practice development agenda that is responsive to change, leads to improvements in the management of healthcare and informs new understanding of disease mechanisms and treatment delivery.

Trinity aims to promote healthcare excellence, underpinned by research and education, with innovation at its core

06

Research For Impact





Our strategy will continue to focus on developing interdisciplinary research and scholarship of international significance

B6.1 Trinity Research Directions

In the period 2014–19, we will build and enhance Trinity's deep disciplinary knowledge, recognizing it as the crucial attribute of a university of global consequence and an essential foundation for launching interdisciplinary initiatives. Our strategy will continue to focus on developing interdisciplinary research and scholarship of international significance. Trinity will maximize its research impact and enhance Ireland's global reputation as a location for knowledge creation.

In the 2011–14 period, interdisciplinary research has been organized into 21 research themes as follows: Ageing; Cancer; Creative Arts Practice; Creative Technologies; Digital Humanities; Genes and Society; Identities in Transformation; Immunology, Inflammation and Infection; Inclusive Society; Intelligent Content and Communications; International Development; International Integration; Making Ireland; Manuscript, Book and Print Cultures; Mathematics of Complexity; Nanoscience and Materials; Neuroscience; Next Generation Medical Devices; Smart and Sustainable Cities; Sustainable Environment; and Telecommunications.

At the highest level, these research themes are conceptualized as addressing seven research directions of:

- health
- creativity
- sustainability
- society
- independence
- technology
- content

(See figure 3, pp.60–61.)

The strategy is to maximize impact underpinning each one by organizational structures that are

- internal to the university (e.g., Trinity Research Institutes), or
- external to the university via strategic partnerships (e.g., the Royal Irish Academy of Music), or
- national initiatives led by Trinity (e.g., Science Foundation Ireland-funded AMBER Centre).

Trinity recognizes that developing interdisciplinary research programmes of truly international significance requires focus. Under the strategic plan we will identify, by means of an international review, those research activities in which the university is already, or might soon be, recognized as a world reference point. We will also identify currently emergent areas that might be enabled to grow in significance over time. Criteria used will be the breadth of staff involved at all career levels—without dependence on one or a small number of individuals—significant recognized contribution to knowledge, and the existence of a common research mission addressing a question of acknowledged significance to society. Such areas will be supported by prioritized access to strategic-staffing programmes, strategic funding, space, and other resources available to the university.

We will achieve the objective of greater research impact by:

- completing the comprehensive review of our 21 research themes commenced in April 2014, and thereafter continuing to examine how dynamic reconfigurations can improve research impact
- increasing our focus on interdisciplinary research by promoting and encouraging openness across disciplinary boundaries and cultures
- further establishing a culture of recognition where success in research and scholarship is acknowledged and celebrated
- fostering and rewarding interdisciplinarity and collaboration while simultaneously valuing the individual scholar
- developing a framework for supporting acknowledged and emergent areas of research excellence
- using the results to inform our Global Research Question (see Global Research Question below).



B6.2 Research Environments

A *sine qua non* for research excellence is world-class infrastructure that supports multidisciplinary collaboration, international research partnerships, and multifaceted relationships with industry and other critical actors. It must also facilitate public engagement with research questions of societal concern and global challenge. We will significantly enhance the quantity and quality of our research environments over the period of this plan to ensure that Trinity's research excellence is enhanced and its impact increased.

Through the execution of an Estates and Infrastructure Development Plan, we will:

- complete the Trinity Business and Innovation Hub that will incorporate the new Trinity School of Business and an Innovation and Entrepreneurship Hub and become an integrative force for innovation and a driver for translational research
- design and build a landmark new structure to house engineering and the natural sciences in E3—the Engineering, Energy and Environment Institute. E3 will advance research that addresses Ireland's economic priorities, contributing to growth, competitiveness and job creation
- work with our partners to create a Cancer Institute, which will consolidate cancer-related activities, including cancer care, research and education, on one location providing an unparalleled opportunity to improve cancer care based on cutting-edge research
- enhance facilities in the Library to allow for greater global access to the research collections accelerating access to unique and distinctive Library content to activate new areas of scholarship; harnessing library expertise in user behaviour and content to partner in research themes; developing data management protocols to ensure the longevity of research outputs.

