
Trinity College Dublin

Strategic Plan 2009—2014



TRINITY COLLEGE DUBLIN
COLÁISTE NA TRÍONÓIDE, BAILE ÁTHA CLIATH

THE
UNIVERSITY
OF DUBLIN

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Provost's Foreword

Trinity College Dublin's second strategic plan is focused on the period 2009 to 2014. In articulating the mission and goals of this university, we were mindful of addressing the needs of our students and future society while adhering to the values that have stood the test of time over many generations.

In Trinity's last strategic plan (2003 to 2008), we focused on the development of excellence in research and graduate education to complement the long-standing undergraduate programme and positive student experience. We also carried out considerable restructuring of our academic units and our resource allocation mechanism to prepare for a more challenging and rapidly changing environment. By all metrics, our plan has been successful in consolidating the university's position as a research-led university at the forefront of education and research both nationally and internationally.

In Trinity's new strategic plan (2009 to 2014), we are building on our achievements with a balanced approach to education, research and innovation. Innovation in our plan includes the very important area of knowledge transfer, but it is also emphasised as a feature in everything that we do—setting more ambitious targets for our undergraduate performance, transforming graduate education and knowledge transfer, consolidating and scaling research strengths and impact, undertaking ground-breaking new alliances, bringing the importance of quality engagement with the local community and wider society to the fore, and delivering value for money through good management and governance.

We are taking a specific approach to strategic planning. The product of extensive consultation across the College, the new plan as presented is at a high level, setting out both aspirations and well-defined targets for the university as a whole. A detailed implementation plan developed by the Schools and Central Services will follow which will lay out very specific steps to deliver the high-level goals.

The quality of Trinity's staff, students and alumni is one of our major strengths. We believe that this two-phased approach to strategic planning will allow every member of our community to contribute in a meaningful way to further positioning this university as one of the leading universities of the world.

I would like to thank Prof. Patrick Prendergast, Vice-Provost and Chief Academic Officer, for stewarding this new plan from conception to completion, and all those groups that helped to develop the different sections. I would also like to thank the College community for participating in and supporting this ongoing process which is so important to the future of this great university.

Dr John Hegarty

PROVOST

Values

We value

- the university as an interactive, multidisciplinary community with a passion for ideas and a love of learning,
- opportunities to achieve excellence in a challenging, yet nurturing environment,
- the inclusivity of our community, which offers equality of access and opportunity to all, seeking out and recognizing talent wherever it exists,
- international recognition for our research and the building of academic strengths through teamwork and collegiality,
- the interdependence of teaching and research, and the diversity of our research and teaching methods,
- creativity and innovation, including the development of an entrepreneurial spirit among staff and students, to deliver the widest benefit to society,
- national and international collaborations forged by students, staff, alumni and friends,
- the engagement of staff and students in public discourse,
- our role as a creative hub for Ireland in the heart of Dublin city,
- our use of the most effective instruments to apply our values, including:
 - *autonomy in the management of resources, matched by clear and transparent accountability to society, and*
 - *academic freedom to pursue all avenues of enquiry and to disseminate the results of research and scholarship.*

Vision and Mission

Trinity College Dublin was founded in 1592 with a university charter from Queen Elizabeth I and by the grant of a site by Dublin Corporation.

Trinity has expanded over the centuries to become a modern university with some 15,600 students and 3,700 staff. It is now one of the great universities of the world, widely recognized for the high quality of its graduates, the international standing of its research and scholarship, and the value it places on contributing to Irish society and the wider world.

These achievements are a source of pride for the College community, and play their part in what makes Ireland unique on the world stage. We will build on these achievements with a vision that Trinity College Dublin will be further recognized as a university of global consequence—that we will make a yet greater impact commensurate with the talents of our students and staff.

Vision

Trinity College Dublin will further strengthen its reputation as a university of global consequence.

This vision will be achieved by giving practical expression to our values, and in particular by demonstrating a robust commitment to freedom of intellectual enquiry and expression, and to the value of the individual.

Mission

Through our research and teaching, we engage students and society in the quest for knowledge, seeking to achieve excellence in all we do, and responding with creativity and imagination to the challenges and opportunities of a shared future.

Executive Summary

From 2009 to 2014, Trinity College Dublin will

- promote education, research, and innovation as mutually reinforcing parts of an integrated community of scholars,
- increase student numbers by 15% to 18,000 in strategic areas, while maintaining the student:staff ratio through a specially funded new blood scheme,
- reinvigorate undergraduate education through the newly launched undergraduate curriculum encompassing core and elective parts, maximizing engagement of senior academic staff in research-led teaching, broadening access to 22% of admissions, achieving a 90% completion rate, and introducing a College-wide on-line teaching evaluation system,
- transform graduate education to facilitate more creative, innovative and entrepreneurial postgraduates, and launch the TCD-UCD Innovation Academy,
- continue the consolidation and growth of Trinity’s identified strengths in research and scholarship, and differentiate the major programmes of scale and their convergence towards the delivery of a sustainable society,
- introduce special initiatives to enhance the overall student experience, and particularly the experience of international students and students from non-traditional backgrounds,
- implement an Open Innovation approach to intellectual property to stimulate knowledge transfer and enterprise development, increase the rate of new campus company formation, and engage more effectively with enterprise,
- develop flagship collaborations across education, research and innovation to achieve international scale and impact:
 - *through our Creativity in the Community Programme collaborate with other institutions to promote Dublin as an international city of learning, culture and innovation,*
 - *the TCD–UCD Innovation Alliance,*
 - *the Trinity Academic Medical Centre with our affiliated teaching hospitals,*
- deliver major capital development programmes to underpin objectives for internationally competitive research and education:
 - *The Biosciences Institute, The Trinity Long Room Hub for the Humanities, and the Student Centre (€150m),*
 - *commence planning for the Social Sciences Institute, the Institute of Preventative Medicine at Tallaght Hospital, consolidation of Engineering and Natural Sciences, and new student accommodation (€200m),*
- streamline the College’s management processes through the implementation of new information systems.





This strategic plan sets out how we will further strengthen the performance of Trinity College—how we will establish its position as one of the elite group of universities that shape our world.



01

Trinity's Strategy for the Future

Trinity College Dublin is recognized internationally as Ireland's premier university. It is a multidisciplinary academic community where a passion for learning and discovery drives the academic mission, and where excellence is recognized and rewarded.

This strategic plan sets out how we will further strengthen the performance of Trinity College—how we will establish its position as one of the elite group of universities that shape our world.

The Strategic Approach

Our strategy is to build on Trinity's achievements by continuing to attract the best staff and students into the College community by demonstrating the exciting and inspiring opportunities that Trinity—uniquely—can offer.

We will continue to build an interactive, multidisciplinary community for the benefit of research and education, and we will ensure that the benefits translate into a superior student experience and meaningful engagement with society.

We will maximize our impact on society by outreach—from making a positive impact on our local neighbourhood in Dublin, to innovation and wealth creation for Ireland, to helping solve pressing problems of global importance.

The strategy will be delivered by carrying out a comprehensive set of actions. Each action was proposed by a strategic planning team and selected on the basis of consultation with the Schools, the administrative and support areas, student representatives, alumni groups, and the members of external advisory boards. The actions are grouped into four major themes reflecting the main thrusts of Trinity's activities.

These are:

- *education,*
- *knowledge generation and transfer,*
- *student experience,*
- *engagement with society.*

A fifth group of actions relate to ways in which we will enable the strategy through administration and support services.

This strategy will be brought to fruition by a combination of central action and devolved action by Schools. It builds on Trinity's entrepreneurial spirit by recognizing that income to the College is driven by academic and research activities in the Schools and Institutes in the first instance, supported and coordinated by Faculty and university structures. Therefore this plan involves actions of three kinds: central actions such as new building projects, for which funding is sourced centrally; academic and student support actions, which are driven by increased income to Schools from increased student numbers and research income; and actions that involve rationalization and/or increased efficiencies.

The External Context

This strategic plan is being introduced at a time of global economic downturn, a downturn that has been particularly acute in Ireland. This presents us, at the outset, with significant challenges and opportunities in a world where people and services have become highly mobile. Exchequer funding is reducing year on year, and may do so for the foreseeable future. Yet, simultaneously, society rightly expects universities to deliver more, in terms of both education and economic impact.

If Trinity College is to continue to move towards the forefront of the world's universities, we must expand our resource base. The College community must apply its collective mind to securing funds from diversified income sources and, most crucially, to ensuring that these funds are spent on improving the quality of our academic activities, always acting in accordance with our core values. The actions set out in this strategic plan are focused on this objective.

Accountability is an increasingly important issue. Accountability and autonomy go together in the governance of any university which is in receipt of significant government funding. There are three aspects to this accountability:

- *financial accountability, in spending and stewardship of resources,*
- *accountability for the quality of academic provision, including the student experience, and*
- *accountability for maximizing the economic and social impact of society's investment in the university.*

In relation to the first aspect, Trinity is committed to the very highest standards of financial probity and transparency, both to the College community and to the state on behalf of the taxpayer.

In relation to the second aspect, Trinity will enhance the quality of academic provision by further improving its internal quality procedures including completion of the learning outcomes project, continued engagement with external review by government agencies, and curriculum renewal and new course provision.

In relation to the third aspect of accountability, this strategic plan proposes several initiatives to further develop the social and economic impact of Trinity's activities, including the economic impact of investments in research and innovation, and the employability of our graduates.

This strategic plan relies on the principle of autonomy in decision-making, as this is critical to the effective deployment of resources. Allied with this is the concept of academic freedom—freedom for students and staff to pursue all avenues of enquiry and to disseminate the results of research and scholarship to best effect.

Achieving our vision of strengthening Trinity as a university of global consequence requires, above all else, recruitment of top-class academic staff for teaching and research through rigorous international competition, and maintaining an internationally competitive staff:student ratio. These staff need to work in an environment that sets ambitious research goals, and provides the resources they need to achieve these goals. Several actions in this strategic plan are aimed at enhancing the opportunities for outstanding research. Key among these actions is the identification of research priorities so that sufficient resources—including intellectual and physical resources—are brought together to create a critical mass of activity with the potential for making a global impact.

Collaboration is a major feature of this strategic plan. Collaboration can also create the critical mass needed to deliver effectively to our students and to society, and the collaborative actions in this plan cut across the major themes of education, knowledge generation and transfer, student experience, and engagement with society. The TCD-UCD Innovation Alliance is our flagship collaborative project; it aims to create a new dynamic for the innovation ecosystem in Ireland, and includes support from The Queen's University of Belfast. Integral to the Innovation Alliance is an academy for innovation and entrepreneurship training for graduate students.

A second strategic objective is the creation of an Academic Medical Centre together with the Adelaide and Meath Hospital Dublin, incorporating the National Children's Hospital and St James's Hospital, Dublin. The third strategic objective in collaboration is to promote Dublin as a city of culture, learning, and innovation. Trinity is committed to coordinating the use of its resources to maximum effect to deliver this objective.

Trinity's strategy for the future builds on a record of creative achievement that goes back many centuries. The College does not need a revolution but a re-affirmation of core purpose and direction. The value system is strong, many courses are in high demand, and the passion for learning and discovery is as intense as ever, with Trinity having international prominence in many disciplines. Despite our proud record of achievement, we are not complacent; we have set in place an ambitious overarching vision that encompasses all areas of the College and we set out in this strategy a plan of action for achieving that vision.

