Trinity College Dublin

Strategic Plan 2009—2014

MID-TERM REVIEW

TRINITY COLLEGE DUBLIN
COLÁISTE NA TRÍONÓIDE, BAILE ÁTHA CLIATH | THE UNIVERSITY OF DUBLIN

Contents

Back row, left to right:
Ms Darina Kneafsey Chief Operating Officer
Prof Vinny Cahill Dean of Research
Dr Gerard Lacey Bursar and Director of Strategic Innovation
Mr John Coman Secretary to the College
Mr Tony McMahon Director of Human Resources
Prof James Wickham Dean of Arts, Humanities and Social Sciences
Mr Ian Mathews Chief Financial Officer

Front row, left to right:
Prof Linda Hogan Vice-Provost/Chief Academic Officer
Dr Patrick Prendergast Provost and President
Prof Jane Ohlmeyer Vice-President for Global Relations
Prof Clive Williams Dean of Engineering, Maths and Science
Prof Mary McCarron Dean of Health Sciences
Prof Paul Browne Interim Head of School of Medicine

Foreword

This mid-term review of the strategic plan shows that many of the objectives set in 2009 are being achieved, while some others are proving challenging given the changed economic climate since the plan was approved. Despite the severe financial situation in the country, the mid-term review takes an optimistic tone. If you read this document I am sure you will be impressed with what Trinity is achieving. We have a vision for Trinity College Dublin as a university of global consequence, contributing effectively to how Ireland makes its mark in the world.

To achieve this vision, Trinity must continue to excel in its core mission of delivering high quality research-based education. From now to the end of the strategic plan, this requires that we both increase income and eliminate unnecessary costs by implementing the following four programmes: the eStrategy projects to enable new ways of working using IT; the Global Relations Strategy; the Communications Strategy; and the START Programme for Renewal of Administrative and Support Services.

The purposes of a Trinity education are two-fold: to give our students the opportunity for a rewarding career *and* to give them the skills to participate as active citizens in whatever country they will live.

In this regard we are ever cognisant of the value of institutional autonomy and academic freedom in creating the educational environment that makes this possible, but we also recognise how this must be balanced with accountability for the stewardship of our resources and reputation. I thank all my colleagues who have performed this mid-term review and set the course to achieve this strategy by end 2014. In particular I wish to thank the Vice-Provost/Chief Academic Officer Professor Linda Hogan for championing this mid-term review together with the staff in her office.

Patrick Prendergast *Provost and President*

Introduction

This Mid-Term Review of the College's Strategic Plan 2009-14 takes place against the backdrop of a vastly changed external environment than that which pertained when the plan was originally conceived. The uncertainty surrounding the national economy, the decrease in state funding and the constraints of the Employment Control Framework (ECF) have required both strategic and pragmatic responses so as to safeguard the College's core mission of delivering high-quality, internationally-competitive education and research. These responses, detailed throughout this Mid-Term Review, combine a programme of income generation, strategic investment and cost-reduction.

Such responses have been developed while higher education provision in Ireland continues to be reviewed and reformed under the umbrella of the *National Strategy for Higher Education to 2030*. In this context the College has made several submissions to high-level consultation documents issued by the HEA, including on the future landscape of higher education [1] and on a new funding model for higher education institutions. The College is awaiting a response to its submissions. In addition, the national provision of third-level education in key areas including initial teacher education, nursing and midwifery, and the creative arts is also under review, the implications of which will only become clear over the next number of years.

Notwithstanding the challenges arising from financial instability and sectoral review, Trinity is determined to strengthen its reputation as a university of global consequence. Indeed, as the Mid-Term Review confirms, Trinity has continued to excel in education and research, and in providing students with a dynamic learning environment. Moreover under the direction of Provost Prendergast major new strategies have been implemented to enable Trinity to overcome the challenges posed by the environment.

1 Trinity's response Towards a Future Higher Education Landscape: July 2012 is available on http://www.tcd.ie/provost/assets/pdf/news/Landscape_Response_toBoard.pdf

Mission

As we reach the mid-point of the Strategic Plan 2009-14, it is important to reiterate our Values, Mission and Vision as stated in 2009. The external changes since these were articulated only serve to reinforce the significance of their original intent.

It is important to recall that at Trinity 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.

Through the implementation of new strategies, we are moving towards realising Trinity's vision, as originally articulated, to **further strengthen its reputation as a university of global consequence**. We are also proud to restate our Mission to which we are determined to remain true, namely that:

'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.'

STRATEGIC PLAN 2009-14: MISSION

8 — *Strategic Plan 2009-14: Objectives & Update*

Strategic Plan 2009-14: Objectives & Update

1. Promote education, research, and innovation as mutually reinforcing parts of an integrated community of scholars

— Advanced under new Provostship through a focus on research-led curriculum and new innovation strategy[2].

— Progressed through TCD-UCD Innovation Alliance.

— Ongoing through Creative Arts, Technologies and Culture Initiative.

2. Increase student numbers by 15% to 18,000 in strategic areas, while maintaining the student:staff ratio through a specially funded new blood scheme

— On target to meet 15% increase in student numbers by 2014/15.

— Staff:Student ratio of 17:1 in 2010/11.

— 40 new-blood posts created through Ussher initiative since 2009.

3. Reinvigorate undergraduate education through the newly launched undergraduate curriculum encompassing core and elective parts, maximising 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

— Major new college-wide initiatives underway in the areas of admissions, curriculum renewal, modularisation and harmonisation of regulations.

— On track to meet broadening access and completion targets.

— New focus on the 3-stage student journey of transition / orientation, retention and preparation for employment.

4. Transform graduate education to facilitate more creative, innovative and entrepreneurial postgraduates, and launch the TCD-UCD Innovation Academy

— Graduate education strategy incorporating innovation and entrepreneurship being rolled out across College.

— TCD-UCD Innovation Academy established with joint Graduate Certificate in Innovation and Entrepreneurship available to PhD students.

5. 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

— Established and emerging research themes being underpinned by enhanced research infrastructure, led by Dean of Research.

6. Introduce special initiatives to enhance the overall student experience, and particularly the experience of international students and students from non-traditional backgrounds

— New initiatives in train led by Dean of Students and Vice-President for Global Relations.

— Academic Registry opening May 2013.

7. 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

— Open Innovation Policy implemented 2009 /10.

— Full review of IP policy underway in light of new IP framework for universities.

8. Develop flagship collaborations across education, research and innovation to achieve international scale and impact:

— Major new collaborations with Dublin Institute of Technology; Royal Irish Academy of Music; Church of Ireland

Theological Institute; Economic and Social Research Institute; Carlow College.

— The Lir—National Academy of Dramatic Art serves as cultural hub in the city.

— Establishment of Trinity Health Ireland July 2011.

— TCD-UCD Innovation Alliance launched in November 2010 and expanded to incorporate Queen's University Belfast (QUB) in 2012.

9. **Deliver major capital development programmes to underpin objectives for internationally competitive research and education:**

— Major capital projects facilitating multi-disciplinary research have been completed with the Trinity Long Room Hub, 2010 and the Trinity Biomedical Sciences Institute, 2011.

— New strategy underpinning the delivery of E3—The Engineering, Energy and Environment Institute' developed by Schools of Engineering and Natural Sciences.

— New Business School under development, underpinned by an Innovation and Entrepreneurship strategy.

— Student Centre will not go ahead as envisaged in Strategic Plan 2009-14 because funding model rejected by student plebiscite. However, Academic Registry to open in May 2013.

— Central Services Building to be developed.

10. **Streamline the College's management processes through the implementation of new information systems**

— eStrategy Programme commits €23m of investment in Student Administration, Finance, HR Systems and Enterprise Architecture between 2011-2014. Implementation underway in GeneSIS, (student administration), CoreHR budgeting tool and Financial Information System (FIS).

2 See e.g. Provost's Inaugural Address September 2011 http://www.tcd.ie/provost/addresses/2011-09-19-inaugural-speech.php

Obstacles:

Decrease in state funding, risking reduced investment in educational provision, student services and capital projects.

Government-imposed restrictions on recruitment and promotions through Employment Control Framework.

Uncertainty regarding the outcome of HEA-led reviews under the Government's *National Strategy for Higher Education to 2030*.

Reduction in national research funding sources.

Trinity's Reponses:

New strategies developed to safeguard and enhance our position as Ireland's university on the world stage (e.g. Rankings, Global Relations, Communications).
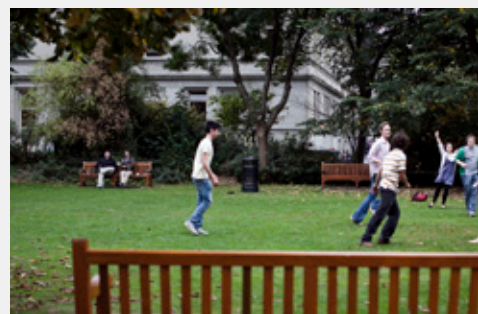
Measures in place to increase College-generated income to the university through internationalisation, commercialisation, philanthropy and research funding diversification.

Increased efficiency and cost reductions will result from implementation of eStrategy and START.

Initiatives in train for renewal and innovation in education.

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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.

STRATEGIC PLAN 2009-14: TRINITY'S STRATEGY FOR THE FUTURE

Trinity's ambition is to be recognised everywhere as a university of global consequence. Trinity continues to hold a distinctive position among Irish universities, and has an already established record as a university with an international reputation for excellence in teaching, research and innovation. We are recognised internationally as Ireland's leading university in all relevant rankings. Trinity has top 50 rankings in four subjects and top 100 rankings in a further 14 areas in the recently published QS Subject Rankings 2012[3]. In the area of teaching and learning, Trinity's distinctiveness is shown through its research-led curriculum, through which it educates Ireland's brightest minds to be socially-engaged citizens, being receptive to new ideas and applying knowledge to new contexts. Trinity's distinctiveness in research and innovation is also a key driver of its high international standing. Excellence in research and innovation is underwritten by the quality of its staff, its infrastructural resources, and

its interdisciplinary environment. It is intended that the new Global Relations Strategy will also enhance Trinity's distinctive international outlook, by recruiting high-calibre international students from around the world, establishing bilateral relationships with the highest-ranked universities, and engaging more effectively with the Trinity alumni diaspora. The distinctiveness of our regional focus is established by our engagements throughout the island, while also being embedded in the heart of Ireland's capital as the University of Dublin, serving the local community through access initiatives and the city through civic engagement. Our strategy is to maintain and enhance this position and to use it for the benefit of our students and the country as a whole. We will do so by building on our strengths and by overcoming the obstacles presented by the current environment.

3 http://www.topuniversities.com/university-rankings/world-university-rankings/2012/subject-rankings

The financial and operational constraints placed on the Irish university sector during the difficult budgets of recent years have the potential to stultify the achievement of our goals. For instance, exchequer funding for the universities has decreased since 2007, notwithstanding the very significant increase in student numbers. The decline in funding, combined with the constraints imposed by the Employment Control Framework, has added to the workloads of staff, and has begun to impact on our staff:student ratio and on our ability to recruit and retain high-quality academic staff. If unaddressed, these constraints will pose a threat to the quality of the educational provision and to the student experience, which in turn will impact on our reputation, reflected in the university rankings.