B6.3 Global Research Question

Universities around the world constitute the largest group of researchers with the freedom to address the great questions facing the future of humankind. As a non-profit institution working for the public good, there is an opportunity for Trinity to address a global research question (GRQ), perhaps together with other like-minded bodies, in a way that enhances Ireland's reputation on the world stage, and that will have a long-term positive global impact.

In the course of this Strategic Plan 2014–19, we will:

- address a GRQ that will play to the strengths of Trinity, in terms of the mission of the university and the skills and resources of its staff, and announce the GRQ within the first year of this strategic plan
- identify appropriate partners, and establish a global network of universities, research institutes, and non-governmental organizations who together can make a meaningful, long-term intervention in addressing a research question of global importance
- make a discernible impact on a GRQ, leading to recognizable change in practical outcomes.

We will significantly enhance the quantity and quality of our research environments over the period of this plan

B6.4 Research Outputs

A university that competes globally for talented students and staff, and for industry research contracts and strategic partnerships cannot but recognize the importance of the international rankings, notwithstanding concerns about their limitations. Therefore an objective of the university is to maximize its position in selected world university rankings.

We will achieve this objective by:

- setting a target to improve Trinity's position amongst the top 20 universities in Europe in at least one major world university ranking, and to place Trinity in the upper levels of the top 100 in the world in at least one major world university ranking and promote this target as a common mission for the college community
- reinforcing areas of strength that have currently high-performing researchers who are capable of immediately contributing to Trinity's research mission and reputation
- seeking to enhance research strength in other areas by supporting researchers who have the potential to contribute further to the university's research output and rankings performance
- securing at least 25 European Research Council (ERC) awards, and securing research funding of €125m from the Horizon 2020 programme
- instituting a university-wide, discipline-specific mentoring scheme to support staff in achieving appropriate levels of research performance aligned with a multi-annual, individual, research-planning process.

Figure 3

Trinity Research Directions

Figure 3. A diagrammatic representation showing the seven Research Directions that cover Trinity's current 21 research themes. Each research direction is shown with a link to the underpinning organizational structures that drive the university's interdisciplinary research.

01 HEALTH

- Cancer Institute
- Trinity Biomedical Sciences Institute
- Clinical Research Facility

03 CREATIVITY

- The Connector
- Trinity Long Room Hub
- Royal Irish Academy of Music
- The Lir Academy

05 CONTENT

- The Library
- Trinity Long Room Hub
- Learnovate Centre
- CNGL – Centre for Global Intelligent Content

06 INDEPENDENCE

- Trinity College Institute of Neuroscience
- Mercer's Institute for Successful Ageing



■ STRATEGIC PLAN INITIATIVE

■ TRINITY RESEARCH INSTITUTE

■ EXISTING INITIATIVE

02 TECHNOLOGY

- E3 – Engineering, Energy and Environment Institute
- CRANN – Centre for Research on Adaptive Nanostructures and Nanodevices
- CTVR – Telecommunications Research Centre
- AMBER – Advanced Materials and Bioengineering Research

04 SUSTAINABILITY

- E3 – Engineering, Energy and Environment Institute
- Trinity International Development Initiative

07 SOCIETY

- Trinity Long Room Hub
- Institute For International Integration Studies
- Trinity International Development Initiative



We provide a liberal environment where independence of thought is highly valued and where all are encouraged to achieve their full potential.

We will fearlessly engage in actions that advance the cause of a pluralistic, just, and sustainable society.

07

Engage Wider Society



C7.1 Staff Engagement in the Public Square

Over the centuries, Trinity's staff, students and alumni have helped shape the social, political, cultural and economic landscape of Ireland and the world. From science to literature, from politics to philosophy, the Trinity story has drawn inspiration from the capacity to engage constructively with the public square. Some Trinity graduates have won Nobel prizes; more have made less public, but still extremely valuable, contributions in their communities.

We will build on this tradition of engaged citizenship by:

- communicating, via high-quality national and international media channels, Trinity's achievements in education and research so that the public can fully appreciate and benefit from our work
- bringing major international thought-leaders to Ireland for public discussions and promoting Trinity as an itinerary destination for world leaders on visits to Ireland where staff and students and the general public can have structured opportunities to engage with them
- hosting Trinity Research Expos to showcase the real-world application of the work of Trinity Research and Innovation, LaunchBox and other initiatives
- encouraging Trinity academics to write expert opinion pieces and create more video content dealing with specific discoveries
- using scheduled video blogs, webinars, and e-zines to share the success stories of staff across academic and administrative areas
- leveraging cross-promotion opportunities with major national events that attract younger people, where Trinity should have a presence.