ACTIONS

1.1— Build the Innovation Alliance

Trinity College Dublin and University College Dublin have launched the TCD-UCD Innovation Alliance, a radical initiative designed to trigger a step-change in Irish job creation and promote a dynamic, flexible and sustainable 'smart economy'. The vision is to establish an innovation ecosystem for Ireland, collaborating also with The Queen's University of Belfast, and with complementary interactions between enterprise, higher education and government, all helping to drive forward economic growth.

The Innovation Alliance is intended to be a key component of the proposed International Enterprise Development Hub, a ground-breaking partnership consisting of government agencies, the business sector and the venture capital community, that will pave the way for a new generation of indigenous enterprise in Ireland. Financing for the Innovation Alliance is being provided, in part, by coordinating funding from existing competitive programmes, and further funds will be sought from the state and industry under the Strategy for Science, Technology and Innovation, from the Programme for Research in Third Level Institutions, and by leveraging investments from Science Foundation Ireland and other agencies. Success of the Innovation Alliance is dependent on the continued availability of these funding streams in the future.

1.2— Create a Trinity Academic Medical Centre with affiliated teaching hospitals

The Academic Medical Centre (AMC) model is an integrated approach for delivering clinical care, providing excellence in medical education and training, delivering high-quality biomedical research and contributing to economic and social development. In collaboration with its affiliated teaching hospitals, Trinity College Dublin now proposes to build a dynamic relationship capable of transforming the biomedical arena.

The challenges in creating an AMC are considerable and require radically new governance models for academic medicine. It also requires the negotiation of alignment of priorities in terms of service delivery in an academically-aligned service plan, a consolidated research strategy, and the development of optimal human resource structures for efficient population of the academic strata within the new organisation. Because of these challenges, the risks attached to delivery of this action must be considered as high yet rewards are also considerable as a Trinity AMC would bring Trinity College and the hospitals to the forefront of international best practice in medicine and the health sciences. Considerable executive time and resources are committed to the delivery of this action.

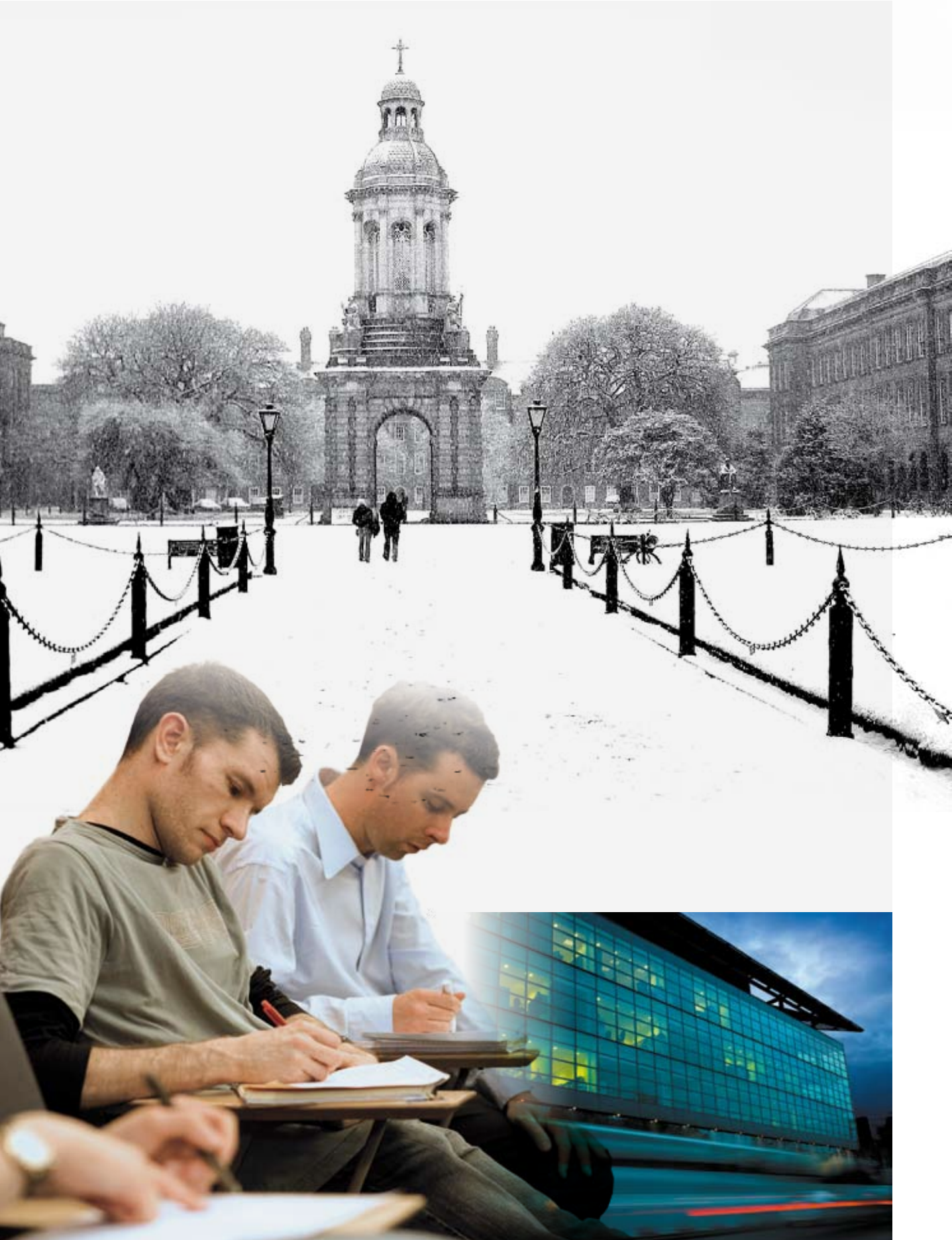
1.3 — Promote Dublin as city of learning, culture and innovation

Through our policy of Creativity in the Community, Trinity is committed to maximizing its contribution to making Dublin an internationally renowned university city—an urban centre for learning, culture, and innovation—by breaking down the perceived barriers between the activities of the College and city life.

Our new infrastructure projects will follow the Naughton Institute model, by engaging positively with the wider city community. We will make the College's cultural resources, including our unique and diverse artistic and academic collections, more accessible and inviting.

Trinity will play a key part in the Dublin: European City of Science 2012 initiative. We will augment the College's relationships with civic bodies such as Dublin City Council, Dublin Chamber of Commerce and the Cultural Alliance around the concept of Dublin as a creative and innovative place to live and work.







Our vision for 2014 is of a university providing further leadership in education while being fully responsive to the changing needs of society. Opportunities to study in Trinity will be broadened through increased access and provision of new courses—total student numbers will have increased by 15%.



02

Education

Education of future generations is the true purpose of a university, and Trinity’s foundation documents attest to this. Writing to potential benefactors in the early 1590s, Trinity’s first Provost hailed the College as ‘a source of civility and learning for your children, and your children’s children’.

Our vision for 2014 is of a university providing further leadership in education while being fully responsive to the changing needs of society. Opportunities to study in Trinity will be broadened through increased access and provision of new courses—total student numbers will have increased by 15%

The majority of actions will be funded within existing resources, or by increased income deriving from increases in student numbers. Specific actions (stated in each case) are funded from external sources and the completion of those actions is dependent on these funds being secured.

Excellence in teaching and learning

We are accountable to our students and to society for the quality of our teaching. We will continue to ensure high-quality teaching through reviews and reporting to external bodies, focusing always on maintaining the international reputation of University of Dublin degrees. Over the next five years we will introduce measures to enhance course delivery and to further match student demand with educational provision.

ACTIONS

2.1— Review course provision and the composition of the student body

We are committed to sustaining a multidisciplinary community and to responding to the increased demand for high-quality education. To deliver on these commitments in the current economic environment we will need to reconfigure our educational provision. We will

- review existing education programmes and prioritize the development of disciplines,
 - that have attained international excellence in terms of research and teaching strengths,
 - that have a particular relevance to economic and social development in Ireland,
 - where there is student demand for new programmes,
- review the undergraduate and postgraduate distribution of the student body to identify areas of potential growth to achieve an increase of the number of students to 18,000.

2.2— Strengthen the focus on quality assurance and improvement

We will make student evaluation of programme modules mandatory, with Schools using student feedback both to inform School reviews of the delivery and design of curricula, and to indicate possibilities for staff training. We will pilot a programme of reviews by alumni and provide opportunities for staff to participate in professional teaching courses for university lecturers. We will commission a new student administration system to enable better information management and planning.

2.3— Increase the use of learning technologies

We will introduce a new staff development programme focused on training and supporting staff in the application of new technologies for teaching and research purposes. We will develop a programme to provide information literacy and other learning skills. We will also provide an open-source learning platform to enhance the virtual learning environment (VLE).

Undergraduate education

Undergraduate education is an essential part of the university's service to society and is a strategic priority for Trinity College Dublin.

In the coming years the ethos and quality of undergraduate education will be maintained and developed through research-led teaching and curriculum renewal. Course provision will be aligned with student demand while maintaining our core value of being a multidiscipline university. We envisage further diversification of the student body through increased internationalization, and through greater participation by groups who are currently under-represented.

ACTIONS

2.4— Curriculum innovation in undergraduate education

Trinity College has a long tradition of commitment to maintaining and developing the breadth, depth, quality and uniqueness of its courses of study. From 2009 to 2014 we will

- implement the core and elective curriculum which offers students structured opportunities for taking modules in programmes outside their main discipline,
- further ensure that teaching is research-led, with independent research an integral part of every undergraduate programme, and with increasing use of teaching methods that promote critical thinking, creativity and innovation.

2.5— Dedicate resources to enhance the delivery of the undergraduate curriculum

- recognizing the value of professorial leadership in teaching, Trinity will continue to promote the policy that all professors deliver undergraduate courses with particular emphasis placed on teaching in the Freshman years, and
- we will facilitate the move to small-group teaching by providing more small-group teaching space (see Action 6.8).

2.6— Improve retention on undergraduate programmes

The current high retention rate of 85% on undergraduate courses is testament to the high quality of Trinity's undergraduate programmes. To improve on this success Trinity will strive for a 90% (or higher) undergraduate student retention rate while remaining committed to maintaining high standards of education. This will be done by a combination of actions relating to admissions and student services.

2.7— Implement College's Access Plan, 2009–13

We will continue to work with appropriate government agencies and other third-level institutions to understand and define the under-representation of certain social groups in higher education more accurately. The further development of existing pre-entry activities and alternative entry routes for students from disadvantaged socio-economic backgrounds, as well as for mature students and students with a disability, will increase the participation of these groups in the student body.

By incorporating access issues into staff development and training, and by including access as an area of responsibility at School administration level, we will ensure a heightened awareness of diversity as a dimension of College life. Specific targets for addressing this issue were set by the University Council at a meeting on 6 May 2009. These targets include a 22% entrance rate to Trinity by under-represented groups by 2013 and a 13% entrance rate by under-represented socio-economic groups. Achieving the targets is dependent on commitments in the National Plan for Equity of Access and on being able to maintain adequate resourcing of student support services.

2.8— Increase the proportion of international students

Each Faculty will coordinate an increase in the number of international students on selected courses. By 2014 a foundation programme for international students will have been developed to provide a new access route into the College's undergraduate programmes.