Trinity's staff:student ratio has risen from 16:1 in 2007 / 08 to 17:1 in 2010 /11. However if only state-funded staff were taken into account,

the staff:student ratio would show a marked increase, from 18:1 in 2007 / 08 to 22:1 in 2010 /11, reflecting the decline in the level of state funding [SEE FIGURE 1]. However, Trinity has mitigated the effect of this decline significantly by the application of new streams of non-exchequer income to employ additional academic staff, for example the forty new Ussher Lecturers and new philanthropically-funded Professors. Even with this additional income, Trinity's institutional staff:student ratio of 17:1 in 2010 / 11 (which is based on staff funded from the exchequer plus other College-generated income) is already high when compared to its international peers [SEE FIGURE 2].

A central focus of our strategy therefore has been to ensure that we are funded at the level required for international competitiveness by generating new streams of income. Such additional income will allow Trinity to protect its core mission of education and research and

STAFF/STUDENT RATIOS

— Staff funded from Exchequer + Other College-Generated Income
— Exchequer-funded Staff
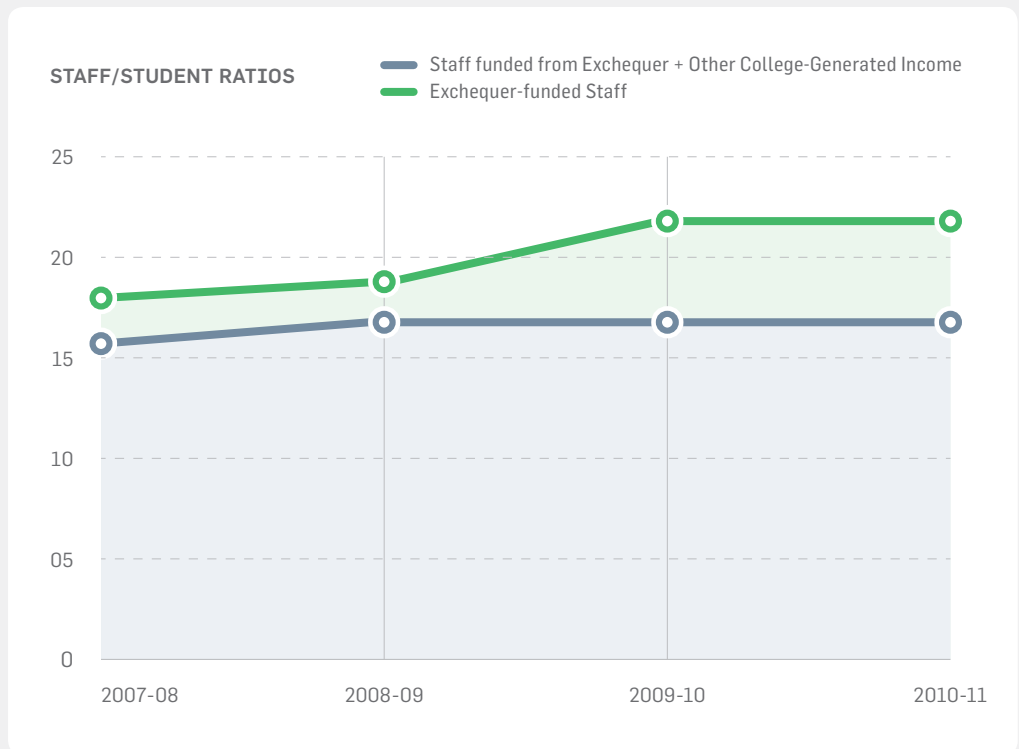
FIGURE 1—STAFF:STUDENT RATIOS: EXCHEQUER-FUNDED STAFF VS STAFF FUNDED FROM EXCHEQUER + OTHER COLLEGE-GENERATED INCOME

STAFF/STUDENT RATIOS
INTERNATIONAL COMPARATORS

TCD
EDINBURGH
KING'S COLLEGE LONDON
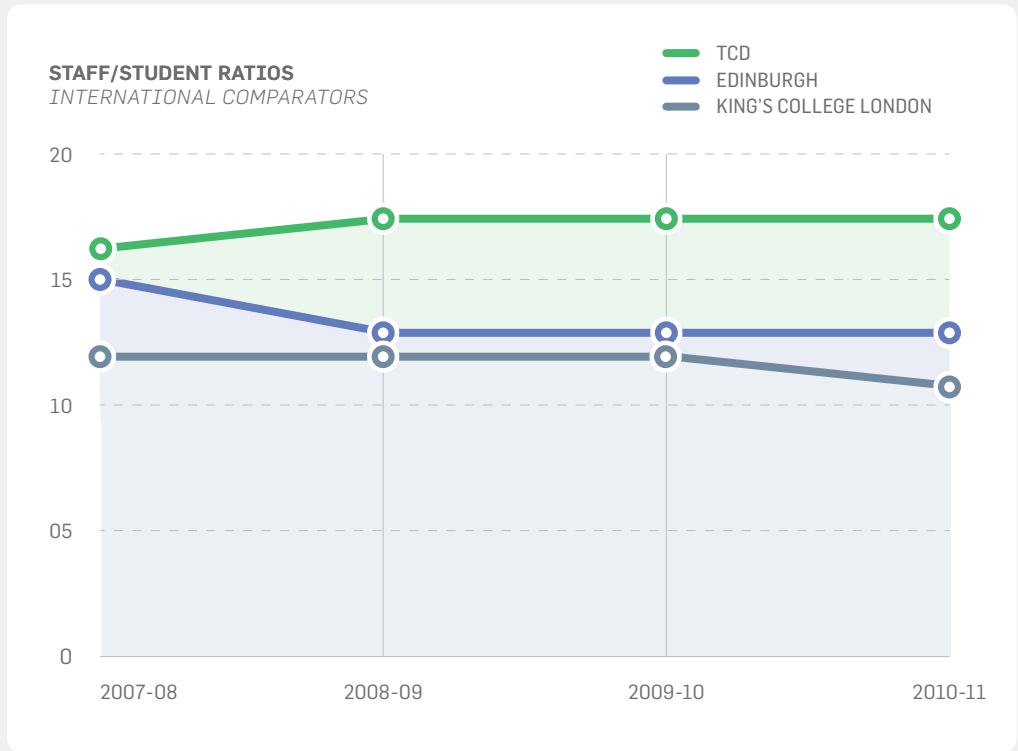
FIGURE 2 — STAFF:STUDENT RATIOS: INTERNATIONAL COMPARATORS

STATE VS OTHER COLLEGE-GENERATED INCOME

COLLEGE-GENERATED
STATE FUNDING
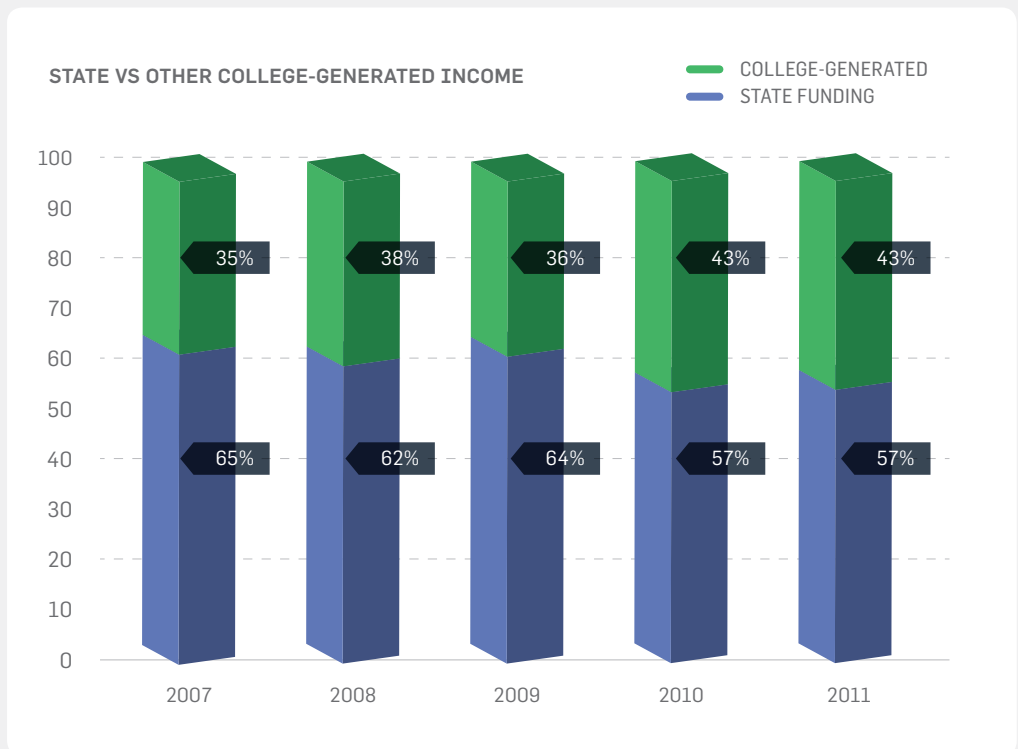
FIGURE 3 — STATE VS OTHER COLLEGE-GENERATED INCOME 2007-2011

14 — *Trinity's Strategy for the Future*

will supplement the declining funding the College receives for government-funded students. Progress has already been made in increasing the level of income derived from non-exchequer sources (from 35% of total income in 2007 to 43% in 2011) [SEE FIGURE 3].

This growth has counteracted the impact of the decrease in exchequer funding (from 65% in 2007 to 57% in 2011). However, a step-change in the proportion of our recurrent funding that comes from non-exchequer sources is still to be obtained. This will be achieved through the implementation of a number of ambitious strategies related to internationalisation, philanthropy and commercialisation.

The internationalisation agenda is being pursued through the implementation of the Global Relations Strategy, adopted by Board in December 2011 [4]. In 2012 the College invested €3m in the Global Relations Strategy and it will deliver €11m in additional income over 4 years. The educational and reputational benefits of the Global Relations Strategy are tangible, and provide a major impetus for its implementation. As important however will be its key role in enabling Trinity to achieve a measure of financial and political autonomy through the generation of income. This income will be re-invested in Schools and student services.

Philanthropic funding has also acquired an increased significance in supporting our teaching and research and in developing our infrastructure. The Trinity Foundation is the primary vehicle for this. It has undergone a re-organisation and expansion, supported by an investment in order to support the achievement of the target of €87m in gifts to support College priorities for the 5-year period ending September 2014.

The development of a commercialisation strategy will be finalised in early 2013. A Director of Commercialisation will be recruited to successfully implement the strategy.

The diversification of sources from which College receives research funding is also a priority, particularly given its reliance on national research funding which increased significantly in 2002. The strategy to diversify focuses on maximising the College's capacity to attract research funding from three main non-exchequer sources: the European Commission's (EC's) Framework Programme (FP7 / Horizon 2020), from US research and other foundations and funding from industry.

While such strategies are invaluable in enabling the College to achieve its core mission, it is also imperative that the funding model used by the HEA to allocate resources for government-funded students be substantially reformed. This model is currently under review by the HEA and the College is currently formulating its response. The response highlights the serious and growing divergence between the escalating enrolments, the rising per-student costs and the steady decline in government funding through recurrent grants and capital investment. The College's response will argue that the current model must be significantly reformed, and not simply revised since it currently does not address the issue of financial sustainability. The College will also need Government to allow a more dynamic human resource policy if it is to be successful in implementing its strategy. Currently the restrictive principles applied across the public sector are applied to all universities, notwithstanding the fact that 43% of Trinity's funding comes from private and non-exchequer sources.