C7.2 Trinity Visitor Experience

Trinity College currently welcomes over one million visitors annually. It is one of Ireland's foremost visitor attractions. Among our visitors are tourists, prospective students and their families, returning alumni, and visiting faculty. We aim to engage all visitors with the college's heritage, its museum collections, and the breadth of its cultural and scientific achievements.

We will achieve this objective through the Trinity Visitor Experience plan¹³ that will be executed in 2014–19 by:

- providing welcoming and easy-to-find spaces and services for visitors, thus facilitating a deeper interaction for them with the work of the university
- providing facilities to support experiential learning for students and connecting the public with the academic life of the university
- increasing the operating surplus on ancillary commercial activities by 20%
- improving stewardship of collections through the provision of modern facilities for manuscripts and early printed books in the Library
- improving and enhancing conservation measures in the Long Room and improving the visitor experience therein
- developing physical and virtual contemporary exhibitions of Library Treasures as a 21st-century experience of world-heritage items, uniquely in the context of a university environment
- extending the Library Shop
- creating the Berkeley Exhibition Hall for student exhibitions and for showcasing Trinity content, research and innovation

- improving Trinity entrances, and creating a Visitor Reception Area
- creating the virtual campus, bringing our campus tours and collections to the mobile and desktop digital environment for visitors whose attention will be captured by targeted social marketing.

The above actions will be incorporated into the Estates and Infrastructure Development Plan.





C7.3 Relationship with the City

Trinity's campus community of some 3,000 staff and 17,000 students plays an important part in the life of the city. Most members of this community work and study in the main campus which sits at the mid-point of Dublin's main north-south axis at the confluence of the cultural, political, technology and business districts. Together with the staff and students in Trinity's main teaching hospitals – St James's Hospital, the largest hospital in the state, and Tallaght Hospital located in Dublin's western suburbs – our staff and students play an important part in making Dublin a successful city in which to live and work.

We will develop our relationships with the city by:

- partnering with government to play our part in advancing Dublin's reputation as a global city
- collaborating with enterprise, state agencies and other educational institutions to help drive Dublin's innovation ecosystem
- acting as a catalyst for the creative and cultural arts in the city through the Trinity Creative Initiative¹⁴ which *inter alia* aims to strengthen our relationships with municipal and national cultural institutions, including galleries, libraries, archives, theatres and other creative and performance spaces
- promoting environmental sustainability, in partnership with Dublin City Council's 'Greening the City' initiative and developing, via the Estates and Infrastructure Development Plan, a campus infrastructure in line with this objective
- maintaining effective lines of communication with Dublin City Council and the City Manager.

C7.4 Neighbours and Community Liaison

Recognizing Trinity's civic responsibility, particularly to the communities in its immediate hinterland, and acknowledging the contributions our neighbours make to the life and work of the university, Trinity aims to continue to develop and enhance its relationships with the communities living alongside it, with whom it shares many challenges and opportunities, and on whom Trinity's steady growth and expansion has had an impact.

We will achieve this objective by:

- continuing to support the work of the Community Liaison Officer in discharging the dual role of ambassador to the local communities, giving an account of the college's current and planned initiatives, and communicator to the college of the concerns, interests and needs of the local community through a direct line of connection to the Provost
- maintaining continuous communication with local stakeholders on matters of significant interchange, including the oversight of major ongoing programmes of community/college engagement such as the Voluntary Tuition Programme, several shared sports programmes, and the Sports Day
- being represented by the Community Liaison Officer on a number of organizations of community interest and development including Dublin City Council's Strategic Finance Committee, the local Revitalising Areas by Planning, Investment and Development (RAPID) committee and the Local Enterprise Board

- addressing issues of concern associated with Trinity's building, reconstruction and maintenance work in areas within the neighbourhood
- engaging the local community with the academic activity of the university through, for example, the 'Trinity and its Neighbours' project, a cultural programme that has resulted in the publication of the first oral history of Trinity's relations with the local community since the early 20th century, the hugely successful series of free extramural lectures concerning local history and local historical figures, and reports of recent research developments in science, technology and medicine.