Graduate education

Trinity College Dublin is at the forefront of graduate education in Ireland. Trinity's current strategy emphasizes the importance of strong disciplinary foundations with appropriate skills training, aligned with cross-cutting and interdisciplinary research. The aim is to develop this further through the TCD-UCD Innovation Academy, a radical new departure bringing Ireland's two largest providers of graduate education together to transform the doctoral experience to create a new kind of Ph.D. graduate—one who is not only expert in his or her discipline but also creative and innovative and able to convert knowledge, ideas and inventions into economic and social benefits for society.

The establishment of the Innovation Academy is an immediate challenge. So too is the need to create more flexible frameworks for delivering graduate education and the need to embrace new learning technologies wherever possible. Other priorities include collaboration with other third-level institutions to achieve the rationalisation of courses, the appropriate recognition of prior learning, and the implementation of the Bologna process.

ACTIONS

2.9 — Establish the TCD-UCD Innovation Academy

The TCD-UCD Innovation Academy, which will be established as a component of the TCD-UCD Innovation Alliance, will provide training in innovation and entrepreneurship for Ph.D. students. The Academy will also coordinate the provision of generic and discipline-specific training in certain Graduate Research Education Programmes (GREPs). Funding for this action is currently being sought from the Programme for Research in Third Level Institutions (PRTL).

2.10 — Increase the number and scope of collaborative programmes with other universities and encourage mobility

Trinity will vigorously pursue opportunities to establish collaborative programmes for the provision of discipline-specific graduate courses, placing an emphasis on collaborating on Ph.D. programmes with other higher education institutions both in Ireland and abroad.

2.11 — Increase modularisation, flexibility and quality control in taught programmes

The process of modularisation of graduate courses will be completed by 2012. The process will apply both to modules that are part of named Master's degree courses and to modules that are part of Ph.D. training programmes. Opportunities for overlap between both types of modules will be exploited, and both modules and programmes will be aligned with the research and strategic aims of the university. Quality control mechanisms for modules and taught programmes will be enhanced.

2.12 — Increase the number of targeted Ph.D. studentships

We will increase the number of sponsored Ph.D. studentships, including those available to international students, and we will ensure that these are aligned with research strengths. We will also provide scholarships for graduate students for whom other special circumstances apply — for example students with disabilities.

2.13 — Enhancing the reputation of the Trinity Ph.D.

We will consolidate and brand the four-year Trinity Ph.D. programme, emphasising the balance between disciplinary flexibility and structure. We will ensure maximum flexibility in order to accommodate Bologna entry and exit points for incoming and outgoing students.

2.14 — Increase the number of international and non-EU graduate students

The proportion of international and non-EU postgraduate students will be increased from 13% to 20% and from 7% to 14% respectively.

Life-long learning

The College, through its active engagement in the Bologna process, and with the National Qualifications Authority and the National Access Office, will continue to review and align its practices in order to ensure the continued development and relevance of its life-long learning opportunities, where life-long learning includes continuous professional development.

ACTIONS

2.15 — Review and update the life-long learning policy

During 2010 we will review and update our existing life-long learning policy to reflect how the College contributes to contemporary and future economic requirements.

2.16 — Increase flexibility for progression in undergraduate studies

We will increase opportunities for progression from level 7 to level 8 in the College's undergraduate programmes.

2.17 — Increase the flexibility and modularisation of educational provision, and facilitate the recognition of achievement

We will ensure that students have the flexibility to accumulate modules over several years while working towards the achievement of an award. For life-long learning, students will achieve certification recognizing their participation in Trinity's academic programmes.







Our vision for 2014 is for a College where the excitement of scholarship and scientific discovery will be further embedded in the Trinity culture, where established fields will have grown to international scale and where new emerging fields—with demonstrated potential to enhance Trinity’s international profile—will be identified and supported. Flagship collaboration projects will be flourishing. An open innovation policy will be reaping rewards for Trinity, and for the nation.



03

Knowledge Generation and Transfer

It is by advancing knowledge that Trinity College Dublin confirms its position as one of the great universities of the world. The College is committed to excellence in research and scholarship and to recognizing, as a core value, that teaching and research are interdependent in a university. Annual elections to Fellowship of Trinity College Dublin whereby staff become part of the Body Corporate by virtue of their scholarly achievement is one of the ways that Trinity recognizes this commitment.

Our vision for 2014 is for a College where the excitement of scholarship and scientific discovery will be further embedded in the Trinity culture, where established fields will have grown to international scale and where new emerging fields—with demonstrated potential to enhance Trinity’s international profile—will be identified and supported. Flagship collaboration projects will be flourishing. An open innovation policy will be reaping rewards for Trinity, and for the nation.

The challenges faced in achieving this vision relate to

- *meaningful differentiation,*
- *increased global competition,*
- *sustainability,*
- *infrastructure pressures,*
- *recruitment and retention of the brightest and best investigators, and*
- *non-duplication.*

Research and scholarship

Trinity has a great reputation throughout the world for the depth of its scholarship spanning many generations and disciplines, Trinity’s academic staff continue this tradition with even greater force in the present generation. Research activities are diverse and spread across all disciplines.

As part of this strategic planning exercise, a research matrix encapsulating Trinity’s research capability has been developed (see over).

Trinity scholarship—a tradition of global excellence

Over more than 400 years of Trinity’s existence, our graduates have made great leaps of learning:

- from theologian James Ussher’s biblical chronology in 1658 purporting to date creation to the night preceding 23 October 4004 BC, to the identification of the first three human-specific genes in 2009,
- from the first description of an electron by George Johnston Stoney in the 1890s to the splitting of the atom by Nobel Laureate Ernest Walton in 1932,
- from the quaternions discovered by Sir William Rowan Hamilton in 1843 to their incorporation into laser technologies for accurate satellite-based Global Positioning Systems (GPS),
- from Vincent Barry’s cure for leprosy in 1954, and the development of a prototype for the nicotine patch in 1990, to current major breakthroughs on Alzheimer’s disease, malaria and multiple sclerosis.

Trinity includes among its alumni many distinguished literary figures. Jonathan Swift’s *Gulliver’s Travels* (1726) and Samuel Beckett’s *Waiting for Godot* (1953) are as provocative now as when first written; Bram Stoker’s *Dracula* (1897) and Oscar Wilde’s *The Importance of Being Earnest* (1895) continue to give pleasure and delight; Anne Enright’s *The Gathering* (2007) and Brendan Kennelly’s *Reservoir Voices* (2009) voice the otherwise unsayable.

Alumni of the university have also made notable contributions to philosophy and public affairs. These include the philosopher George Berkeley, the patriots Wolfe Tone and Robert Emmet, the political philosopher Edmund Burke, the Celtic scholar and first President of Ireland Douglas Hyde, and another former President of Ireland and former UN Human Rights Commissioner Mary Robinson, who continues to champion a vision of global social justice for our time.

FACULTIES	SCHOOLS	RESEARCH CENTRES
Arts, Humanities & Social Sciences	Business	Anti-Bullying Research
	Drama, Film & Music	Biodiversity & Sustainable Development
	Education	Bioengineering
	English	Cardiovascular Sciences
	Histories & Humanities	Children's Research
	Languages, Literatures & Cultural Studies	Civil Engineering Heritage
	Law	Contemporary Irish History
	Linguistic, Speech & Communications Sciences	Environment
	Psychology	Gender and Women's Studies
	Religions, Theology & Ecumenics	Global Business Systems
Engineering, Mathematics & Science	Social Sciences & Philosophy	Global Health
	Social Work & Social Policy	Hamilton Mathematics Institute
	Biochemistry & Immunology	High Performance Computing
	Chemistry	Immunology Research
	Computer Science & Statistics	Irish Art Research
	Engineering	Irish-Scottish & Comparative Studies
	Genetics & Microbiology	Mediterranean & Near Eastern Studies
	Mathematics	Medieval History Research
	Natural Sciences	Medieval & Renaissance Studies
	Physics	Non-profit Management
Health Sciences	Dental Science	Oscar Wilde Centre
	Medicine	Pharmaceutical Research
	Nursing & Midwifery	Policy Institute
	Pharmacy & Pharmaceutical Sciences	Post-Conflict Justice
		Research in IT in Education
		Social Policy and Ageing Research
		Study of the Platonic Tradition
		Transport Research & Innovation for People
	Urban and Regional Studies	
	War Studies	

CONVERGENT THEME

Trinity’s Research Matrix, 2009

The research matrix depicts two dimensions to the research strategy:

— the first (beginning on the left hand side of the matrix) recognizes research performed through Faculties, Schools, and Research Centres. This maintains a broad disciplinary base of research activity and brings the scholar-teacher directly into Trinity’s research strategy. It acknowledges the fact that the vast majority of the College’s research output

comes through the scholar-teacher working to an individual research agenda. The high standing of the College’s scholarship in, for example, the Arts and Humanities, and its place in the international rankings, derives from the originality of scholar-teachers supported through Centres, Schools and Faculty structures. This strategic plan commits

the College to valuing this research base and maintaining it in the future. Research Centres are involved in research and research-led teaching particularly at the graduate level, and these academic units will be supported and subjected to benchmarking reviews.

Sustainable Society



— The second dimension (coming from the right hand side of the matrix) approaches the research strategy from five priority research themes. These are:

- European and international integration,
- Culture and creative arts,
- Materials and intelligent systems,
- Biosciences and translational research,
- Transport, energy, and the environment.

From these priority research themes eight major research programmes are currently derived:

- Globalization,
- Digital arts and humanities,
- Telecommunications,
- Nanoscience,
- Neuroscience,
- Ageing and independent living,
- Immunology,
- Molecular medicine/Cancer.

Each of these major research programmes is a collaboration between Principal Investigators from several Schools; each research programme is associated with a significant and focused investment, and is earmarked for sustainability as part of this strategic plan. The vehicle for investment includes the Trinity Research Institutes, the highest level of research structure in the university, each of which operates on a cross-faculty basis and is expected to deliver international impact for research investments.

A further aim of Trinity's research strategy is to address a global challenge. Can a community of scholars set itself a 'grand challenge' that has meaning for today's society?

The research matrix attempts to address this issue through convergence of research and scholarship carried out in Schools with the five priority research themes. Creativity in the Arts and Humanities, and the output of Arts and Humanities research, change the way we think, the values we hold, and our interpretations of ourselves and the world around us. They provide the cultural infrastructure that sustains us as a society. The Social Sciences also provide an understanding of society, and help us to define problems and find solutions to complex economic, political and sociological questions. Technology is a major determinant of sustainability. In fact sustainability is most often considered in technological terms because advances in science and engineering have stimulated global population growth and climate change, and have put pressure on the world's natural resources.

Technology presents wonderful opportunities and formidable challenges to humankind in addressing issues of sustainability, not least the sustainability of biodiversity and even of life itself. Therefore this research strategy proposes "Sustainable Society" as a convergent theme for Trinity College. We will find innovative ways to explore this theme by offering opportunities to scholars and researchers to define it and become engaged with it across all disciplines.

ACTIONS

3.1 — Attract and develop world-class principal investigators

We will reinforce the academic staff base by recruiting high-calibre academic staff to maintain and further extend our position as a research-led university; these staff, from whatever discipline, will have research programmes aligned to our five priority research themes. Funding of these new staff from non-exchequer sources will be a key focus in the finance strategy (Action 6.17). To launch this new initiative, funding of c. €3m is already sourced from non-exchequer income streams. This will provide for up to 20 new-blood academic staff per annum in 2010 and 2011.

3.2 — Diversify research funding sources

We will broaden the basis of financial support for research by increasing the proportion of income from non-exchequer sources. We will seek increased support for our research activities from philanthropists and our alumni. We will increase the proportion of EU funding for research and we will also increase Trinity's participation in EU research programmes.