The Provost will continue to argue the case for a strong university sector based on benchmarked academic excellence, financial sustainability and public accountability. The value of higher education will continue to be highlighted, not just in economic terms but in terms of its value as a public good.

4 See: http://www.tcd.ie/globalrelations/assets/pdf/Strategy_fullV7_web.pdf

It will be essential to establish in the public mind that universities like Trinity are vital for the wellbeing of society, not only through their contribution to an innovative and dynamic economy but also in the role they play in the promotion of democratic values through educating graduates to be reflective and responsible citizens. The newly developed Communications Strategy will be a key enabler of this.

Trinity's mission is to provide high-quality education and research and to maintain and develop further strength in research across all disciplines to underpin research–led teaching. Therefore attracting and retaining high-quality staff remains a priority. In this context the College continues to work to identify funding sources particularly to support the recruitment of Professors. In the current economic climate however, retaining high performing academics has also become critical. In light of the restrictions imposed on the promotions process by the ECF and due to financial constraints, alternative mechanisms for recognising and rewarding the contribution of academic staff will be developed in 2012/13.

The quality of the education and the attractiveness of our students to employers depend on Trinity maintaining existing standards in the face of a declining grant and a growing student population. In addition to funding issues, it is recognised that serious consideration will need to be given to the nature of the profile of the student body. This has emerged as a new issue in this Mid-Term Review and will be a focus of our strategy for the remainder of this Plan. In the context of the Mid-Term Review it is also noted that new policies are being developed which aim to further improve retention rates and enhance the student experience. In particular there is a renewed focus on admissions policy and on the transition from second to third level.

The Mid-Term Review has highlighted that many of the actions of the Strategic Plan 2009-14 form part of the College's ongoing strategic activities and the great progress achieved is largely due to the loyalty and commitment of Trinity's staff and students, as individuals and working in collaboration with colleagues. Despite Ireland's current difficulties, Trinity has continued to provide education and research that matches our international competitors. The success in so doing derives from the ability and dedication of our academic staff, with the support provided by our administration and support services.

We are confident that we are successfully implementing our current strategy and that significant progress has been made in meeting the specific objectives and actions set out in the Strategic Plan 2009-14. Moreover as a result of a number of critical interventions during this period, Trinity will be in a stronger position to pursue its vision into the second half of this decade and beyond.

Overarching Goals of the Strategic Plan 2009-14

The three overarching goals of the Strategic Plan 2009-14, namely, to build the Innovation Alliance, to establish Trinity Health Ireland, and to promote Dublin as an international city of learning, culture and innovation continue to form an important part of our strategy and an update is provided below. These specific goals are themselves expressions of Trinity's commitment to developing and enhancing its international and regional collaborations, thereby optimising its contribution to research and teaching. Trinity has had long-standing and highly-valued collaborations with educational institutions with a complementary mission and ethos. We have, for example, joint degrees with the Dublin Institute of Technology (DIT), the Royal Irish Academy of Music (RIAM) and UCD. Using the impetus of the HEA's consultation on the future of the higher education landscape [5] we have engaged in a consultation process with our associated colleges, with a view to deepening and extending the relationships, where appropriate.

5 Trinity College Dublin: Towards a Future Higher Education Landscape (July 2012) — see http://www.tcd.ie/provost/assets/pdf/news/Landscape_Response_toBoard.pdf

In this context a new relationship with the Royal Irish Academy of Music has emerged, which has resulted in a decision in November 2012 that it become an Associated College of Trinity College Dublin. We also remain committed to the TCD / UCD Innovation Alliance which is the highest profile example of collaboration in the sector.

We will continue to bring value to Dublin city and its reputation as a centre for educational excellence. As part of that commitment we will now combine our resources with DIT to create a Global City Innovation Initiative which aims to create a flexible environment in which students, researchers and other stakeholders (including the City of Dublin) come together to respond to the pressing global issues of our time by experiment, design and the discovery of new solutions, products, services and interventions.

Build the Innovation Alliance

Through the Innovation Alliance launched in 2009, Trinity and UCD formed a partnership with the goal of producing a new kind of PhD graduate, one who is expert in a particular discipline but who is also more innovative, entrepreneurial and business-aware than ever before. The centre-piece of the TCD-UCD Innovation Alliance is the Innovation Academy which builds on the respective strengths of the universities to create a robust and mutually beneficial continuum between teaching, research and innovation. Through the Innovation Academy, flagship joint structured PhD programmes have been developed. These programmes have established innovation and entrepreneurship alongside excellence in research and education as an integral element of the PhD. The Innovation Academy was expanded to incorporate Queen's University Belfast (QUB) in 2012.

Under the auspices of the Alliance, the two institutions collaborated for Cycle 5 of the HEA's Programme for Research in Third Level Institutions (PRTLI) which cemented significant graduate education platforms between

both. It is now timely to extend and enhance cooperation across the institutions and a process has been initiated to evaluate opportunities for collaboration in education. A top-down / bottom-up process has commenced with the goal of strengthening collaboration in teaching and learning between the institutions. Furthermore, as part of the two institutions' response to the Government's national strategy, Trinity and UCD have jointly initiated a process to evaluate opportunities for collaboration in de-duplication and the sharing of resources.

Establish Trinity Health Ireland

The original goal of creating a Trinity Academic Medical Centre with affiliated teaching hospitals has been achieved through Trinity Health Ireland. In July 2011, a collaborative agreement in relation to the establishment of Trinity Health Ireland (THI) was signed by the three participating institutions: Tallaght Hospital, St. James's Hospital and Trinity College Dublin. This allows for the incorporation of operational activities between the School of Medicine at Trinity and its major teaching hospitals, in a manner designed to maximise the capacity for delivering high-quality clinical care, providing excellence in medical education and training and delivering high-quality biomedical research and contributing to the economic and social development in an integrated way. In 2011 / 12, the THI Committee, under the chairmanship of Professor Sir Gordon Duff, worked on developing priorities and identifying areas to maximise opportunities from a clinical, educational and research, and operational perspective to provide economies of scale, but also to develop a focus of real strength within medicine in Ireland.

Dublin as an International City of Learning, Culture and Innovation

Trinity is proud of its historic association with the city of Dublin and is committed to promoting Dublin as a city of learning, culture and innovation. Together with established cultural and performing arts institutions and with the emerging creative industries, Trinity has

been involved in the development of a new era of partnerships, underpinned by its Creative Arts, Technologies and Culture (CATC) Initiative, incorporating education, research, creative practice and entrepreneurship. It now plans to draw on existing links with RIAM and DIT to enter into new strategic partnerships. By harnessing specialisms and complementarities in the performing arts with RIAM and in the digital arts and creative technologies with DIT, Trinity seeks to consolidate Dublin's position as a centre of excellence for research-led education and creative arts practice in the performing arts and creative technologies.

The promotion of Dublin as a city of learning, culture and innovation is also achieved through the Science Gallery. An award-winning college initiative, funded through both public monies and philanthropy, the Science Gallery engages the public with critical issues in science through interactive exhibitions, events, discussion and debates. This initiative has had a positive impact on the public perception of science and scientific research and has contributed significantly to Trinity's and Ireland's science outreach programme, including Dublin City of Science 2012. It serves as a gateway between the university and the local community, opening up the campus to the city and country. Under the auspices of Science Gallery International, the Science Gallery's successful format is being replicated in other cities such as London, Moscow, New York, Bangalore and Singapore.

Key Facts and Figures

Total income 2011: **€309m**

Decrease in State income from 2007 to 2011: **€193m** (**65%** of total) to **€176m** (**57%** of total)

Increase in College-generated income (excluding State income) from 2007 to 2011: **€106m** (**35%** of total) to **€133m** (**43%** of total)

Total Student/Staff ratio in 2011: **17/1**

Trinity is ranked **67th** position in the top 100 world universities (QS World University Rankings 2012)

Trinity is ranked **38th** in Europe (Times Higher World University Rankings 2012 / 13)

Trinity is ranked **22nd** in the world in terms of 'International Outlook' (Times Higher Education World University Rankings 2012 / 13)

Trinity's Top 50 Rankings:
(QS World University Rankings by Subject 2012)

14th in the world in English Language and Literature

38th in the world in History

40th in the world in Geography

45th in the world in Politics and International Studies

Strategic Highlight

THE LIR THEATRE

The Lir was officially opened in October 2011 and is the National Academy of Dramatic Art at Trinity College Dublin. Its aim is to train young actors, designers, directors, playwrights, stage managers and theatre technicians to the highest international standards for careers in the theatre and allied professions.

The training offered by The Lir will be closely linked to the ever-changing needs and directions of the theatre and related industries. The staff of The Lir have extensive experience of professional theatre and will continue to work in and maintain close contacts with it. The Lir offers two undergraduate programmes, namely a 3-year Bachelor in Acting (Hons) and a 2-year Professional Diploma in Stage Management and Technical Theatre, and a postgraduate Masters in Fine Art. It also offers several short courses and workshops.

The Lir was conceived as a cultural hub in its own right, with a diverse range of students on a variety of courses linked to the distinct professional disciplines. At night, it opens its doors to the public and will offer a developing programme of performances, films, play readings, talks and lectures.

The Lir was developed by the partnership of the Cathal Ryan Trust and Trinity College Dublin and opened its doors to its first students in September 2011. It is formally associated with the world renowned Royal Academy of Dramatic Art (RADA), in London.
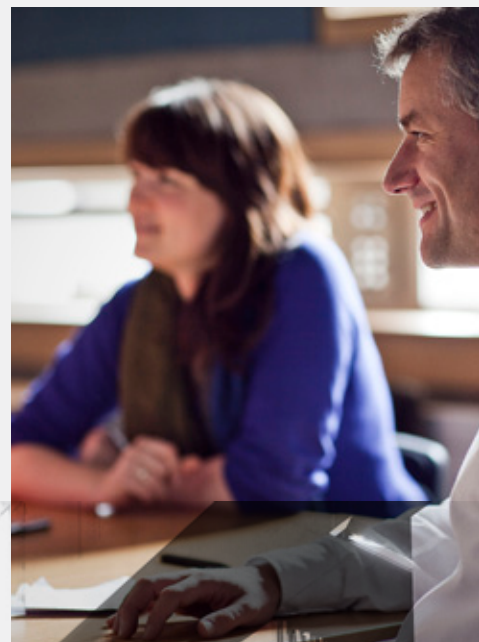
02

Education

Education of future generations is the true purpose of a university, and Trinity's foundation documents attest to this... Our vision for 2014 is of a university providing further leadership in education while being fully responsive to the changing needs of society... In the coming years the ethos and quality of undergraduate education will be maintained and developed through research-led teaching and curriculum renewal... Trinity College Dublin is at the forefront of graduate education in Ireland

STRATEGIC PLAN 2009-14: EDUCATION

At the heart of Trinity's core mission, education and research are seen as interdependent and mutually reinforce each other through Trinity's commitment to research-led teaching. Trinity is committed to providing its students with a first-class educational experience, which will enable them to flourish in a globalised world. This is achieved through a research-led curriculum which is challenging, dynamic and innovative, both in terms of its content and its delivery.

Trinity has a full-strength arts and sciences programme of courses and remains committed to the principle of a university that offers the full spectrum of subjects and facilitates the interdisciplinary synergies that develop. Demand for our programmes, both our four-year undergraduate degrees and our post-graduate courses, is high and we consistently attract highly-qualified students. Within the national context, one of Trinity's distinct features is its position as a centre of excellence for postgraduate provision. It is at the forefront of graduate education in Ireland and provides a wide range of taught Masters' courses and doctoral research programmes. We envisage extending our provision at the postgraduate taught course level, for both full-time and part-time students, as we respond to the need for continuous professional development.