Trinity aims to continue to develop and enhance its relationships with the communities living alongside it, with whom it shares many challenges and opportunities

08

Demonstrate Institutional Leadership



C8.1 Sustainable Campus

Trinity aspires to be a global leader in university sustainability. The college's properties comprise a significant and integral part of the Dublin conurbation. Trinity has a responsibility to conduct its activities in a manner that protects and enhances the environment, conserves natural resources, reduces greenhouse gas emissions, and supports society as a whole. Much progress has been made in these areas since 2008, marked by the award of the Green Flag campus status in 2013 for which Trinity committed to a series of objectives for energy and carbon emissions, waste management/litter reduction, water and waste-water management, sustainable transport, resource use, biodiversity, green procurement, education and research, communication and student involvement. Our objective is to move further towards becoming a sustainable campus, a key measure of which will be to become the first university in Ireland to join the eminent group of visionary universities constituting the International Sustainable Campus Network (ISCN).

We will achieve this objective by:

- publishing an Annual Sustainability Report, including carbon, energy, waste, transport and water consumption data
- ensuring, through the Estates and Infrastructure Development Plan, that all new buildings (in particular our E3 development), refurbishments, and purchases comply with and, where possible, exceed, energy-efficiency standards
- promoting research into, and teaching on, sustainability issues as well as promoting the campus as a living laboratory
- setting up a Sustainable Campus Advisory Group and appointing a sustainability champion

- undertaking sustainability audits and engaging campus users in sustainability targets
- working towards developing an environmental management system and an energy management system
- publishing a carbon footprint and action plan for reducing carbon emissions
- fostering links with Dublin City Council's 'Greening the City' and with national and EU smart city and other relevant initiatives.

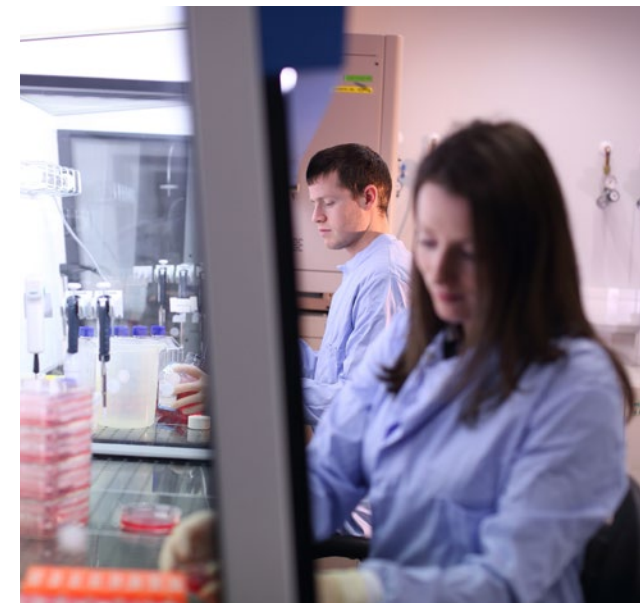
C8.2 Equality, Diversity and the Irish Language

Commitments to equality and diversity are values on which Trinity's excellence relies. To this end we are committed to creating an inclusive, diverse and pluralist college community and a positive environment in which all can participate, and all are recognized fully for their contributions. We are committed on all equality grounds to protecting staff and students from discrimination and to ensuring that diversity is promoted and celebrated. We are committed to the Irish language as a central aspect of college life and as a valued element of college diversity. We will continue to support the use and promotion of the Irish language, and to improve Irish language services.

We will achieve this objective by:

- embedding the commitment to equality and diversity in all policies and practices and further developing diversity awareness and training programmes
- advancing a structural change process to incorporate gender-balanced representation at all stages and levels, thereby enhancing the quality of Trinity's institutional decision-making

- acting as a national leader to promote the introduction of the Athena SWAN¹⁵ Charter to Ireland and pursuing institutional and school-level Athena SWAN Awards, thereby providing a proven framework through which our position on gender equality can be measured and improved
- promoting the Equality Policy, Dignity and Respect Policy and the Gender Identity and Gender Expression Policy
- promoting the employment of people with disabilities, improving their retention and recognizing their contributions
- further developing our supports and training through projects like ConnectAbility
- taking a leading role in sectoral and national initiatives to promote diversity and seeking to raise the university's profile as an inclusive organization
- implementing the *Official Languages Act, 2003*, and our own Irish language schemes
- increasing the number of public Irish-language events hosted on campus, and raising awareness of Trinity's Irish-language services and events
- facilitating Irish-language training for all staff in the university, increasing the numbers of staff obtaining a European Certificate in Irish qualification, and developing creative partnerships with Irish language organizations.