3.3 — Strengthen Trinity Research Institutes and Centres

Trinity Research Institutes (TRIs) and Centres are a key component of the strategy to make global impact in research. They focus on interdisciplinary and multidisciplinary research and teaching. New Institutes and Centres will be created and underperforming ones will be closed. Governance and sustainable funding models will be further developed. By 2014, further TRIs will emerge in such a way that each of the five priority research themes will be funnelled through an aligned structure. The TRIs and Centres will demonstrate their mapping to the Sustainable Society convergent theme.

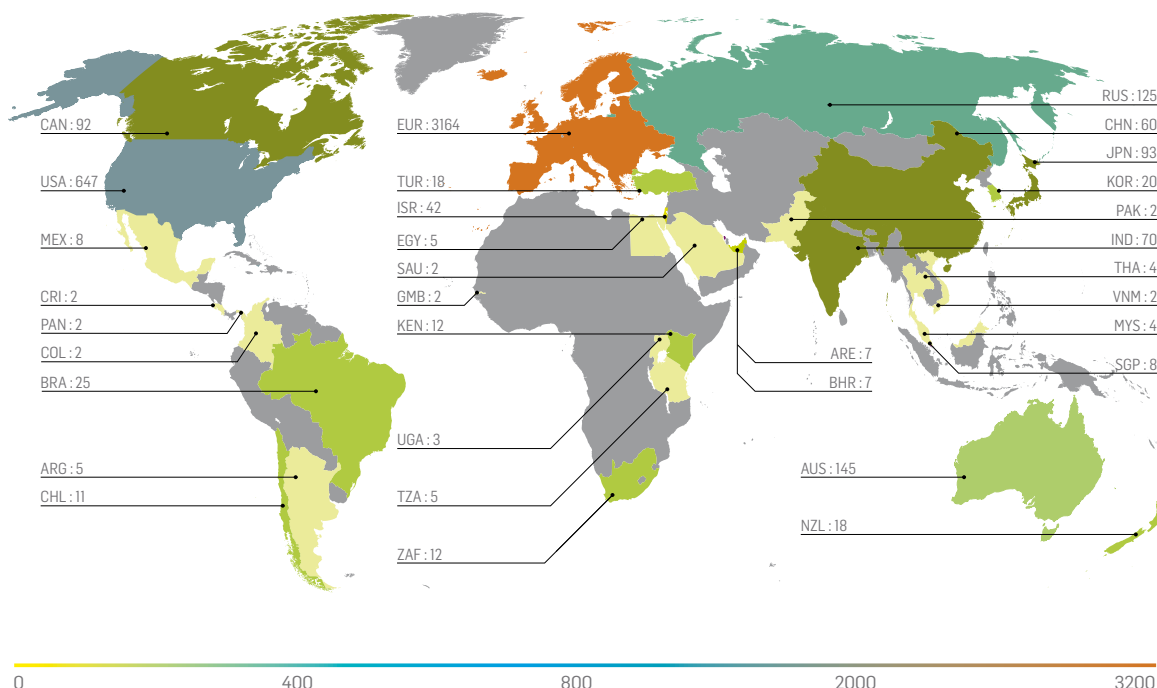
3.4 — Further promote research quality

We will implement a mentoring programme to fully realize the potential of staff. Research quality metrics will be integrated into resource allocation to reward increased participation in research across the College.

3.5 — Foster multi-disciplinary research consortia

Following the success of the Trinity Consortium on Ageing and the Digital Humanities project (a collaboration between the Library and the Trinity Long Room Hub), similar large-scale ambitious projects will be conceived, nurtured and implemented. These team-based large-scale research projects will grow from Faculty-identified pilot activities and will serve to provide new programmes and directions for Trinity research.

Worldwide Collaborations (TCD Joint Publications 2002—2007)



Global Collaborators

Argentina [ARG]	5
Australia [AUS]	145
Bahrain [BHR]	2
Brazil [BRA]	25
Canada [CAN]	92
Chile [vCHL]	11
Colombia [COL]	2
Costa Rica [CRI]	2
Egypt [EGY]	5
Gambia [GMB]	2
India [IND]	70
Israel [ISR]	42
Japan [JPN]	93
Kenya [KEN]	12
Malaysia [MYS]	4
Mexico [MEX]	8
New Zealand [NZL]	18
Pakistan [PAK]	2

Panama [PAN]	2
People's Republic of China [CHN]	60
Russia [RUS]	125
Saudi Arabia [SAU]	2
Singapore [SGP]	8
South Africa [ZAF]	12
South Korea [KOR]	20
Tanzania [TZA]	5
Thailand [THA]	4
Turkey [TUR]	18
Uganda [UGA]	3
United Arab Emirates [ARE]	7
United States of America [USA]	647
Vietnam [VNM]	2

European Collaborators (EUR)

3164

Austria	47
Belgium	96
Belarus	6
Bulgaria	8
Croatia	2
Cyprus	4
Czech Republic	20
Denmark	82
England	755
Estonia	8
Finland	60
France	274
Germany	365
Greece	38
Hungary	25
Iceland	7
Italy	181
Latvia	8

Lithuania	7
Luxembourg	4
Macedonia	9
Netherlands	155
Northern Ireland	154
Norway	40
Poland	39
Portugal	55
Romania	20
Scotland	156
Serbia	2
Slovakia	9
Slovenia	16
Spain	159
Sweden	110
Switzerland	113
Ukraine	2
Wales	128

Research Institutes and Multidisciplinary Research and Teaching Consortia

CRANN—Nanoscience Institute

In 2003 Science Foundation Ireland awarded five Trinity academics individual Principal Investigator (PI) awards in the area of nanoscience research, enabling Trinity to make a strategic decision to establish the Centre for Research on Adaptive Nanostructures and Nanodevices (CRANN). Through a combination of philanthropic donations, industry funding and government investment CRANN has established two state-of-the-art research facilities and grown its research team to more than 200 researchers including 17 PIs. By continuously publishing research papers in leading international journals, CRANN has pushed nanoscience in Ireland to 6th place globally. In addition CRANN has developed significant industry relationships with both multinational companies (Intel, Hewlett Packard, Boston Scientific) and smaller indigenous enterprises—providing a clear economic return to Ireland. Trinity, through CRANN, has succeeded in developing a model for a research institute that can deliver on key elements of the College vision—research, education and innovation.

The Institute for International Integration Studies (IIS)

The Institute for International Integration Studies was established in 2002 on the basis of a successful competitive application to the government's Programme for Research in Third Level Institutions. The grant of the award recognized Trinity's strong research track record in the social sciences and business, and in the study of globalization, its impacts, dynamics and governance, with a particular focus on Ireland, Europe and international integration.

Since then, the Institute has grown to encompass more than 80 research associates from among the staff of the social science and business Schools, as well as from cognate disciplines in law, history, geography and ecumenics. Around 40 postgraduate students work on globalization issues in the Institute's accommodation in the Sutherland Centre at any one time.

The Institute's researchers continue to attract significant funding to understand better the challenges of global development, migration, international finance and capital markets, comparative political institutions and international business, among other areas.

The Trinity Long Room Hub

The Trinity Long Room Hub is a research institute for the humanities and arts. It was launched in June 2006 and awarded €10.8 million by the Higher Education Authority under the Programme for Research in Third Level Institutions (PRTLII) in August 2007. Trinity Arts and Humanities encompasses about 150 academics and 350 postgraduate students. The arts and humanities are about understanding human motivation and therefore key to economic, social and cultural success. The Hub guides the development of strategic initiatives, such as digital humanities, South Asia studies, medical and environmental humanities, while also supporting high-quality individual research and library-based initiatives. The Trinity Long Room Hub promotes outreach and access to the general public, to policy makers, and to schools, interacting with the creative and IT industries, with the world of cultural heritage and with the media.

The National Institute for Intellectual Disability (NIID)

The NIID has a mission of inclusion through education, research and advocacy. Within the area of education, it promotes inclusion through the pioneering Certificate in Contemporary Living. This is the first full-time course for students with intellectual disabilities to be offered within a third-level setting in Ireland, and is highly innovative in international terms. NIID also enriches the experience of many other Trinity undergraduate students by helping deepen their understanding of disability issues.

NIID has a strong research agenda with many Trinity and international partners. It is committed to inclusive research and facilitates training for people with intellectual disabilities and family members to become co-researchers in projects that are of importance to their lives.

In the area of advocacy, the NIID runs an events programme to raise public awareness of what it means to live with intellectual disabilities. A recent example was NIID's first Summer School run over three days at Trinity with 165 participants. The range of workshops provided was fully integrated, with people with intellectual disabilities sitting in sessions beside their non-disabled peers. For the NIID, Engagement with Society means promoting programmes and activities where its stakeholders can experience the translation of rights into action.

Trinity College Institute of Neuroscience (TCIN)

Neuroscience derives from parent disciplines ranging from psychology, physiology and philosophy to biochemistry, psychiatry, brain imaging, and genetics, among others. Combining research strengths across disciplines and levels of analysis focused on fundamental research problems promises synergies unlikely to emerge from a single discipline. Through TCIN Trinity College has one of Europe's leading neuroscience research institutes. The Institute serves some 42 academic and clinician-scientist Principal Investigators and their research groups (total personnel strength of about 250). The Institute possesses the most advanced research technologies available (including high-field MR systems, preclinical models, patient populations, biosamples, and genotyping). Personalized neurocare and neurotherapies are in prospect in the coming decades. TCIN will lead these developments through its combination of fundamental, problem-oriented research and large-scale industrial and other collaborations.

Longitudinal Studies

The two largest longitudinal cohort studies ever undertaken in this state are located in Trinity College: 'Growing up in Ireland'—The National Longitudinal Study on Children, in partnership with the ESRI and The Irish Longitudinal Study on Ageing (TILDA), in partnership with other institutions. These will improve our understanding of all aspects of the lives of children and adults over 50 years of age, and the factors that contribute to, or undermine, their health, wealth, and happiness. The findings will be used to inform the planning of better policies and services and to identify opportunities that will ensure that Ireland becomes the best place in the world to grow up and the best place to grow old.

Both studies focus on the human life course, from opposite ends, and present significant opportunities for Trinity's research to help develop and apply knowledge that can be used to assist people at all stages of life to realize their full potential.

Creativity and innovation

Original and creative use of the results of research and scholarship presents exciting opportunities across all disciplines in the university. Societal gain from research and scholarship takes many forms, including contributions to artistic and cultural life, and the commercial exploitation of ideas for creating employment. We value innovation as an integral component of the university's activities, alongside teaching and research.

Our staff and students will be afforded new opportunities to translate their ideas so that they deliver the broadest possible social benefit and so that everyone gains from the outcomes of our research. We will embrace the open access concept to ensure that the College's research outcomes are available to the widest possible global audience.

We will move from intellectual property capture to new venture creation and scaling. We will foster an internationally positive environment for industry-academic engagement in research programmes, thus positioning Trinity as a partner of choice for open innovation.

We will promote the concept of Dublin as a university city in partnership with other like-minded institutions in the city.

Entrepreneurship and enterprise

Trinity has given rise to major spin-out ventures such as Iona Technologies, Machine Vision Technologies, Opsona Therapeutics, IdentiGEN, Eblana Photonics, and Havok, and we have fostered partnerships with leading multinationals such as Glaxo-SmithKline, IBM, Intel and Microsoft on research and development programmes of mutual benefit. We believe that yet further leadership is required,

and it is our intention to build on our achievement through the next strategic cycle by adopting an open innovation culture throughout the institution, positioning Trinity as a place where it is easy to do business both in research and in the commercialisation of research.