In the context of achieving our vision of a university that provides high-quality, research-led education, this Mid-Term Review has highlighted the over-riding importance of two key objectives under whose heading much of the planned activity of the Strategic Plan 2009-14 will continue to be prioritised. These are the objectives of reviewing the educational experience and balancing the profile of the student body composition. The development of the

activities of the Innovation Academy also continues to form a vital part of our strategy and the Academy is set to become synonymous with innovation and entrepreneurial training across the College.

Review the Educational Experience

During the lifetime of the Strategic Plan 2009-14, there have been major changes in the education policy landscape and Trinity has been actively involved in developing new policies in order to address emerging issues. Although Trinity has long-since been committed to fostering continuous improvement in education, and ensuring that quality teaching is supported through curriculum renewal, more recently there has been a greater emphasis on the undergraduate level. In particular critical policy developments in key areas including admissions, the research-led curriculum, the harmonisation of academic regulations and modularisation are being implemented under this heading.

Admissions

During 2011 / 12 Trinity addressed the challenge of finding a fairer and better way of admitting students to university. An international conference on admissions was held in College on 18 May 2012 to address these challenges (see www.tcd.ie / undergraduate-studies). Arising from that conference, Trinity has developed a feasibility study to examine whether it might be possible to assess applicants using a range of different criteria, including but not limited to their results in the Leaving Certificate and A-Levels (the terminal examinations at second-level in Ireland and UK). The University Council approved this feasibility study in October 2012, and following a suitable lead-in period the first students under this new admissions route will enter Trinity in September 2014. The objective of the feasibility study is to discover whether it might be possible to develop a new admissions system that can identify and admit applicants who not only have demonstrated academic excellence, but who are also passionate about learning, motivated and suitable for their

chosen courses. The admissions scheme used for this feasibility study will adopt a holistic approach, using a range of materials to make an assessment about the academic ability and potential of each applicant, attempting to match the right person to the right course, in a process underpinned by College's commitment to diversity. The feasibility study is being conducted on behalf of the Irish universities, and the procedures and results will be shared with the Irish third-level sector at all stages.

Transition

Under the new Provostship there has been a renewed focus on easing the transition of new students from second to third-level. Much of the work in this regard is being led by the Dean of Students (see chapter 4 for further details).

Curriculum Renewal

Trinity is committed to maintaining and developing the quality of undergraduate education through research-led teaching and curriculum renewal. A key objective over the past decade has been the promotion and development of nine attributes in our graduates so that they are inquisitive, analytical, reflective, creative, adaptable, widely-read and ethically responsible, with an independent mind and an international outlook. The curriculum seeks to develop student leadership skills, and to inspire graduates to be reflective citizens and active members of the wider community. It is committed to providing an excellent teaching and learning experience, informed by up-to-date research and facilitated by a high-quality learning environment. In 2012 / 13 the Senior Lecturer / Dean of Undergraduate Studies has embarked on a major new college-wide initiative designed to strengthen curriculum renewal, and to articulate the nature of a Trinity education, the outcome of which will be presented to the University Council in Trinity Term 2013.

Harmonisation

Following a thorough assessment of existing assessment and progression regulations, a

proposal on the Harmonisation of Assessment and Progression Regulations was considered during 2011/12 by the University Council. The purpose of this is to provide greater transparency and equity of treatment of students. Regulations were devised which, within the limits imposed by the diversity of the academic programmes, are consistent, simple and practical. The University Council has adopted the recommendations of the Harmonisation Working Group and new regulations have been implemented for the academic year 2012/13.

Modularisation

The modularisation of courses at undergraduate level provides a framework to support the 'core and elective curriculum'. The 'core and elective curriculum' policy requires all courses to provide structured opportunities for all students to take elective modules outside their main disciplines. The implementation of the new student administration system will strengthen the College's capacity to achieve the benefits of enhanced modularisation.

Taught postgraduate courses are organised to enable modules to be shared across cognate courses, where academically appropriate, and to achieve greater efficiencies in terms of staff and physical resources. The Graduate Education Strategy, approved by the University Council in May 2010, and now being rolled out, seeks to enable the creation of innovative, flexible, and possibly inter-disciplinary courses from the wide range of modules offered across the College. It also facilitates inter-institutional collaboration in graduate education, in line with sectoral strategic objectives. Modularisation throughout the postgraduate curriculum has also underpinned the development of the Structured PhD, whereby doctoral research students may avail of a broad range of modules treating advanced research skills and specialist topics offered within Trinity and also in collaboration with other universities in the region and further afield.

Quality Assurance

While progress has been made in the area of quality assurance, such as the introduction of mandatory student evaluation of modules since 2010/11, significant new work is being undertaken in 2012/13 to thoroughly review the quality assurance of the educational provision. A high-level working group chaired by the Vice-Provost/Chief Academic Officer has started work to progress this.

Life-Long Learning

Trinity recognises its responsibility to contribute to social and economic development by providing access to knowledge-based skills and professional development. Trinity meets this responsibility primarily through an extensive range of postgraduate taught courses in all disciplines which, in 2011, attracted nearly 6,000 applicants, 32% of whom ultimately registered[6]. We are committed to extending our provision at the postgraduate taught course level as a response to the need for continuous professional development and as we build on advances in technology and professional practice, for example, to the MSc in Neuroscience, the Masters in European Business Law, the MSc in Dementia, the MSc in Engineering (Environmental/Structural/Transportation), the MSc in Business and Management and the PG Diploma in Sustainable Energy. To respond to the requirements of the professional body, Engineers Ireland, Computer Science and Engineering will be offering integrated five-year programmes, consisting of a four-year undergraduate degree programme followed by an optional fifth year leading to a Masters.

Trinity recognises a growing need for part-time and flexible learning options and considers that the College can best make its contribution to national objectives at the level of postgraduate taught courses. Flexible learning options have been introduced in courses such as the MSc in Nursing and the Masters in Education and many of our postgraduate courses are delivered on a part-time basis,

6 Dean of Graduate Studies Annual Report, 2010/2011, Appendix 8b.

for example the MSc in Health Informatics and the Masters in Theological Studies. The provision of part-time postgraduate taught courses will increase to accommodate the growing number of students who combine study and work.

The MSc in Pharmaceutical Manufacturing Technology is delivered online and we intend to further develop online provision, bearing in mind the significant investment required in technology and the reputational risk if quality cannot be assured. Work is ongoing in relation to the enhancement of the delivery of the undergraduate curriculum, in areas such as limited investment in the Virtual Learning Environment (VLE). In 2012/13 the Dean of Graduate Studies is undertaking a major study of the opportunities for Trinity in this field and will prepare a report on the educational and other benefits of such opportunities.

We remain committed to lifelong learning and offer a range of extra-mural evening courses in many different fields, from history of art to social work, philosophy to psychology, Greek and Roman mythology and religion to neuroscience and a wide variety of languages.

Balance the Profile of the Student Body Composition

The Strategic Plan 2009-14 envisaged that College would increase its student numbers to 18,000 students by 2014 and within that context also to increase the number and proportion of international students, of graduate students and of students from non-traditional backgrounds. A review has shown that this target of increasing student numbers to 18,000 will be met by 2014. It also confirms that the targets relating to graduate students and non-traditional entrants will also be met and exceeded. However the targets in relation to international students have not yet been met, although the recent adoption of a new Global Relations Strategy will ensure that this will be prioritised in the coming years. In light of these changes it is opportune to consider the composition of our student body in the context

of our determination to maintain the quality of a Trinity education.

To give some context, in 2010/11 there were 16,747[7] registered students in Trinity College Dublin, of which 71% were undergraduate students. Of the nearly 5,000 postgraduate students 46% were research students. Part-time students accounted for 12% of the student population, the majority of which were registered on postgraduate courses in professional areas such as engineering, education, pharmacy, medicine, and nursing and midwifery.

Our student population represents every county in Ireland and more than 95 nationalities. Among universities in the Republic of Ireland, Trinity has traditionally attracted the largest number of students from Northern Ireland and we are committed to increasing this proportion.

Trinity has more postgraduate research students than any other Irish university, with nearly 2,000 PhD students in 2010/2011[8]. There were over 1,000 PhD applicants for admission in 2011/12, 542 (54%) of which registered[9]. Many of these students were attracted to Trinity by the opportunity to work with internationally renowned researchers. Growth in postgraduate research is dependent on the ability of the state and the university to provide funded studentships — a necessity when competing globally. However, 2010/11 figures show a decrease in the number of registered PhD students [SEE FIGURE 4]. We are addressing this though the Global Relations Strategy and philanthropic initiatives, for example the Grattan Scholarships[10]. Increased diversification of sources of research income will also halt this possible decline.

7   This includes one-year and one-term visiting students.
8   Based on 2010/11 student numbers returned to the HEA March 2011.
9   Dean of Graduate Studies Annual Report, 2010/2011, Appendix 7.
10 The School of Social work and Social Policy has developed a new Scholarship Programme—*The Grattan Scholars*—with the aim of advancing cutting-edge social science research and teaching. The first two scholars commenced Michaelmas Term 2012.
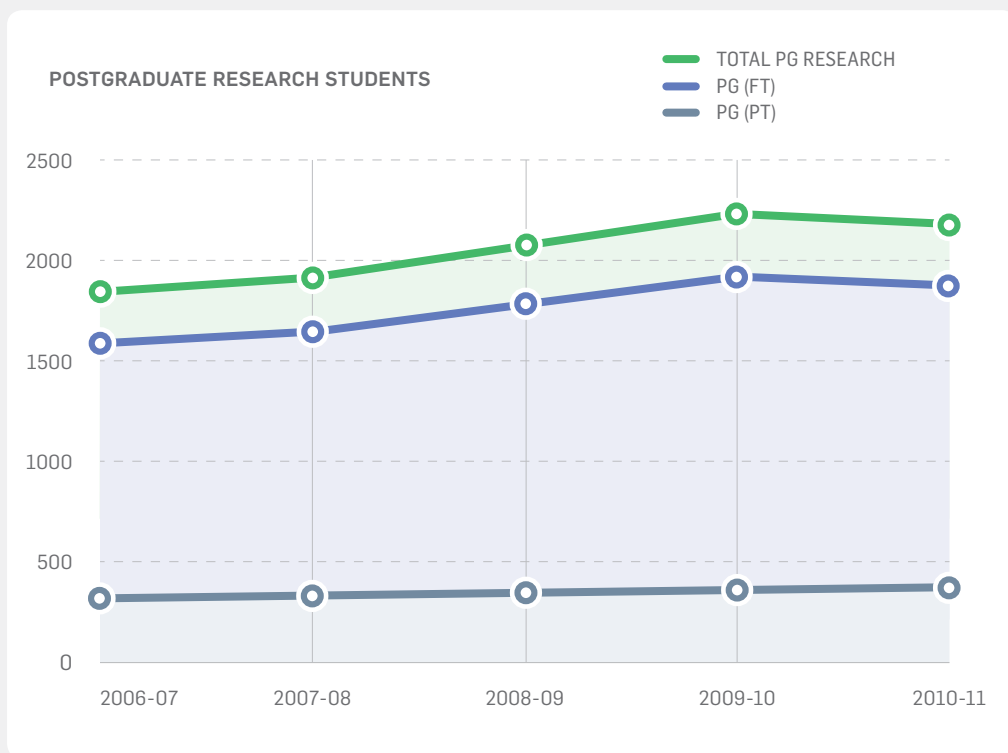
POSTGRADUATE RESEARCH STUDENTS

- TOTAL PG RESEARCH
- PG (FT)
- PG (PT)

FIGURE 4—POSTGRADUATE RESEARCH STUDENT NUMBERS 2006/07 TO 2010/11 [11]

Area	No. of students 2010/11	% Distribution 2010/11
Ireland [12]	13,149	78.5%
Europe (EU) (excl. Ireland)	1,892	11.3%
North and Central America	731	4.4%
Asia	535	3.2%
Africa	241	1.4%
Europe (non EU)	152	0.9%
Australasia	28	0.2%
South America	19	0.1%
Total	16,747	100%

TABLE 1—GEOGRAPHICAL DISTRIBUTION OF STUDENT BODY BY NATIONALITY 2010/11 [13]

Table 1 [ABOVE] illustrates the geographical distribution of the student body based on nationality in 2010/11, with Irish nationals accounting for 79% of the student body in 2010/11.