We are committed to creating an inclusive, diverse and pluralist college community and a positive environment in which all can participate

C8.3 Volunteering, Public Service and Civic Engagement

Trinity aims to embed a culture of volunteering, public service and engagement amongst staff and students, and to promote this objective nationally and internationally, especially through our involvement with the Campus Engage National Network.¹⁶

We will achieve these objectives by:

- facilitating opportunities for community-university partnerships and supporting campus-community volunteering opportunities
- providing students with the opportunity for experiential learning, integrated, where possible, into credit-based modules
- formally recognizing student engagement and volunteering by means of an extended transcript with validation of co- or extra-curricular activities, and encouraging reflective learning through e-portfolios
- providing a support framework for student volunteering through the Civic Engagement Officer and the development of a volunteering database
- supporting the development of community-based research, for example, through Knowledge Shop and Science Gallery
- encouraging staff volunteering and community-based research through an Engagement Award
- undertaking research to build an evidence base for the positive social impact of civic-engagement activity, building awareness of the role of higher education civic engagement with potential stakeholders and policy makers and promoting debate to inform the national policy framework for civic engagement.

C8.4 Trinity EngAGE

As an institution, Trinity is well-positioned to contribute to the public good as a proponent and enabler of positive ageing. Our multidisciplinary research expertise will be channelled through the Trinity EngAGE Centre for Research in Ageing. Trinity EngAGE will provide formal leadership in co-ordinating ageing research across four domains: mind, body, social environment and the built environment. In collaboration with the teaching hospitals, St James's and Tallaght, Trinity EngAGE intends to further connect students and academic, clinical and research staff to focus on inclusive participation and reciprocal learning, thereby advancing healthy ageing and making a significant contribution to society.

We will achieve this objective by:

- promoting knowledge exchange between Trinity researchers and the public in order to offer life-long learning opportunities and empower a science-literate population that can advocate for its own health
- cultivating multidisciplinary and collaborative research so that a greater understanding of the biological, social and environmental components of healthy ageing emerges
- advancing evidence-based research that generates innovative technologies and informs social policies so that health and well-being are improved across the lifespan
- promoting the University of the Third Age (U3A).



Trinity aims to embed a culture of volunteering, public service and engagement amongst staff and students

09

Secure Trinity's Future





As a major social and cultural institution, the university has a significant role to play in the creation and development of a more just society



C9.1 Global Citizenship

Ego mundi civis esse cupio ('I long to be a citizen of the world'), said the great European humanist, Erasmus. And it is through embracing this common citizenship among the college community that we will build solid foundations for our vision as a university of global consequence. It will forge Trinity's global impact through the excellence of its research and scholarship, the global activities of its alumni networks, and the profile of its public engagement. As an educational institution we will promote the practice of global citizenship in all our activities and create an international and cosmopolitan academic community of students and staff.

We will achieve this by:

- extending our communications to international and global channels
- creating valuable partnerships (academic, corporate, philanthropic) with institutions around the world
- promoting the sustainability of global activities in balance with national interests among our students
- being an exemplar integrating a diverse student body into a collegiate community
- continuing to recruit talented staff from around the world, thereby enhancing the diversity of our institution
- preparing all students for a life of global citizenship by providing, for example, opportunities under the Global Relations Strategy II
- continuing to drive our Open Access Publications Policy, so as to ensure that our research has the widest global reach and impact, and is accessible, particularly to academics in lower-income countries
- providing leadership on matters of major global concern by drawing on our multidisciplinary research excellence, and communicating its significance and impact to the public.