We will make the transition from a focus on intellectual property capture to intellectual property utility and will explore how best to create real value in all our knowledge transfer engagements, for Trinity, for our partners, and for society.

ACTIONS

3.6 — Develop a new model for intellectual property management

The Board of the College will oversee the creation of a new policy on the management and exploitation of intellectual property derived from Trinity's activities. Emphasis will be placed on

- deal flow and enablement,
- minimising delays to commercial events,
- maximising transfer of knowledge, and
- provision of a fair return to the institution.

The adoption and articulation of an open innovation policy will position Trinity as the natural partner for open innovation with industry. In order to create employment, we will encourage the establishment of campus companies and we will offer staff incentives to set up new companies by offering them career breaks and part-time working wherever possible. An innovators-in-residence programme will be created to guide this process.

3.7 — Provide new research infrastructure

World-class research and innovation require a world-class supporting infrastructure. The College is committed to the continued delivery of the Pearse Corridor Development programme and to advancing the key physical infrastructure necessary to support our research mission. During the strategic plan implementation period, we will direct investment of scale towards infrastructure programmes around

- Biosciences and Translational Medicine,
- Digital Humanities and the Trinity Long Room Hub,
- The Social Sciences Institute,
- consolidation of Schools, for example Engineering and Natural Sciences,
- Trinity Technology and Enterprise Campus, and
- Institute of Preventative Medicine at Tallaght Hospital.

Funding for Biosciences is sought under the Programme for Research in Third Level Institutions and by a public-private partnership underpinned by a facility provided by the European Investment Bank. The Long Room Hub is funded by the Programme for Research in Third Level Institutions and by private donations. Funding will be sought for the remaining large infrastructure projects from a mixture of the state, philanthropic donations, and School-driven fundraising in collaboration with the Trinity Foundation.

While the reward to College for the delivery of these research infrastructure projects will be high the risk of not being able to complete these actions in the immediate term is also high because of the uncertainty in the current economic climate. If successful this investment will lay the foundation for future cycles of programmatic research and strategic industry-academic collaborations as part of our ongoing partnership with the city.





By 2014 the experience Trinity offers students through clubs and societies will be further enhanced with a new student centre. Student services will be student-centred, flexible, and well-coordinated. We will have found further innovative ways to promote student engagement in clubs, societies, and volunteering.



04

Student Experience

At the heart of all the College's activities is our commitment to the intellectual and personal development of our students. The learning experience we promote in Trinity embraces both the formal learning that takes place in lecture theatres and laboratories and the informal and less structured learning that takes place in activities outside the classroom. The tutorial system and the scholarship system provide concrete evidence of this commitment: students have access to a tutor who provides pastoral care and all undergraduates are eligible to compete in the scholarship examinations in the Senior Freshman year.

By 2014 the experience Trinity offers students through clubs and societies will be further enhanced with a new student centre. Student services will be student-centred, flexible, and well-coordinated. We will have found further innovative ways to promote student engagement in clubs, societies, and volunteering.

The College community provides an environment that values independence of thought, and encourages students to develop strong critical and analytical skills—skills that are developed not only in formal teaching and learning, but also through student participation in College governance, and in student societies and sports clubs.

Alumni play an important role in contributing to the overall student experience, and we will therefore seek to increase the involvement of alumni through mentoring and work-and research-based learning.

The College faces a number of challenges in seeking to enhance the student experience, including:

- *providing high-quality services in a challenging financial environment,*
- *providing such services to a larger and more diversified student population, including students from non-traditional backgrounds and international students (who tend to be greater users of student services),*
- *adapting the new organizational structures of College to deliver better student supports,*
- *supporting students who face increased financial pressure because of the uncertainty of the current financial environment.*

The actions that the College will take over the next five years to enhance the overall student experience are dealt with below under three headings:

- *life experience,*
- *educational interactions,*
- *support interactions.*

These actions will be supported and complemented by actions identified in other chapters of this strategic plan, and in particular by those in Chapter 2, Education, and Chapter 5, Engagement with Society. Except where otherwise indicated the actions will be implemented within existing resources.

Trinity's clubs and societies

Student societies, associations and sports clubs have been a mainstay in the experience of countless generations of Trinity's students. For many students the work that they do within clubs and societies is the single most important feature of their college lives, providing opportunities for friendship, social development and personal growth. The clubs and societies within the College paint a picture of what its students consider important to themselves, to their place in College, and to their place in the world.

The range and breadth of interest represented by clubs and societies has never been greater than today with almost 100 societies and 50 sports clubs:

- from the grand traditions of the College Historical Society (1770), one of the world's oldest debating societies, to the fast-paced, ever-changing concerns of the Fashion Society (2009),
- from the historic antecedents of the College's Rugby Football Club (1854), arguably the oldest such club in the world, to the up-to-the-minute exertions of snowboarding and Ultimate Frisbee,
- from the intellectual and cultural pursuits of the Classical, Computer Science, Chess and Choral Societies to the outreach and civic concerns of the St Vincent de Paul, the Free Legal Advice Centre and the Cancer Societies,
- from the teamwork and unified effort embodied in the Boat, Hurling and Hockey Clubs to the single-mindedness and self-discipline of those participating in the Athletics, Climbing and Kayak Clubs.

While the academic programmes mark out our graduates as having attended one of the world's great universities, the clubs and societies as communities of participation mark out our graduates as having experienced a great Alma Mater.

Life experience

ACTIONS

4.1 — Open a student centre

The College will open a student centre that will provide students with further high-quality social, recreational, and support services space on a single site. It will consolidate dispersed activities, and will provide new venues for societies and clubs, as well as a venue for student-organized events. The centre will promote self-responsibility among the student body, and will operate in accordance with the principle that student activity cannot be imposed but must be self-generating.

The provision of a student centre has been costed at €22m with funding to be raised by a combination of non-exchequer sources, including fundraising by the Trinity Foundation and a student levy. Risks identified include the need to approve the levy in a student referendum, and the challenges of fundraising in the current economic environment.

4.2 — Encourage civic engagement among students

The College is committed to promoting, encouraging and incentivizing greater civic engagement and volunteering by members of the College community. Civic engagement by students affords them the opportunity to contribute to society and, in the process, to acquire transferable skills that promote personal development.

4.3 — Promote a healthy lifestyle among students

We will promote a healthy and active lifestyle among students through activities such as Health Awareness Week and the provision of sports facilities and programmes, and we will continue to provide high-quality health and counselling services.

Educational interactions

ACTIONS

4.4 — Increase student mobility as part of international exchanges

Programmes will be constructed, so far as possible, to allow students to participate in international exchanges and the number of participating students, including those on Erasmus exchanges, will increase.

4.5 — Maximize opportunities for learning outside the classroom

Where it is not already the case, undergraduate programmes will be designed to facilitate research-based, service and work-based learning.

4.6 — Provide support for high-performing sports men and women

We recognize the contribution that sport can make in the personal development of individual students. We also recognize the various ways that high-performing sportsmen and sportswomen can inspire the College community. For these reasons, we will ensure that the provision of lectures and assessments will, so far as is practicable, facilitate student participation in sports training and competition.

Support interactions

ACTIONS

4.7 — Enhance and extend student support services

Enhancement of student support services is a critical part of the promotion of the student experience and this will be achieved by reorganizing and prioritizing services in accordance with available resources, while preserving and developing services that make the College distinctive in its provision for students. This could involve appropriate collaboration with other institutions and will take maximum advantage of the opportunities presented by

- the student centre (Action 4.1), and
- the eStrategy.

Within the period of this strategic plan the emphasis will be on providing efficient delivery of enhanced services in a user-friendly manner.

We will identify and address needs for improvement in the current provision of student services, such as the need for enhanced support for postgraduate students and international students through, for example the tutorial system; enhanced support for students with disabilities, including students with mental health difficulties; and enhanced childcare provision.

4.8 — Provide learning support

To support all students in realising their full potential, appropriate learning support to students will be provided and integrated with Schools' provision.

4.9 — Ease the transition of new students into full membership of the College community

We will further improve reception and orientation procedures for all students. We will engage with prospective students as soon as they signal an interest in coming to College and to do this we will use a variety of media, including social networking tools. We will also provide tailor-made orientation sessions for students from outside Ireland. Responsibility for co-ordinating the reception and orientation of new students will be clearly assigned.







Our vision for 2014 is for a College where activities under the banner of Engagement with Society are seen as core elements of our mission. They will be coordinated, effective, and making a lasting impact. They will play a leading role in developing Dublin as an exciting and rewarding place to live and work—a city of culture and ideas, the vibrant capital of an open society.



05

Engagement with Society

Trinity’s outreach activities are interwoven into the fabric of College life. This type of public engagement enables us to connect with society in manifold and mutually enriching ways. In the coming years we will extend our engagement with society in a way that complements and strengthens our other core activities. We will find innovative ways to involve the whole College community in outreach activities, and we will find ways to measure and reward such endeavours.

Our vision for 2014 is for a College where activities under the banner of Engagement with Society are seen as core elements of our mission. They will be coordinated, effective, and making a lasting impact. They will play a leading role in developing Dublin as an exciting and rewarding place to live and work—a city of culture and ideas, the vibrant capital of an open society.

Financing of the actions under Engagement with Society will be derived through a combination of funding provided from the College’s operating budget and significant donations. Executing the actions in the new strategy will be dependent on the continued generosity of individual donors, and on the staff and students who contribute their time and expertise. Where actions require new revenue streams to be generated these are indicated.

Outreach in education and research

At its most fundamental level, Trinity’s engagement with society is realized through education and research, and through the innovations that derive from these academic activities.

We are acutely conscious that the education of future generations will shape society and culture. Undergraduate education of young people in particular helps to build the value systems and practices of society; it also impacts centrally on society’s capacity for civic responsibility, social innovation and critical reflection.

Specific goals relating to our education outreach activities include

- a strong commitment to a further significant increase in the participation of students from non-traditional backgrounds, for which the pioneering work of the Trinity Access Programme (TAP) will be broadened, and

- providing new opportunities to broad sections of the population for continuous professional development and life-long learning. (See actions outlined in Chapter 2.)

Trinity’s engagement with society is also driven by our role in advancing knowledge and using that new knowledge for the benefit of all. One of the societal benefits of innovation is using new knowledge to create wealth in society (see Chapter 3). Wealth is generated through innovation both in science and technology and in the arts and humanities. Over the next few years we will contribute in new and imaginative ways to the artistic, cultural, and economic life of the city.

Bridge to College Programme

The Bridge to College (B2C) programme is an Engagement with Society initiative carried out jointly by the Trinity Access Programmes (TAP), the Centre for Research in IT in Education (CRITE) and Suas Educational Development, an education-focused NGO. The programme is designed to provide young people from under-resourced schools in the Dublin area with an appropriate learning environment in which they are encouraged to become confident, self-directed, exploratory learners.

Based upon the best practice emerging from research in technology-enhanced learning the programme combines a very specific model of teamwork with the creative use of technology to provide an innovative educational model for 21st century learning.

More than 1,000 students from 25 schools, mostly from inner city Dublin, have participated in the B2C programme with more than 60 third-level students involved as volunteer mentors.

Broader engagement in culture and public life

Trinity's engagement with society already includes an array of high-profile activities which extend beyond the core areas of education and research. In the coming years, we plan to further develop and extend our engagement with the wider world by introducing a number of new and innovative initiatives.