11 Based on data from Dean of Graduate Studies Annual
    Report 2010/2011, p. 10
12 Includes 352 from Northern Ireland based on home
    address details.
13 Based on Senior Lecturer's Annual Report
    2010/2011, Appendix B

The pre-dominance of students of Irish nationality dates from the late 1980s when Trinity oriented itself to meet the demand for higher education nationally. However in the last decade in particular Trinity has come to appreciate the educational and other benefits that accrue from a greater international orientation. The quality of our education will be enhanced by attracting the best students and

staff in the world and by having a more culturally diverse student body. The Global Relations Strategy incorporates a non-EU incentivisation scheme to encourage an increase in non-EU student numbers and envisages an additional 922 non-EU students from the Global Relations Strategy, 482 from Study Group International (SGI) and 80 from Singapore Institute of Technology (SIT), by 2016/17. With the student body composition clearly set to change, planning has begun to deal with the resulting consequences for the College's finances, quality and reputation. For instance, the impact of increased student numbers on our staff:student ratio could be a matter of concern, and if not properly managed, could have implications for the quality of our teaching and the student experience, and in turn could affect our reputational standing.

In this context, until the complex issues of funding higher education, outlined in the *Review of Funding Model for Higher Education Institutions Consultation Document July 2012*, are resolved, it is not possible to commit to any significant increase in undergraduate EU student numbers. However, Trinity remains open to considering targeted increases as appropriate.

Trinity has always attached great value to having a diverse and inclusive student population and is an active participant in the DARE and HEAR third-level access schemes, winners of a Public Service Excellence Award, 2012. We are committed and on target to achieving a 22% entrance rate by under-represented groups and a 13% entrance rate by under-represented socio-economic groups by 2013. Applications from mature students and those from backgrounds of social disadvantage or with a disability are actively encouraged. In 2011, 18.8% of new undergraduate entrants were admitted using key access criteria (socio-economically disadvantaged, mature students, students with a disability). The Trinity Access Programmes (TAP) have formed a central part of Trinity's plan to encourage young adults, adults and ethnic minority students

who come from socio-economic groups under-represented in higher education, to go to university.

The National Institute for Intellectual Disability (NIID) was established at Trinity in 1998 to promote the inclusion of people with intellectual disability and their families. The NIID promotes lifelong learning for people with intellectual disability through:

— The Certificate in Contemporary Living, an inclusive education programme for students with intellectual disabilities

— Development and implementation of inclusive research practice

— Analysis and commentary on relevant legislation and policy

— Parent/family education

— Consultancy and partnership with service and advocacy agencies

— Public Education.

Develop the TCD-UCD Innovation Academy

The Innovation Alliance between TCD and UCD was announced in 2009 as a partnership to enable Ireland's higher education sector to contribute to a world-class environment for innovation and enterprise development in Ireland. The TCD-UCD Innovation Academy is the educational centre-piece of the Innovation Alliance which aims to develop a new kind of doctoral candidate, one who is an expert in the chosen discipline but also possessing the skills, networks and confidence to translate research into a commercial, social, cultural or policy innovation. The Innovation Academy has developed a curriculum leading to the new joint TCD-UCD Graduate Certificate in Innovation and Entrepreneurship, which can be taken by PhD students. Since 2010, approximately 200 PhD students have participated in the Innovation Academy to develop skills in creative thinking, innovation and business awareness. In 2012 Queen's University Belfast (QUB) joined as a partner in the Innovation

27 — *Education*

Academy to foster cross-border student mobility and inter-institutional sharing of modules. This collaboration ensures that doctoral candidates in Trinity, UCD and QUB benefit from the expertise that is available within each institution, as well interacting with an expanded network of contacts, entrepreneurs and spin-out companies. Through the TCD-UCD-QUB Innovation Academy, the students interact across disciplinary boundaries, across institutions and across jurisdictions.

The Innovation Academy is part-funded by PRTLI (cycle 5) to recruit staff to foster links with industry and to interact with students in small group learning sessions. The universities also fund the Innovation Academy by providing academic staff expertise, administrative support and teaching facilities. Staff from two of the institutions are collaborating on the academic management of the programme, delivery of the course and the development of the Innovation Academy. The institutions are developing international links, engaging in outreach events (such as ESOF 2012 and Falling Walls Competition) and disseminating their work at international conferences. Trinity is committed to supporting and developing this interaction.

From a Trinity perspective, the Innovation Academy will continue to be reliant on an internal funding allocation until 2016. However this will progressively decline as it generates external income from its training activities. The Executive Officer Group approved the Innovation Academy's business plan in 2012 and also recommended that the Innovation Academy be incorporated within the School structure so that it is fully aligned with the philanthropic prioritisation process. Ultimately the aim is for the Academy to become synonymous with innovation and entrepreneurial training across the College.

Summary Update of Actions under Education

ACTIONS OF STRATEGIC PLAN 2009-14 — MID-TERM REVIEW UPDATE

2.1 Review course provision and the composition of the student body
— College-wide initiative designed to strengthen curriculum renewal begun by Senior Lecturer/Dean of Undergraduate Studies.

— Target of increasing student numbers to 18,000 will be met by 2014/15.

— The prioritisation 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 or where there is student demand for new programmes has not been completed. Such a prioritisation process will require the support of the Strategic Planning and Projects Unit which will be established under START.

2.2 Strengthen the focus on quality assurance and improvement
— Student evaluation of modules mandatory across College since 2010/11.

— All courses undergo external examination annually.

— Significant new work being undertaken in 2012/13 to review quality assurance of the educational provision; high-level working group established to progress in 2012/13.

— Alumni pilot programme of reviews not completed. Instead, other more appropriate means of involving alumni are being considered, e.g. through the GRS, to develop mutually beneficial relations with our alumni (e.g. an alumni mentoring programme for internships for Trinity students, and career development support for our younger alumni).

2.3 Increase the use of learning technologies
— Upgraded VLE (Blackboard) available to staff and students for new academic year 2012/13.

— See action 6.2.

2.4 Curriculum innovation and renewal in undergraduate education
— Structure of undergraduate courses has been redesigned to accommodate introduction of modules with ECTS values and learning outcomes at programme and module levels.

— Policies of harmonisation (to be implemented in 2012/13) and modularisation provide a framework to support the 'core and elective curriculum'.

2.5 Dedicate resources to enhance the delivery of the undergraduate curriculum
— Additional small group teaching space provided through TBSI ($551m^2$) and South Leinster Street ($422m^2$). See action 6.8.

2.6 Improve retention on undergraduate programmes
— Initiatives of the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Students aim to improve admissions and transition/orientation processes which in turn would improve retention rates on undergraduate programmes.

2.7 Implement College's Access Plan, 2009–13
— College is on target to achieve 22% entrance rate by under-represented groups and 13% entrance rate by under-represented socio-economic groups by 2013. The work of Trinity Access Programmes (TAP), Disability Service, the National Institute for Intellectual Disability (NIID) and the Equality Office is central to the achievement of these targets and in continuing to develop further education progression routes.

2.8 Increase the proportion of international students
— International (non-EU student numbers) to increase through the GRS by 2016 / 17:
  ▸ Incorporating non-EU incentivisation scheme: 922
  ▸ Study Group International (SGI) (Trinity and UCD contract signed with SGI in 2010 / 11): 482
  ▸ Singapore Institute of Technology (SIT) (Trinity entered into an agreement in 2011 / 12 with SIT to provide degree programmes in Physiotherapy and Occupational Therapy): 80

2.9 Establish the TCD-UCD Innovation Academy
— TCD-UCD Innovation Academy launched in November 2010 and expanded to include QUB in 2012.
— Further developed through successful bid for funding through the PRTLI programme.
— Joint TCD-UCD Graduate Certificate in Innovation and Entrepreneurship established in 2010 / 11.
— Business plan approved by Board in 2011 / 12 setting out plan for future sustainability.

2.10 Increase the number and scope of collaborative programmes with other universities and encourage mobility
— Trinity has almost 300 exchange and mobility options for students and staff looking for a challenging international experience.
— The DRHEA Inter-Institutional Collaborative Agreement (2009) enables Graduate education module delivery and student mobility between Trinity, UCD, DCU, NUI Maynooth, DIT and IT Tallaght.
— GRS aims to increase number of student exchange programmes with leading universities.

2.11 Increase modularisation, flexibility and quality control in taught programmes
— The modularisation of courses at undergraduate level provides a framework to support the 'core and elective curriculum'.
— Graduate Education Strategy, approved by Council in May 2010, seeks to enable the creation of innovative, flexible, and possibly inter-disciplinary courses from the wide range of modules offered across the College.
— Stand-alone postgraduate modules are available in specific areas in College and an associated fee structure is in place.

2.12 Increase the number of targeted Ph.D. studentships
— PRTLI (cycle 5) funding has led to the creation of structured PhD programmes in a number of research areas across College.
— GRS and philanthropic initiatives, e.g. Grattan Scholarships, will aim to increase PhD numbers.

2.13 Enhance the reputation of the Trinity Ph.D.
— Will be addressed through the Communications Strategy which aims to protect and promote Trinity's name and reputation nationally and internationally as Ireland's leading university.

2.14 Increase the number of international and non-EU graduate students
— See Action 2.8.

2.15 Review and update the life-long learning policy
— Extensive range of postgraduate taught courses available in all disciplines. College is committed to extending its provision at the postgraduate taught course level as a response to the need for continuous professional development.
— Lifelong learning is on the targetted Undergraduate Studies Committee work programme for 2012 / 13.
— Wide range of extra-mural evening courses available in many different fields.

2.16 Increase flexibility for progression in undergraduate studies
— See action 2.7.

2.17 Increase the flexibility and modularisation of educational provision, and facilitate the recognition of achievement
— See action 2.4 re harmonisation.
— 'Trinity Teaching Award for Postgraduate Students' to be established (Hilary Term 2013).

Headline Items to 2014 and Beyond

Broaden Undergraduate Admissions
— Long-term aim is to broaden undergraduate
admissions using a range of different modali-
ties to identify students with the ability and
promise to thrive academically.
— First students to be admitted through new
admissions route in 2014.

Foster continuous improvement in education
— Under the remit of Senior Lecturer / Dean of
Undergraduate Studies an education strategy
to embrace the challenges of the 21st century
for the next 8 years incorporating admissions
policy is in development in 2012 / 13.