C9.2 Ethical Responsibilities

As a major social and cultural institution, the university has a significant role to play in the creation and development of a more just society. In Trinity we pursue this task collaboratively, with our international and national research and educational partners, and also through our students and alumni. We aim to be a responsible local and global actor, to conduct our activities to the highest ethical standards and to promote the values of equality, pluralism, and sustainability in our work. We aim to do this in multiple ways and venues, not only through the impact of our research, but also especially by educating our students to be ethical leaders in the fields of politics, science, culture, business and industry, healthcare and law.

We will achieve this objective by

- embedding the skills of independent thought and action throughout our curricula and promoting the values of pluralism, social justice and environmental sustainability in our wider engagement
- cultivating an academic culture that respects the dignity of person and the sustainability of the natural world and ensuring that all our research, including that of our students, is conducted to the highest ethical standards.

C9.3 Identity

The identity that Trinity presents to the outside world expresses and embodies the university's mission, vision and values, with each generation renewing and re-invigorating that identity cognizant that how that identity is expressed is not only the decision of the present generation, but is forged in partnership with the past and with an awareness of the future. In our own time, Trinity's identity should be consistent with its vision as a university of global consequence. In common with other institutions that share this ambition, Trinity faces a challenge in communicating the social and economic benefits that accrue locally from that vision, as well as in articulating the step-change needed to increase its global impact. Recent analysis commissioned by the college suggests that there are many positive, and some negative, aspects to the public's perceptions of Trinity's work, and its role in Irish society, and that Trinity will benefit from a formal analysis of its public identity in accordance with the highest norms of professional practice. With this in mind, our objective is to better articulate, develop and communicate our identity in diverse fora, and to many different audiences.

In our own time,
Trinity's identity should
be consistent with its
vision as a university
of global consequence

We will achieve our objectives regarding identity by:

- continuing to articulate the importance of Trinity's identity as the vehicle through which our mission, vision and values are communicated, recognizing the need to consult with the college community, including retired staff and alumni, and ensuring that a balance is achieved between the heritage elements of Trinity's identity and the innovation in education and research articulated in this strategy
- completing the work on visual identity (including logotype) and ensuring optimal consistency across the university
- developing the university's identity abroad, including through partnerships and joint ventures with institutions with which we share a common mission
- extending public engagement to a global basis through the Global Relations Strategy II
- continuing to renew our identity in the context of the evolution of our mission.

C9.4 Delivering our mission – the next steps

This strategic plan sets out to secure Trinity's future so that it will continue to play its pivotal role in helping Ireland to become a most productive place in which to invent, work and learn and a most civilized place in which to live and contribute to local and global society.

To achieve this, it will be imperative to garner the political and societal support needed to ensure that Trinity's mission resonates with and reflects the educational and research needs and ambitions of society.

Essential, too, is the task of securing a sustainable financial basis for the future; this will continue to be a major focus of our attention in the coming years. Trinity will aim to:

- generate a historical cost surplus of at least 2% – 3% p.a. by 2018/19
- provide 1% of its turnover for investment in its existing infrastructure
- achieve an Exchequer/non-Exchequer income ratio of 40:60 and a pay/non pay ratio of 65:35 by 2018/19
- ensure that its net assets remain above €800m
- grow the Endowment Fund to more than €180m.

Ultimately this can only be assured by delivering excellence in the areas that are of enduring significance for society. Whatever the new activities in education and research that are undertaken, we will remain true to the values that have sustained the university over many years. We will retain Trinity's quality standards and distinctiveness and will be

fearless in changing when change is required. We will seek out external views from our alumni and friends, engaging them in the work of Trinity through the College Board, the Trinity Foundation, our Advisory Boards and our Governance Boards of Institutes and Centres. We will also seek the views of those who have not been directly involved with us up to now and we will put all these external perspectives to work for us. We will be true to our identity of innovation within tradition, and will be ready to take risks in a prudential manner when the potential pay back is high.

To help identify where the future challenges lie, we will look at achieving the 'Next Level' goals by:

- aligning all the groups that make up the wider Trinity community behind this plan, ensuring there is a common vision and a common understanding, by creating a fully elaborated 'case for support' which will be presented to the public within 12 months of the adoption of this plan and will form the basis of a campaign for Trinity
- strengthening the bonds with our wider Trinity community (from students to alumni and friends and from our local neighbours to government) to build a commitment to the vision
- engaging with government, its agencies, business, NGOs and all relevant stakeholders to ensure there is clear alignment with their strategies for Ireland and to encourage their active participation in achieving this plan.