In developing these activities, we will be responsive to the changing needs of our immediate neighbourhood and to the communities around us. Among a range of projects, we plan to increase the level of access by Dublin residents and visitors to the College, and we also plan to contribute to the invigoration of the inner city in a spirit of openness and inclusion.

ACTIONS

5.1 — Increase leadership in public debate

Our staff and students will play a leading role in enhancing public debate and public understanding of educational, scientific, political and cultural issues. This will be aided by making open access a key element of our publication and information dissemination policy, and by facilitating and training staff and students to communicate effectively with the media.

5.2 — Champion further initiatives in civic engagement and volunteering

We plan to promote, encourage and incentivize volunteering in the local, national and international community by members of Trinity staff and students. We will achieve this by strengthening the coordination of volunteering activities across the College, by developing appropriate mechanisms for recognizing student participation in volunteering activity, and by implementing a certification system for students' civic engagement both within the College community and outside the College environment. Within the broader civic engagement framework, key priorities will be to deepen and intensify relationships with Trinity's neighbours in the city centre area, and to contribute to educational development in the area.

5.3 — Develop the involvement of our alumni

Our alumni are our ambassadors in society. We will develop and broaden our involvement with our alumni to grow mutually beneficial relationships, including creating more ways to engage alumni in College activities, increasing the range of high-quality alumni events, tailoring these events to different alumni groups, and seeking the advice and support of alumni for the benefit of future generations of students for the College as a whole.

5.4 — Develop and integrate the College's international activities in health, development, human rights and cultural diversity

As part of the grand challenge in research of making internationally significant contributions to the creation of a sustainable society, we will promote and strengthen current activities, such as the South Asia Initiative, the Trinity International Development Initiative, the initiative on Climate Justice and the International Doctorate in Global Health, all of which engage Trinity's expertise in solving pressing world problems. We will continue to facilitate opportunities for migrants to study in Trinity, and to extend Trinity's academic reach by associating scholars from developing countries with the College. Funding for these initiatives is partly dependent on continued success in philanthropic fundraising.

5.5 — Raise awareness of sustainability and low carbon living on the campus

As part of our grand challenge to foster a sustainable society we will develop initiatives to raise awareness of the centrality of low-carbon living and sustainability for our future across the College community and will develop a sustainability policy for a green campus.

5.6 — Catalyse new cultural and scientific initiatives in the city

We will maximize our contribution to Dublin as a city of learning and culture by increasing our presence in the city centre. Established College facilities such as the Long Room, the Samuel Beckett Centre and the Douglas Hyde Gallery, as well as more recent initiatives such as our pioneering Science Gallery and the new Arts Technology Research Laboratory in the Trinity Enterprise campus, will seek new opportunities to host public events and collaborate with partners across the country. We will encourage and support public events in our Schools, Institutes, and Centres that engage a wider community with the results of their teaching and scholarship, and will open College events such as Trinity Week to the wider public.

We will increase public awareness of, and accessibility to, our unique artistic and academic collections. In 2010, a series of events will bring together the campus audience, alumni and the wider public community to celebrate the 50th anniversary of the Trinity College Modern Art Collection, set against the 400 year old tradition of our university as patron, promoter, and catalyst of artistic creativity.

We will celebrate the Tercentenary of the School of Medicine in 2011 with events for alumni and the public.

We will develop and strengthen the Science Gallery to allow Trinity to play a key role in Dublin's tenure as European City of Science in 2012.

5.7 — Raise Trinity's profile as a centre for academic and cultural activity in the Irish language

We will increase the number of public Irish language events, such as plays, readings and debates hosted on campus. In order to help us achieve this objective, and also raise Trinity's profile as a centre for academic and cultural activity in the Irish language, we will develop creative partnerships with Irish language organisations.

5.8 — Increase access to campus sporting and recreational facilities

We will increase access to campus sporting and recreational facilities by making these facilities available to local sports clubs. We will encourage the College's various clubs and societies to engage actively in sports coaching activities in the neighbourhood and to get involved in supporting neighbourhood sports events.





Throughout the lifetime of this strategy, support services will operate within a clear strategic framework that is aligned with the broader College strategy. Support services will be proactive in enabling the College community to realize its full potential.



Enabling the Strategy

The preceding sections of this strategic plan set out in detail how we propose to achieve our vision of positioning Trinity College Dublin as a university of global consequence. This vision will be achieved only if the necessary supports are in place.

Throughout the lifetime of this strategy, support services will operate within a clear strategic framework that is aligned with the broader College strategy. Support services will be proactive in enabling the College community to realize its full potential.

This section of the strategic plan sets out the enabling goals and objectives for key supporting themes. The enabling issues are grouped under six themes:

- *People*
- *Place*
- *Information*
- *Finance*
- *Governance*
- *Communications.*

These themes share common objectives relating to responsiveness, alignment with College priorities, efficiency, and effectiveness. These commonalities are further developed specifically through implementation of our ‘enabling strategy’, or eStrategy, which has been approved by the Board to enhance administrative capability and efficiency. Actions 6.1 to 6.28 described below require the efficient implementation of the eStrategy as a coordinating activity across the College’s administrative and support areas. This will underpin certain core themes of the strategic plan—Education, the Student Experience, Engagement with Society, Finance, and Human Resources. The eStrategy will also be integrated with Management Information Systems to ensure the necessary development of the technical architecture required to support these systems.

Financing of the eStrategy will come from a number of different sources, with initial funding already in place. Completion of the eStrategy project is dependent on sourcing of further funds, and on rendering efficiencies to reduce the cost base of operating activities to repay the investment in the longer term. Where financing additional to eStrategy is required to complete the actions of ‘Enabling the Strategy’, these are identified in the actions below.

People

The success of a university, more than any other type of organization or institution, is dependent on the quality of its staff. Because of its international standing, Trinity is a prestigious employer, and this is reflected in the quality of our staff. Our vision is to create and maintain a vibrant and diverse College community that attracts high-calibre staff who are equitably supported and rewarded in a welcoming and successful work environment.

To achieve this vision, we need the capability to plan for immediate and future needs. We will be proactive in affording people every opportunity to reach their full potential. The Staff Office will adapt and develop its services and will support the College through the provision of high-quality advice and information.

ACTIONS

6.1 — Develop a workforce-planning and modelling capability

The multi-annual forecasting methods we plan to implement will enable timely, comprehensive and accurate analysis of our staffing profile to help us proactively plan to address future resource and/or skills gaps.

6.2 — Ensure that staff members participate in development programmes supported by the College, and maximize their potential to achieve excellence

We will offer staff the opportunity to participate in personal, professional and technical development programmes. These development programmes will be coordinated by the Staff Office and will be specifically designed to support staff members in achieving excellence.

6.3 — Provide HR services to facilitate adaptability to changing College requirements and expectations

The Staff Office will ensure the ongoing provision of a high-quality service to the College community by investing in the professional and personal development of Staff Office personnel, and by implementing various eStrategy processes and technology enhancements.

6.4 — Provide support resources

The Staff Office will assist the College community by providing appropriate information, advisory and policy resources and support processes.

Place

Trinity is justifiably proud of its unique and historic location in the heart of Dublin city. We are equally proud of the rich heritage of the campus, which adds significantly to the essence of our community.

While safeguarding our historic past is a major priority, it is also incumbent on us to secure the future of the College. We will do this by providing high-quality teaching and research space in addition to providing innovation space and services. Simultaneously, we will support the quality of the student experience, in terms of both residential space and services space.

In order to achieve our vision, we will produce a new Development Control Plan which will take account of physical site constraints, funding constraints and opportunities and other challenges. The implementation of the Development Control Plan will run in parallel with the implementation of this strategic plan, and will be aligned with the College's strategic priorities.

ACTIONS

6.5 — Publish a Development Control Plan (DCP) and keep this plan under review

The Director of Buildings will formulate a Development Control Plan (DCP). The DCP will acknowledge the remit of the Faculty Deans over academic space, the remit of the Chief Operating Officer over administrative and support space, and the coordinating role of the Planning Group in the strategic planning process. Through the DCP the College should adopt an integrated approach to academic, estate and financial planning in order to use all its resources as efficiently and effectively as possible.

The DCP will

- identify sites for future developments,
- allow the College to react positively to internal and external initiatives,
- support the replacement and renewal of existing infrastructure thus ensuring high standards of functionality, safety and accessibility, and
- address issues of utilisation and fitness for purposes in dedicated and timetabled space.

The DCP, which will be presented to the Board for approval within four months of the adoption of the strategic plan, will set out the strategy for future expansion of the College campuses. The overriding focus of the DCP is the provision of high-quality, fit-for-purpose spaces to accommodate teaching, research, business/administration, meeting and social uses. The plan will also propose prioritisation and funding among capital projects to upgrade and replace current facilities.

6.6 — Consolidate School activities into single sites

The DCP will set out an integrated vision for campus development, including the Biosciences development as a hub for the sciences in the east end of College, redevelopment along the Pearse Street corridor to provide sufficient scale to cluster the social sciences, and development of the Trinity Long Room Hub and reorganization of the Arts Building as a quarter for the Arts and Humanities.

A specific aim of the DCP will be the consolidation of academic and administrative activities into contiguous spaces, where possible, in order to achieve benefits for both staff and students. This will involve the relocation of some Schools into new locations and buildings, and the reorganization of existing spaces. Such moves include the location of Social Sciences to the Pearse Street Development, the consolidation of Engineering in the southeast corner, and the reorganisation of Natural Sciences at the east end in spaces vacated and redeveloped following the occupation of the Biosciences Institute.

Financing of this action will require significant funds additional to those generated from the College's own resources. Some funding is dependent on the success of current submissions for funding to external agencies and on securing philanthropic donations and fundraising. The risk of being unable to complete consolidation of Schools by 2014 is high given the current economic environment.

6.7 — Provide high-quality residential, social, recreational and support space

The provision of high-quality residential, social, recreational and support space will involve the construction of a student centre (see Action 4.1) as well as the commissioning of new student residential accommodation. The development and upgrading of the College's outdoor sporting facilities and sites will also be included.

Subject to planning permission and funding, the College aims to have the student centre completed in the 2010—11 academic year. It is hoped that the additional student residential accommodation will become available in 2012; the development of this latter facility is in line with our objective of ensuring that first-year students have the option to live on campus, if they so wish. Completing this action requires development and

refurbishment of existing facilities with revenues generated from the existing revenue base. Creating new student accommodation requires financing that will be repaid from rental income over the longer term.

6.8 — Provide increased small-group teaching space

The availability of small-group teaching space is essential for the achievement of our education strategy. We will therefore increase the provision of such space, which will be integrated with other academic and library space requirements. This will be achieved through a combination of re-allocation and relocation of existing facilities, and the creation of additional space.

6.9 — Develop the spatial strategy component of the DCP

In addition to the elements identified above, the DCP will address the issue of meeting the accommodation requirements arising from the implementation of the various initiatives outlined in the strategic plan. Subject to funding and planning approval, the DCP will set out a spatial strategy that will identify how developments totalling 100,000 m² and costing €400m are to be provided during the 2009—2014 DCP timeframe.

The Pearse Street Development has the capacity to provide 10,000 m² of new purpose-designed buildings for academic activities alongside a similar amount of refurbished space in the Pearse Street terrace that may be used for residential accommodation above retail and related activities at street level.