Improve Quality Assurance of education provision
— Working Group set up in 2012 / 13 to address rec-
ommendations of IRIU Quality Review in detail
in the context of planning for and implement-
ing improved procedures and processes, as
resources allow in what is a difficult operating
environment.
— Role of the Quality Committee to be reviewed
in 2012 / 13 in terms of its authority to system-
atically monitor the implementation of quality
assurance and enhancement processes and
outcomes.

Development of the Business School
— Develop the Business School, underpinned by
an Innovation and Entrepreneurship strategy.

Enhance Innovation Academy
— Formal launch of the TCD-UCD-QUB
Innovation Academy (2012 / 13).

Develop On-line Education
— Taskforce to be established to consider the
academic issues and business case associated
with College investment in online education
(2012 / 13).
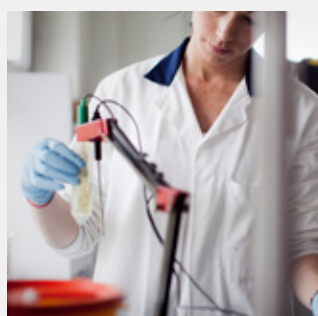
Strategic Highlight

TRINITY LONG ROOM HUB

As Trinity College Dublin's Arts and Humanities Research Institute, the Trinity Long Room Hub collaborates with its seven constituent Schools and the Library. In addition to providing a world-class research environment that harnesses and expands the excellence of Trinity's Arts and Humanities research, the Institute facilitates cross-disciplinary collaborative projects and is responsible for increasing the visibility and the impact of this research and demonstrating its relevance for today's societies.

Its signature building at the heart of the campus opened in 2010 and, enabled by a HEA PRTLI 4 grant, signifies the centrality of the Arts and Humanities for the university and Irish society. It hosts major EU-funded digital humanities projects such as the FP7 Cendari infrastructure project led by Trinity and by the Irish contribution to the European Digital Humanities network, DARIAH. It also hosts the PRTLI 5-funded Structured PhD Programme in Digital Arts and Humanities which is led by Trinity and involves seven Irish institutions.

The Trinity Long Room Hub operates a Visiting Research Fellows Programme which attracts leading international scholars to the university and runs an intensive programme of academic events promoting and showcasing research in the Arts and Humanities.

In 2012, a new Director, Professor Juergen Barkhoff, and Institute board were appointed, and the Institute, together with its constituent partners, is currently developing a number of overarching research themes, that will guide its headline research projects and collaborative programmes in the coming years.
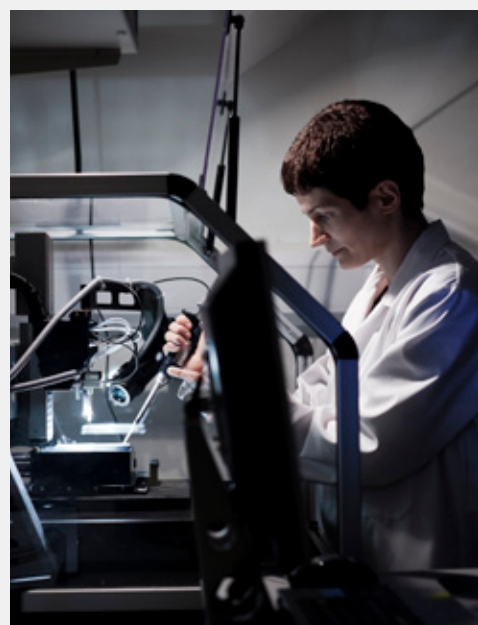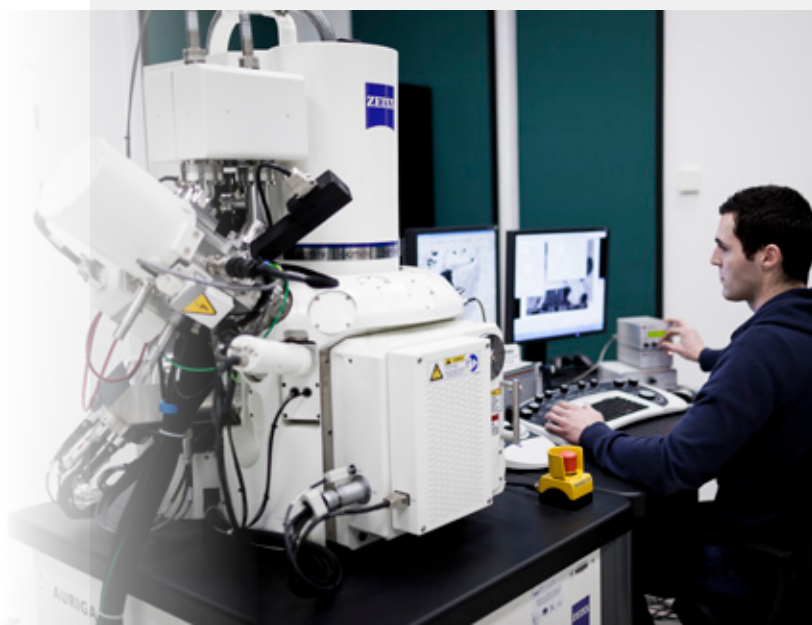
03

Knowledge Generation and Transfer

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.
STRATEGIC PLAN 2009-14: KNOWLEDGE GENERATION AND TRANSFER

In the Strategic Plan 2009-14 we highlighted our intention to be at the forefront of research that has global impact and that can help address the major challenges of our time. The research theme of 'Sustainable Society' was proposed as the convergent theme for research in Trinity, and many important research initiatives have been undertaken under this heading, including in immunology and infection, bioengineering, digital humanities, international integration and smart and sustainable cities. Substantial progress has also been made in implementing the proposed actions relating to attracting excellent researchers and to developing the research infrastructure. However, it is important to note that several of the initiatives require continuous attention and reinforcement so that progress made to date is not lost. In the current economic climate, with reduced exchequer research funding, there is a risk that fewer research opportunities may be available to Trinity researchers. Such a scenario, if unaddressed, could impact negatively on the quality of Trinity's research and on the College's ability to attract world-class staff, and which, in turn would affect the College's rankings [SEE FIGURE 5]. In order to mitigate this threat, a number of research funding diversification initiatives have been developed.

Improving Trinity's position in international rankings remains an important strategic priority. However, it should be clear that our current ranking in any of the world rankings is a complex function of a number of factors, over many of which we have little direct control but which are intrinsic to the working of the College. In this respect, it is not meaningful to consider a strategy for increasing our position in the rankings in isolation from other on-going initiatives. For example, maintaining
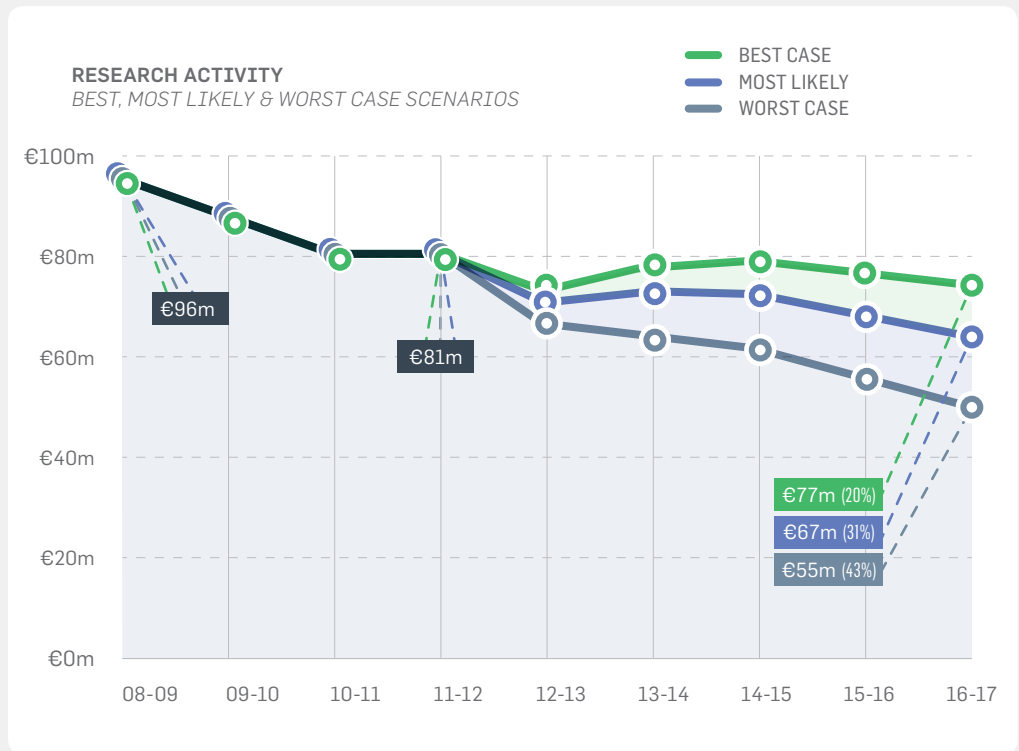
RESEARCH ACTIVITY
BEST, MOST LIKELY & WORST CASE SCENARIOS

BEST CASE
MOST LIKELY
WORST CASE

€100m

€96m

€80m

€81m

€60m

€40m

€77m (20%)
€67m (31%)
€55m (43%)

€20m

€0m

08-09   09-10   10-11   11-12   12-13   13-14   14-15   15-16   16-17

FIGURE 5—RESEACH ACTIVITY: BEST, MOST LIKELY AND WORST CASE SCENARIOS

our research impact depends critically on our ability to attract and retain scholars of international repute, as well as on our ability to maintain the current level of research funding. The rankings also measure Trinity's reputation globally, and it is recognised that we must improve our processes for promoting our achievements. This is being tackled via the Board-approved Communications Strategy.

It should therefore be clear that our approach to maintaining our international ranking is founded on addressing those central issues which could have a serious impact on the ability of Trinity to deliver its core mission. A series of recommendations in the Rankings Strategy will be progressed in 2012/13 which include the establishment of a Strategic Planning Unit for Trinity (in line with the START Taskforce's recommendation approved by Board) in order to collect, analyse, monitor and report on institutional data to the university's policy-makers in a systematic, standardised and timely manner. Moreover, in order to improve our academic reputation in rankings surveys, a new marketing strategy will be required over and above the regular

university communications and public relations activities. Under the new Communications Strategy, a Director of Communications and Marketing will be recruited.

Attract and Develop World-Class Teachers / Research-Active Academic Staff (Principal Investigators)

The College has been particularly successful in attracting and developing world-class Principal Investigators over recent years. The Ussher programme has, for example, seen the creation of forty new non-exchequer funded posts linked to strategic areas across the College. The College is also attracting European Research Council (ERC) grant awardees. However, in the area of Engineering, Maths and Science our ability to continue to succeed in this regard is strongly linked to funding. In order to continue to attract and retain high-performing academics Trinity must increase the level of non-exchequer income it generates. Such income will be used to support the recruitment of Professors in areas of critical importance for College, as well as to support the research infrastructure. Trinity's Library is integral to this infrastructure. Access to

electronic journal and other digital research resources support the work of our researchers at all levels and have a direct relationship with research outputs and research impact. It will be vital, in this time of economic crisis, to ensure that the Library continues to provide the required service to staff and students.