Endnotes

⁰¹ *National Strategy for Higher Education to 2030*, Report of the Strategy Group, January 2011.

⁰² On 1 July 2014 the Department of Education and Skills announced the establishment of an Expert Group to consider the long-term sustainable funding of Irish higher education, with a final report expected no later than 31 December 2015.

⁰³ *Higher Education System Performance First report 2014–2016* Report of The Higher Education Authority to the Minister for Education and Skills, published 11 June 2014.

⁰⁴ The college-wide information strategy will be linked to and enable the implementation of the college's strategies in Online Education, Library, Communications and Trinity Visitor Experience.

⁰⁵ Global Relations Strategy review approved by the Trinity College Board, 28 May 2014.

⁰⁶ A Trinity Technological-Enhanced and Online Education Initiative approved by the Trinity College Board, 19 June 2013.

⁰⁷ The Estates and Infrastructure Development Plan will involve extensive consultation, and will be completed by end 2015.

⁰⁸ Approved by the Trinity College Board, 26 June 2013.

⁰⁹ *Trinity College Dublin Code of Governance 2013*, based upon the sectoral code *Governance of Irish Universities, 2012* and adopted by the Trinity College Board on 19 June 2013.

¹⁰ Approved by the Trinity College Board on 26 June 2013 and available at www.tcd.ie/innovation.

¹¹ The full approach is available at www.tcd.ie/innovation/exchange/

¹² Higher Education Authority, *Report to the Minister for Education and Skills on System Reconfiguration, Inter-institutional Collaboration and System Governance in Irish Higher Education*, 17 April 2013.

¹³ Overall integrated approach approved by the Trinity College Board, 25 June 2014.

¹⁴ Trinity Creative Initiative is a project under development which aims to develop Trinity's role in supporting the Creative and Cultural Industries.

¹⁵ Athena SWAN Charter has been developed to encourage and recognize commitment to combating this underrepresentation and advancing the careers of women in STEMM research and academia, see www.ecu.ac.uk/equality-charter-marks/athena-swan/

¹⁶ See www.campusengage.ie/about-campus-engage

Mission

We provide a liberal environment where independence of thought is highly valued and where all are encouraged to achieve their full potential.

WE WILL:

A Encompass an ever more diverse student community, providing a distinctive education based on academic excellence and a transformative student experience.

B Undertake research at the frontiers of disciplines, spurring on the development of new interdisciplinary fields and making a catalysing impact on local innovation and on addressing global challenges.

C Fearlessly engage in actions that advance the cause of a pluralistic, just, and sustainable society.

01 Strengthen Community

- A1.1 Access & participation
- A1.2 Internationalization
- A1.3 Online students
- A1.4 Student-to-alumnus transition & alumni engagement

02 Promote Student Life

- A2.1 Transition to College
- A2.2 Student environments
- A2.3 Student services, tutorship & registry
- A2.4 Student-led activity

03 Renew the Trinity Education

- A3.1 Curriculum
- A3.2 21st-Century skills
- A3.3 Employer relationships & careers
- A3.4 Continuous professional development

04 Activate Talents

- B4.1 Talent acquisition and development
- B4.2 Flexible organization
- B4.3 Teaching, learning & research academy
- B4.4 Trinity governance

05 Build Valuable Partnerships

- B5.1 Innovation ecosystem
- B5.2 National collaborations
- B5.3 Trinity as a creative arts catalyst
- B5.4 Trinity Health Ireland & the Dublin Midlands Hospital Group

06 Research for Impact

- B6.1 Trinity research directions
- B6.2 Research environments
- B6.3 Global research question
- B6.4 Research outputs

07 Engage Wider Society

- C7.1 Staff engagement in the public square
- C7.2 Trinity visitor experience
- C7.3 Relationship with the city
- C7.4 Neighbours & community liaison

08 Demonstrate Institutional Leadership

- C8.1 Sustainable campus
- C8.2 Equality, diversity & the Irish language
- C8.3 Volunteering, public service, & civic engagement
- C8.4 Trinity EngAGE

09 Secure Trinity's Future

- C9.1 Global citizenship
- C9.2 Ethical responsibilities
- C9.3 Identity
- C9.4 Delivering our mission – the next steps

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