The Biosciences development will free up for reallocation 4,000 m² of space in the Chemistry, Biotechnology and Physiology Buildings. Space cleared following the removal of buildings will free up site space for new buildings with capacity up to 10,000 m². This additional and reconfigured space will facilitate the consolidation and expansion of schools such as Natural Sciences and Engineering.

6.10 — Make Trinity a green campus

As outlined in Action 5.5 of the Engagement with Society chapter, we will develop a sustainability policy for a green campus. Future building projects will include sustainability as key design and construction criteria, and we will seek to achieve the highest sustainability ratings practicable for each project. The College will aim to position itself at the forefront of sustainable, low-energy procurement initiatives in all future construction projects.

We will establish ambitious targets for reduced energy usage, water usage and waste production in all areas of College activity, and we will devise policies and procedures, including the education of users, in order to maintain progress. Other initiatives planned to assist the achievement of these targets include the expansion of the energy monitoring and targeting system to encompass all College buildings. Currently this system, which is specifically designed to manage and reduce energy consumption, is in place in just 17 College buildings.

Information and the Library

As a learning organisation, we fully support the sharing of information for the benefit of the entire community. In line with this philosophy, we propose to develop an information strategy that will address the range of opportunities and challenges currently facing higher education. The strategy will be rooted in the College community's values and will serve to provide a clear sense of purpose and direction.

ACTIONS

6.11 — Develop and publish an information strategy, and keep this strategy under review

The information strategy will set out the long-term vision for information management and sharing in the College. It will provide the framework to support the College's strategic plan and will identify priorities for resource allocation. A key component of the information strategy will be the enterprise architecture which will allow the goals identified below to be reached. The enterprise architecture will provide the framework for the communication, interpretation and implementation of College's objectives and will enable the evolution of a strongly aligned IT environment.

6.12 — Establish a virtual learning environment (VLE) and a virtual research environment (VRE)

Trinity College will become the national leader in new learning and educational approaches, a development which will facilitate the redistribution of learning experiences over time and space, beyond the classroom, and throughout a lifetime. The establishment by the College of a VLE and a VRE further facilitates collaborative learning and knowledge creation. The development of a VRE will be part of an integrated information system to help support our research and scholarship, maximize their impact, and manage their progress.

The Library

The Library plays a central role in academic activities, both as a focus of study and in acquiring and disseminating information. Its diverse collections of recorded knowledge range from Egyptian papyri, Roman Inquisition records and an outstanding collection of medieval manuscripts, to the primary materials of modern Irish history, maps, music and the archives of writers such as Beckett, Synge and Ó Cadhain. Its rich collections of 4.5 million titles give scholars access to publications from the invention of the printing press to the present day.

Information resources are increasingly delivered to readers through subscriptions to electronic journals, databases and ebooks. The Library enables new methods of research and teaching by digitising its resources and is making the College's scholarly output freely available through the open access repository.

To the wider world and half a million visitors annually, the Long Room epitomizes the organization of scholarly thought and the Book of Kells holds iconic status as an expression of Irish spiritual and cultural achievement.

6.13 — Transform the campus experience with mobile web

As students and staff become increasingly accustomed to incorporating their mobile communication devices' information capabilities into their daily routines, the requirement to access College services with these devices will also increase. Access to mobile services will enhance productivity.

6.14 — Build an integrated communications technology platform

We plan to build an integrated communications technology platform that will deliver improved efficiencies while simultaneously meeting the evolving needs of the College's academic, research, administration and support staff (see Action 6.27).

6.15 — Build a cyber infrastructure to support research

We also plan to build a cyber infrastructure of high-speed networks and advanced computational resources and applications that will connect researchers and educators around the world in a digital environment to promote further discovery and education.

6.16 — Develop the Library and College archives

We will develop a strategy for the Library and College archives to ensure the effective exploitation of their learning materials and resources for changing teaching and research methods and for diversifying information dissemination.

Within the context of the hybrid library model, the strategy will provide for new structures and processes and for revised resource priorities with an increasing emphasis on the creation, curation, and delivery of electronic resources and enhanced access, while continuing to build on the Library's world-class research collections in traditional formats.

The strategy will embed the Library's role in the creation of the College's digital library as a core resource for the future support of scholarship. The strategy will also reflect the central role played by the Library's research resources and infrastructure in the success of the Trinity Long Room Hub. The strategy will recognize the Library's international standing in the curation of its unique holdings, its role in the preservation of College archives in all formats and its national responsibility as a legal deposit library.

Financing of this action will derive in part from revenues generated by the Library.

Finance

Our finance strategy is designed to ensure the financial viability of the College and support its long-term development, growth and autonomy. This will be achieved through a commitment to managing our future activity within financial budget projections over the medium – to long – term, and also through excellent financial management throughout the College.

We will adapt to the contraction of funding resulting from the current economic downturn which looks set to continue for the foreseeable future. The realization of this objective presents significant challenges, including the need to secure additional recurrent funding sources, and to become less reliant on exchequer funding.

We must achieve all of this while maintaining a programme of regular and sustained capital investment, both to ensure future growth and development and to maintain current standards.

Against this background, the Treasurer's Office will identify and develop a range of funding options designed to enable us to meet our strategic objectives. Options will include domestic as well as international fee revenues, research income, exchequer core funding and competitive funding, philanthropy and donor sources, returns from ancillary services, and returns on assets. In addition, we will promote commercialisation and innovation activity in a manner that ensures a fair economic return to the College, while also assisting in the achievement of national economic goals.

Trinity is operating in an era of greater accountability, funding pressures and competitiveness, and this requires the provision of comprehensive historic, current and forecast financial data. Using such information for resource planning and monitoring will facilitate better decision-making, thereby supporting and safeguarding our long-term viability and autonomy. Creating improvements in the delivery of financial information will be a major priority.

Finally, creating efficiencies and delivering value for money in every aspect of our day-to-day operations will remain an imperative.

ACTIONS

6.17 — Secure additional recurrent funding sources

The Treasurer's Office will identify and develop a range of secure recurrent funding sources, and recover the full economic cost of activities where possible. This diversification in funding strategy will be designed to address the issue of the shortfall in exchequer funding and other income which has resulted from the economic downturn.

6.18 — Improve financial information systems

The Treasurer's Office will prioritize the improvement of the financial information systems in order to support the College in achieving its strategic objectives.

6.19 — Further deliver value for money

We will design and implement a number of cost management, procurement and efficiency initiatives aimed at delivering value for money in every aspect of our day-to-day operations.

6.20 — Identify and pursue finance options

In view of the challenges presented by lack of access to adequate capital funding, we will identify and pursue finance options which will be specifically designed to enable the development of both existing and new infrastructure.

6.21 — Roll out a new resource planning model

We will roll out a new resource planning model which will facilitate the achievement of the objectives of the strategic plan.

Governance

The regulation of the conduct of the university's business, which has academic leadership at its core, includes principles such as accountability, transparency, probity and integrity. In the context of the College's values of collegiality and inclusivity, we will ensure that the highest standards of governance apply in every aspect of the College's operations, while at the same time preserving the values of creativity and intellectual autonomy which are the lifeblood of the university.

ACTIONS

6.22 — Comply fully with the Code of Governance for Irish Universities

The College will continue to comply fully with the Code of Governance for Irish Universities by paying particular regard to further development and implementation of a College-wide internal control framework. This will be specifically designed to satisfy the requirements of the Code and will include the embedding of risk management procedures in the operation of all College activities.

6.23 — Continuously improve internal governance structures

Through reviewing the current structures and by developing monitoring mechanisms, we will ensure that the College's governance structures enable full accountability and transparency in decision-making processes.

6.24 — Facilitate agreements with external bodies

Increased collaboration with external bodies is a key aspect of the strategic plan. We will ensure that legal agreements with external bodies conform with the College's strategic objectives.

Communications

This strategic plan aims to seal the reputation of Trinity College Dublin as a university of global consequence. Achieving this vision will require the execution of a coherent communications strategy across all College activities and in all media. To be effective, this must encompass a wide range of outlets including the College website, podcasts, ezines, publications, reports and presentations, news media and so on.

The strategy will identify the increasingly diverse range of audiences with whom the College must communicate. It will also identify how to communicate with these audiences in an efficient and effective manner, and how to devise open communication systems in order to achieve the timely, accurate and appropriate transfer of information. It will be essential to maintain consistency in relation to general College operations and functions while simultaneously acknowledging the importance of academic freedom.

ACTIONS

6.25 — Develop and implement a communications strategy

We will develop, implement and resource a communications strategy for the College which will communicate Trinity's many achievements in the core areas of teaching, research, innovation and outreach in an effective and creative manner. The strategy will enable the College's Research Centres and Schools to disseminate research results and to highlight the relevance and impact of their work on society.

6.26 — Undertake a focused branding exercise

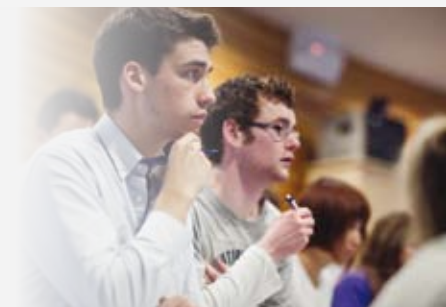
We plan to undertake a focused branding exercise. This will be aimed at clearly articulating and promoting the values and identity of the College in a coherent, concise, distinct and recognizable manner to internal, national and international audiences.

6.27 — Improve media relations, thereby delivering strategic benefits to the College

Our improved media relations programme will support many of the actions outlined in the strategic plan, including enabling effective Engagement with Society (see Action 5.1). It will also help to raise the College's profile internationally, which will in turn help deliver the vision of strengthening Trinity as a university of global consequence..

6.28 — Develop an online communications plan that is aligned with the College's information strategy and communications strategy

The development of an online communications plan is an extremely important area and one that overlaps with both communications and information strategies. We will maximize advances in enabling technologies such as social networking and other Web 2 applications to improve the efficiency and effectiveness of our dissemination of digital information.







Delivering on the actions will push Trinity forward on several fronts at once, and have the cumulative effect of strengthening Trinity's position at the forefront of the world's universities.



07

Implementing the Strategy

The strategic plan will be implemented by delivering on the actions listed in the chapters above.

Delivering on the actions will push Trinity forward on several fronts at once, and have the cumulative effect of strengthening Trinity's position at the forefront of the world's universities.

This strategic plan has been approved by the Board of the College, and by the University Council. High-level responsibility for achieving the vision of the strategic plan rests with the Executive Officer Group, which is chaired by the Provost. The Executive Officer Group has devolved the implementation of the strategic plan to the Planning Group, which is chaired by the Vice-Provost/Chief Academic Officer. Membership of the Planning Group includes the three Faculty Deans, the Dean of Research, the Chief Operating Officer, the Treasurer, the Academic Secretary, and the Staff Secretary.