In the current climate, a particular focus must also be on retaining and developing (especially junior) staff within the present constraints of the ECF. The College has robust retention mechanisms for existing academic staff. However, further consideration needs to be given to mechanisms to retain, for example, junior staff on programmes such as SFI Starting Investigator Research Grant (SIRG) and other 'soft' funding. In the second half of the span of the Strategic Plan 2009-14, consideration will be given to whether the College can underwrite the employment of such staff so that they can submit funding proposals in their own right. Schools will be encouraged to develop School-based strategies for attracting further ERC grant awardees. In addition a Working Group has been set up to consider whether and how associated staff such as emeritus and adjunct staff can contribute to the College's research and to identify the proper mechanisms that would need to be put in place to facilitate this.

Diversify Research Funding Sources

The need to develop and invest in robust strategies for research funding development and diversification is critical. The College has recently approved a 5-year investment plan entitled *Structures for Diversification of Research Funding in Trinity College Dublin*. In the context of the projected downturn in the College's research funding of 30% over the next 5 years, no new sources of funding are likely to become available and there is intense competition for existing funding streams. Therefore the strategy focuses on maximising the College's capacity to attract research funding from three main non-exchequer sources: the European Commission's (EC's) Framework Programme (FP7 / Horizon 2020), US funders

and funding from industry. Ambitious targets have been set for securing in excess of €154m over the lifetime of Horizon 2020 and €11.9m from US funding. In order for these targets to be achieved, two key approaches will be necessary, namely, (i) increasing participation in the funding programmes and (ii) ensuring higher quality applications. It is envisaged that the successes of these approaches will be incremental. It is also recognised that they will require various supports such as a mentoring programme for staff seeking to develop proposals to new sponsors (in collaboration with the Staff Development Office), and support for buy-out of staff time to develop proposals of scale,
and an increased number of FP7 / Horizon 2020 specialists. With regard to the Horizon 2020 programme, it will be vital to have the supports in place before the first call goes out, as the environment will be highly competitive. UK funding is more constrained for non-UK applicants but there are moves at governmental level for research collaboration to increase between the UK and Ireland which may have implications for Trinity. A strategy to address industry funding will be developed in the future. The College's new Communications Strategy has as one of its objectives to promote opportunities for research collaborations with industry and to continue to develop outreach to the corporate and venture capital community.

The investment plan allows for Research Programme Officers being deployed locally in Schools, eventually on a self-financing basis but underwritten by the College in the short term and, as previously mentioned, includes the provision of the new position of Faculty Director of Strategic Projects in the Faculty of Arts, Humanities and Social Sciences. While the role of Research Officers in Schools / Faculty Offices will be important, nonetheless it will be equally important to have a body of staff centrally that have strong relations with sponsors and are networked into the EU, have expertise in funding programmes, and can

participate directly in policy making. The rolling out of the Research Proposal and Award Management System (RPAMS) during 2012/13 will reduce some of the demands on staff in the Research Office, enabling them to focus on other areas and it is envisaged that the Research Office will expand and that the roles of current staff will change.

The development of a strategy for a more active approach to industry liaison is also beginning and, in this context, further consideration of how the College supports contract research including better support for the management of service contracts will be required. To support this activity, deployment of a College-wide Contact Relationship Management (CRM) system is being planned. Finally, the emergence of a broad-based portfolio of thematic research areas of strength should provide a basis for highlighting the research impact of the College and serve as an attractor for research funding.

Strengthen Trinity Research Institutes (TRIs) and Centres

Trinity's Research Institutes (TRIs) represent an area of acknowledged research excellence and have at their core a critical mass of scholars/principal investigators of acknowledged high international standing in that area. TRIs are recognised by the university as sustainable, long-term strategic resources. Current TRIs are: Centre for Research on Adaptive Nanostructures and Nanodevices (CRANN), Institute for International Integration Studies (IIIS), The Long Room Hub (LRH), Trinity Biomedical Sciences Institute (TBSI) and Trinity College Institute of Neuroscience (TCIN).

The diagram [RIGHT] presents Trinity's emerging set of distinctive research themes and the alignment of our academic units (Schools and TRIs) and major initiatives to each theme. Significant non-exchequer funding (from industry, the EU and philanthropic sources) has been generated around these areas in the past and will continue to do so in the future.

Recent changes to policies for the operation of TRIs have provided for strengthened governance, with the Dean of Research and relevant Faculty Deans being members of all TRI boards and a sustainability mode for TRIs having been approved by Board. In addition a Working Group has been set up to review conditions for the operation of TRIs to ensure that the College's policies are appropriate to supporting sustainable research institutes of scale in the future.

Further Promote Research Quality

Promoting research quality remains a critical component of the College's strategy and a number of initiatives designed to support research quality as well as participation in research have been rolled out. Among these is the establishment of a mentoring process, with all new academic staff being offered a mentor within their first year (via the Early Career Mentoring Initiative) and the Momentum Programme under which 18 mentoring partnerships for established academic staff have been established since it was rolled out in 2010/11. In addition, the principles of a College-wide Workload Allocation model have been developed to be fully implemented across Schools by 2013/14 to ensure equitable allocation of duties, also ensuring that staff have the capacity to engage in research.

Foster Multi-Disciplinary Research Consortia

Significant effort is being devoted to the consolidation of multi-disciplinary research activities within College, with the aim of enhancing existing research areas and creating new support frameworks for emerging research areas. The process is based on a set of identified thematic areas and these areas are being explored through a series of townhall meetings. Steering committees are being put in place to develop research strategies and funding plans for each of these areas.

Research Activity and Knowledge Exchange

40 — Knowledge Generation and Transfer
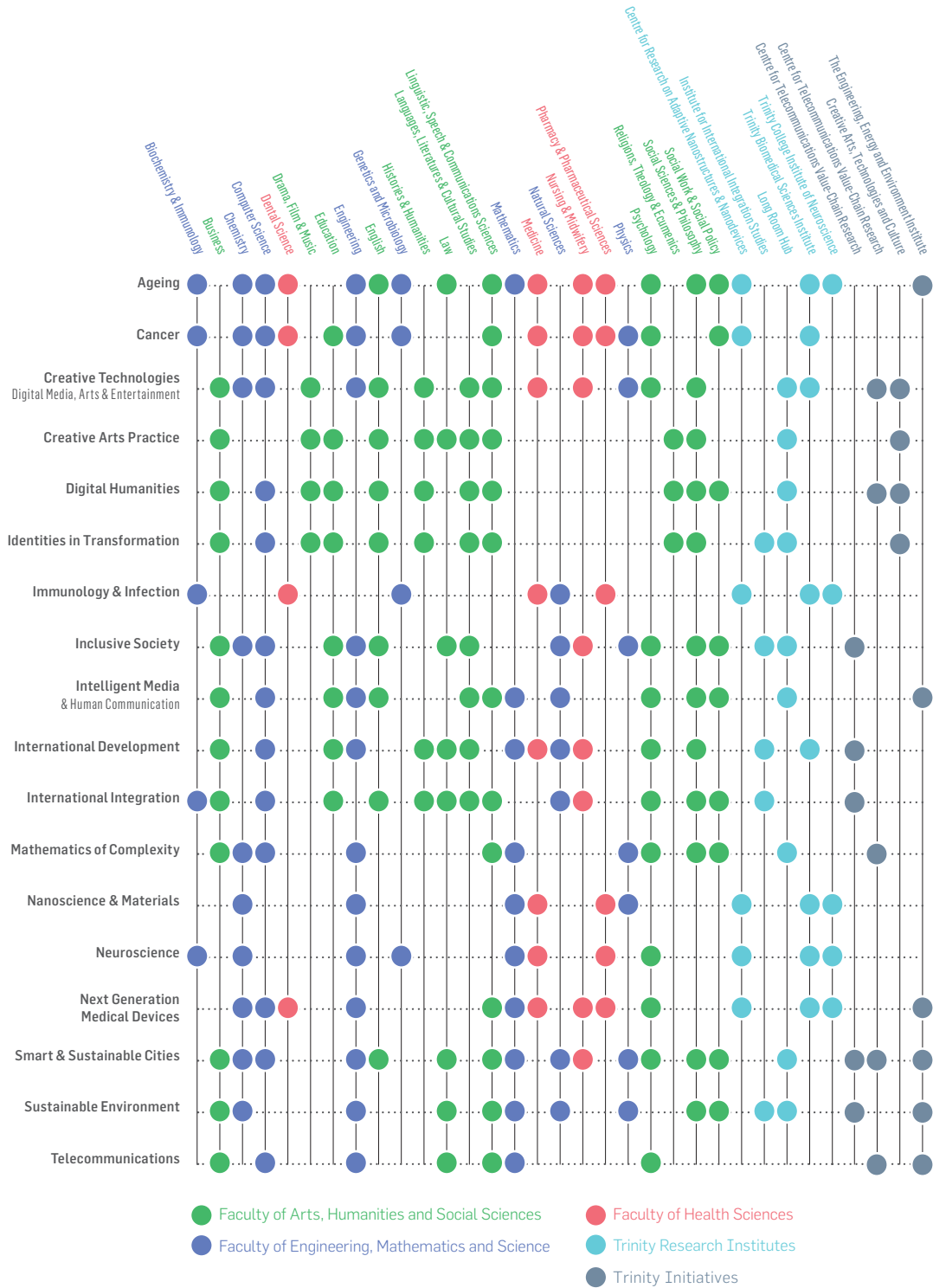
Develop a New Model for Intellectual Property Management

This action initially led to the adoption of a Board-approved Open Innovation Policy. However, in response to a new IP framework for universities a full review of the College's policies for management of Intellectual Property will be undertaken in the current academic year.

In the sphere of supporting innovation, we are currently beginning the development of a College-wide Innovation Strategy supporting the case to undertake a significant building development to house research and teaching in Business Studies as well as other activities such as the promotion of innovation culture at undergraduate and postgraduate level and the possible development of an Incubator facility supporting very early stage start-ups.

Provide New Research Infrastructure

TBSI has recently been opened and a process is underway to build the case to support a significant building development to house research and teaching in the physical sciences, specifically, consolidating the activities of the Schools of Natural Sciences and of Engineering. As part of this process, the Schools have developed a common strategy for an Institute for Engineering, Energy, and Environment (E3) supporting research, teaching and innovation in the area which was recently the subject of a rigorous peer review process by a team of international experts in the field which concluded that "the Institute may be uniquely placed to play a leading role on the world stage".

41 — *Knowledge Generation and Transfer*

Summary Update of Actions under Knowledge Generation and Transfer

ACTIONS OF STRATEGIC PLAN 2009-14 — MID-TERM REVIEW UPDATE

3.1 Attract and develop world-class principal investigators

— 40 Ussher posts created through non-exche-quer funding 2009 / 10 to 2010 / 11.

— Research diversification strategy focuses on attracting further ERC grant awardees.

— Recruitment process to senior academic posts under review in 2012 / 13.

3.2 Diversify research funding sources

— 5-year investment plan for diversification of research funding approved in 2011 / 12 and implementation begun, with the ambitious and challenging goal of securing:

  ▸ In excess of €154m over the lifetime of Horizon 2020 (a 90% increase over the projected FP7 final figure of €80m)

  ▸ €11.9m from US funding.

3.3 Strengthen Trinity Research Institutes and Centres

— Reporting lines of TRIs strengthened with Dean of Research and Faculty Dean representation now on all TRI boards.

— LRH under new governance arrangements since November 2011, and a new Director recently appointed.

— Sustainability model for TRIs endorsed by Planning Group 2010, under review in 2012 / 13.