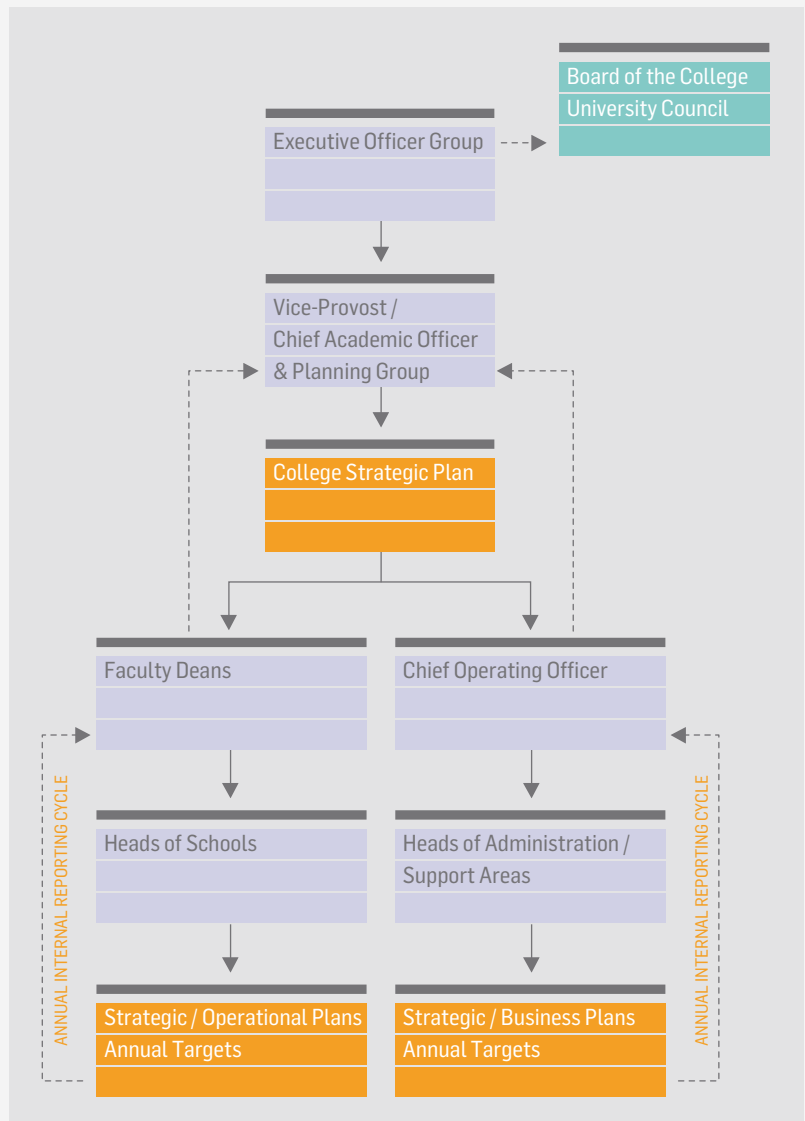
The new devolved academic structure put in place in 2006—07 has established the Schools as the primary academic units of the College. Schools are the primary drivers of excellence and the coordinating centres for the delivery of teaching and the supervision of research. The aims of increasing student numbers while continuously enhancing the quality of teaching and research will be achieved by Schools acting with the strategic leadership of the Faculty Deans.

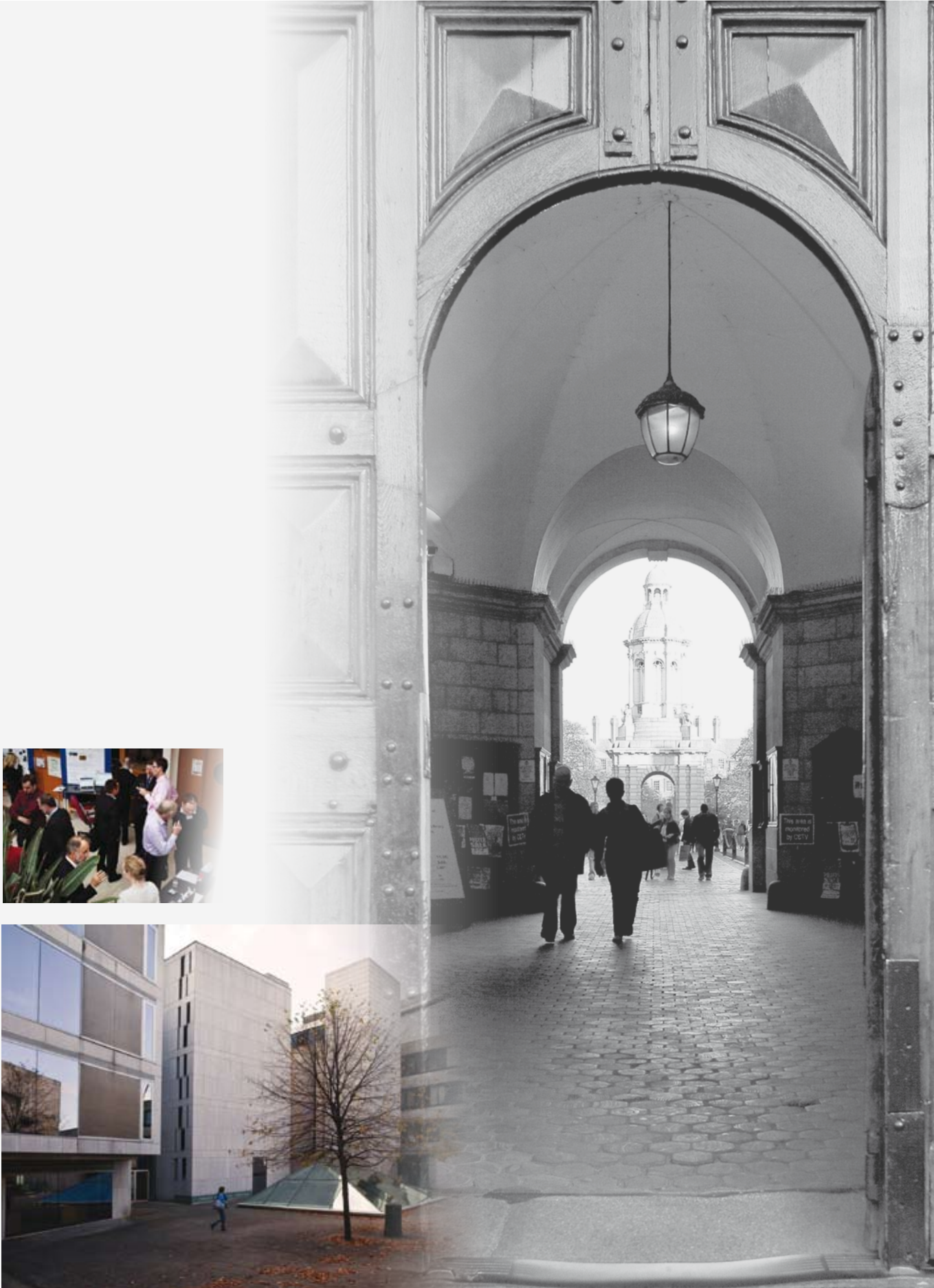
Together with the Faculty Dean, each School will create an operational strategic plan including staffing, student numbers, research activity and student support and outreach activities, which will be derived from this high-level College strategic plan, and be compatible with it. Similarly administrative and support areas will derive strategic plans that will be the basis for service/business planning for 2009—10, and subsequent years.

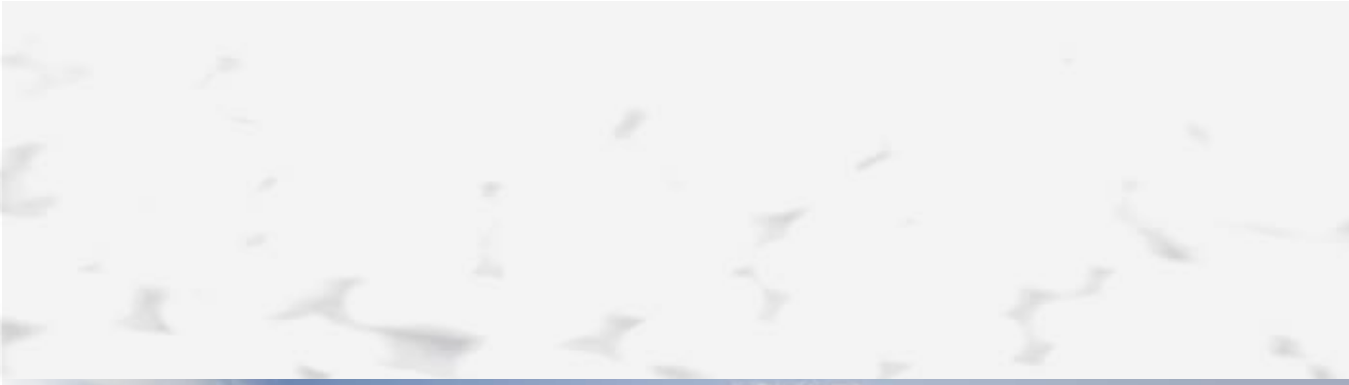
The Faculty Deans and the Chief Operating Officer will implement a process of management and reporting for Schools and service areas against specific agreed objectives, with oversight provided by the Planning Group. This process will be the primary mechanism through which the strategic decisions of the Planning Group are implemented, and will occur in an annual reporting cycle as shown in the diagram on page 43. If necessary, plans will be revised, and targets recalibrated during the annual cycle to reflect a changing environment. On the academic side, budgeting will follow the resource allocation model, with metrics designed to motivate the implementation of the actions set out in the strategic plan. On the administration and support side, metrics will also measure performance against the strategic plan, and achievement of targets will be a determinant of resource allocation.

The implementation of the strategic plan will begin during the 2009—10 Michaelmas term.

Strategic Planning Process







08

Acknowledgements

The 2009–2014 Strategic Plan was drawn up following a consultative process, during which a total of 11 themes were identified. Strategic Planning Teams (SPTs) comprising representatives of a cross-section of academic, administrative and support staff were established to contribute ideas for actions under each theme. The vital contribution made by the members of the SPTs is acknowledged with thanks. The names of the relevant SPT Chairs and team members are as follows:

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Research

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Innovation

E. Prosser (*Chair*), H. Acheson, M. Brady, J. Callaghan, P. Callaghan, S. Collins, J. Farrar, A. Lennon, D. Lloyd, M. Lynch, I. Shvets, A. Crosbie

Engagement with Society

J. Barkhoff (*Registrar, Chair*), C. Brady, S. A. Fisher, M. Gleeson, E. Gorman, M. J. Gorman, C. Hannon, R. Lentini, C. McCabe, E. Punch, R. West, S. Brown

Student Experience

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Human Resources

T. McMahon (*Staff Secretary, currently Interim Chief Operating Officer, Chair*), M. Bailey, P. Daly, L. Hogan, R. Keaveny, N. McCann, R. McDermott, K. O'Doherty, H. Rice, J. Saeed, A. Taylor, C. Williams, M. Dunne

Finance

I. Mathews (*Treasurer, Chair*), J. Byrne, S. Flint, D. Lloyd, B. Lucey, M. Marsh, A. Mulcahy, M. O'Mahony, J. Parnell, D. Savage, N. Sparrow, B. Sweeney, P. Coote

The actions identified by each SPT were compiled into a framework document for the strategic plan and issued to Schools and Administrative/Support areas for their assessment. We thank the Academic and Administrative Units for their responses to the framework document. Several other individual members of staff, students, alumni, and members of external advisory boards made comments at critical stages, and we thank them also for their input.

It is a pleasure to acknowledge the contribution of Ms Sheena Brown and Dr Caitriona Curtis to the creation of this strategic plan.

The strategic plan was approved by the University Council on 30th September 2009 and by the Board of Trinity College Dublin on 7th October 2009.

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Representative of research staff

Fiona Walsh, B.SC., PH.D. (2009–10)

Co-opted member

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 THE VICE-PRESIDENT OF THE GRADUATE STUDENTS' UNION—Alexandra Murphy, B.A., M.PHIL.
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