— Working Group established to review condi-tions for the operation of TRIs to ensure that College's policies are appropriate to supporting sustainable research institutes of scale in the future.

3.4 Further promote research quality

— Research Quality Metrics approved by Board in 2009 / 10.

— Mentoring programmes established (see action 6.2).

— College-wide workload allocation model to be implemented 2013 / 14 to ensure equitable allocation of duties and to ensure staff have capacity to engage in research.

3.5 Foster multi-disciplinary research consortia

— 12 research themes have expanded to 18 since 2009 / 10.

— Exploration of thematic areas underway to en-hance existing research areas and create new supports for emerging areas.

3.6 Develop a new model for intellectual property management

— Board-approved Open Innovation Policy in place.

— College-wide Innovation Strategy under devel-opment to support

  ▸ the case to undertake significant building development to house research and teaching in Business Studies, and other activities;

  ▸ possible development of an Incubator facility supporting very early stage start-ups.

— An Entrepreneur-in-Residence (EiR) programme is in progress, with one EiR already established in CRANN.

3.7 Provide new research infrastructure

— TLRH opened September 2010 and TBSI opened June 2011. (See action 6.6.)

— Process underway to build the case to support a significant building development to house research and teaching in the physical sciences, specifically consolidating the activities of the Schools of Natural Sciences and Engineering. The Schools have developed a common strat-egy for an Institute for Engineering, Energy, and Environment (E3).

— See action 3.6 re: Business Studies.

Headline Items to 2014 and Beyond

Build Trinity's research strategy

— Based on the foundations of individual excellence, building Trinity's research strategy is based on the identification and promotion of multi-disciplinary research areas in which the College has a critical mass of world-class researchers, which have the potential to make significant societal and economic impact.

Develop a College-wide Innovation Strategy

— Development of a College-wide Innovation Strategy supporting the case to undertake a significant building development to house research and teaching in Business Studies.

The E3 – Engineering, Energy and Environment Institute

— Further develop the E3 Institute concept and implementation plan and design.

Strategic Highlight

TRINITY BIOMEDICAL SCIENCES INSTITUTE

The Trinity Biomedical Sciences Institute (TBSI) is the largest strategic undertaking so far made by College and will be the key facility for teaching and research for the participant schools in the coming years. TBSI was officially opened in June 2011 and Professor Luke O'Neill was appointed as Academic Director in September 2011.

The overall vision for TBSI is for it to be an environment where innovative and interdisciplinary approaches lead to scientific discoveries of biomedical importance, ultimately giving rise to better patient care. TBSI was formally designated a Trinity Research Institute in June 2012.

TBSI aims to foster a spirit of interaction and exploration on the frontiers of biomedical research, such that truly ground-breaking discoveries can be made. Four centres have been established in TBSI – Centre for the Study of Immunology-Dublin (CSI), Centre for Cancer Drug Discovery (C2D2), the Centre of Medical Device Technologies (CMDT) and Centre for Translational Medicine. TBSI is also hosting spin out companies such as Trimod Therapeutics, and is working with several pharmaceutical and medical device companies.

The participating Schools are the School of Biochemistry and Immunology, School of Chemistry, School of Medicine, School of Engineering (Trinity Centre for Bioengineering), and School of Pharmacy and Pharmaceutical Sciences and they carry out research programmes in a state-of-the-art facility designed to maximise interaction and facilitate co-operation.

TBSI is establishing core technologies of the highest standard, including in NMR and transgenics. TBSI will allow our researchers to continue to perform at the highest level and copper-fasten Trinity's place as a leading international scientific university.

04

Student Experience

At the heart of all the College's activities is our commitment to the intellectual and personal development of our students.

STRATEGIC PLAN 2009-14: STUDENT EXPERIENCE

Trinity will continue as a student-centred institution and will aim to provide the best possible student experience in Ireland, one which is widely recognised for clear commitment to all of its students and because of the high quality of its supports to them. In order that this be accomplished the Dean of Students is leading a new initiative in this field. Oversight of the Student Experience comprises of three interlocking components: learning outside of the classroom; the enhancement of extracurricular engagement as a means to that learning; and the provision of sustainable supports to enable the maximising of each student's potential. To these ends, and in alignment with the priorities identified in the Strategic Plan, this Mid-Term Review highlights three critical objectives: maximising opportunities for developing each student's full potential; enhancing and extending student support services, including the provision of appropriate premises; and facilitating students' transition into and journey through College.

Maximise Opportunities for Developing Students' Full Potential

Central to realising the vision of becoming a student-centred university and providing the best possible student experience is the objective of maximising opportunities for developing each student's full potential. This is especially important given our commitment to the Trinity Access Programmes (TAP), Higher Education Access Route (HEAR) and Disability Access Route to Education (DARE) programmes and our commitment to responding to the changing external landscape. Initiatives include the co-ordinated revision and development of the transition/orientation process for all of our students; the alignment of the services with a three-stage student journey, ensuring that all students are appropriately supported at every stage of their College career; the development of and implementation of a policy for student parents and carers; and the development of a summer internship scheme. A further interconnected component is action relating to increasing student mobility which has been incorporated into the Global Relations Strategy.

Commitment to our students' academic and personal development is at the centre of Trinity's core mission. This is not, of course, simply confined to activities in the lecture theatre, laboratory or library; on the contrary, co-curricular interests play an essential part in developing the skills and insights that augment academic learning and inspire voluntary activity. We will continue to encourage student-inspired, student-led clubs and societies as a means to this end. In addition, the work of the Civic Engagement Officer has been central to increasing awareness of the various benefits of volunteering to students (and the community). The Dean of Students' Roll of Honour, initiated in 2010/11, acknowledges the contribution that students make through co-curricular voluntary activity.

Enhance and Extend Student Support Services, Including the Provision of Appropriate Premises

The initiative led by the Dean of Students also aims to establish clear strategy-based funding models for the sustainable development of our professional student services. Vital to this is the provision of appropriate premises and facilities and plans for an enhanced infrastructure are under development, recognising that this plays a vital role in the attraction, retention and well-being of our students. This initiative rearticulates and reaffirms clear lines of advocacy and sustainable funding for, in particular, our unique tutorial service, as well as for our Student-to-Student programme, for our student learning support and for the Civic Engagement Office, especially in the context of the increase in applications through TAP, HEAR, DARE and the Global Relations Strategy. The areas mentioned above are identified in particular because they are crucial to ensuring the development of an improved student experience and a student-centred university.

Facilitate Students' Transition into and Journey through College

Under the new Provostship greater emphasis has been placed on 'easing the transition of new students into full membership of the College community'. The Dean of Students is currently working on developing a more managed and co-ordinated process to facilitate this transition. Some of the admissions schemes as outlined in chapter 2 also link in with this key objective, such as the proposed principle for an enhanced admissions system to include the provision of information for students so that they can make more informed course choices. The aim is to establish working models that articulate clearly the areas essential to delivering a first-rate student experience and, in particular, supporting a three-stage student journey of transition/orientation, retention and preparation for employment on exit. It also includes flexibility in our curriculum for our high-achieving sports men and women, and for students with particular health needs.

Trinity remains committed to its vision of enhancing the quality of the student experience through investing in infrastructure that supports the student experience. Although at the outset of the Strategic Plan 2009-14 it was envisaged that this would be achieved through the building of a student centre, it is now aimed to achieve this through alternative means. For instance, the new integrated Academic Registry to be opened in May 2013 will be a one-stop-shop of services for students relating to academic services. Under the Global Relations Strategy, a Global Room, where students interested in all aspects of internationalisation can meet, is in the process of being established. A family room for student parents is also proposed. Through these types of infrastructural initiatives, the quality of the student experience will be enhanced.

Summary Update of Actions under Student Experience

ACTIONS OF STRATEGIC PLAN 2009-14 — MID-TERM REVIEW UPDATE

4.1 Open a student centre
— Student Centre will not go ahead in the format envisaged in Strategic Plan 2009-14.

— New integrated Academic Registry to be opened in May 2013: a 'one-stop-shop' of academic services for students.

— Global Room to be established for students with an interest in all aspects of internationalisation.

4.2 Encourage civic engagement among students
— Under Civic Engagement Officer:

▸ Contacts established with more than 150 community organisations

▸ First Volunteer Fair held in College in 2010, now an annual event

▸ College's first Civic Engagement Report[14] endorsed by University Council in 2011.

4.3 Promote a healthy lifestyle among students
— Progressed by the work of the College Health Centre and Sports Centre.

4.4 Increase student mobility as part of international exchanges
— See actions 2.8 and 2.10.

4.5 Maximise opportunities for learning outside the classroom
— Dean of Students' Roll of Honour established in 2010/11. Attracted applications from 580 students in 2011/12.

— Awareness of students has increased of the benefits of volunteering through Civic Engagement Officer (see Action 4.2).

— See action 2.1.

4.6 Provide support for high-performing sports men and women
— College Student Sports Scholarship Scheme successfully implemented.

— Tutors' supportive of facilitation of elite Trinity sports students in competition.

4.7 Enhance and extend student support services
— Dean of Students' proposed initiative for 2012/13 to establish clear strategy-based funding models for sustainable development of our professional, research-led student services.

4.8 Provide learning support
— Student Learning Development provided through Counselling Service and Centre for Academic Practice and eLearning (CAPSL).

— Disability Service provides academic support.

4.9 Ease the transition of new students into full membership of the College community
— Dean of Students working on a more managed and co-ordinated process to facilitate this transition. Links in with proposed principle for enhanced admissions system (see chapter 2).

Headline Items to 2014 and Beyond

Orientation Review
— Review of orientation/Freshers' welcome/ first year experience to be carried out under remit of Dean of Students 2012/13 with a final proposal being launched Hilary Term 2013.

Academic Registry
— Academic Registry to provide an integrated approach to the provision of central academic administrative services relating to all stages of the student lifecycle, encompassing Admissions, Student Finances, Student and Graduate Records, Timetables and Examinations (2012/13).

14 http://www.tcd.ie/Community/resources/report.php

Strategic Highlight

DEAN OF STUDENTS' ROLL OF HONOUR

One initiative worthy of particular mention is the Dean of Students' Roll of Honour which was launched in 2010/11. Its main purpose is to help our students to reflect on what they have learned through involvement in co-curricular voluntary activities.

The scheme also acknowledges the contribution that students included on the Roll make to their organisation, to their peers, to the College or to the wider community, whether local, national or international. Both aspects of the scheme help us to deliver on College's formal commitment, set out in Action 5.2 of the Strategic Plan 2009-2014, to 'promote, encourage and incentivise volunteering in the local, national and international community by members of Trinity staff and students [...] by developing appropriate mechanisms for recognising 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'.

In her address at the Roll of Honour ceremony 2012, the Minister for Children and Youth Affairs, Ms. Frances Fitzgerald T.D. observed that:

"It's a very important and prestigious event that you're holding here and I want to pay tribute to everybody who has been involved in the concept and the vision around having a Roll of Honour. I haven't seen it in any other college. I think it's unique. I think many people could learn from it."

05

Engagement with Society

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.

STRATEGIC PLAN 2009-14: ENGAGEMENT WITH SOCIETY

The progress made under the Engagement with Society theme since 2009 has been considerable. The achievement of the key objectives that focus on increasing our leadership in public debate and on engaging more successfully with our alumni are on track. Civic engagement and volunteering has increased significantly, the College's international activities in health, development, human rights and cultural diversity have grown apace, and Dublin's importance as a venue for new cultural and scientific initiatives has been reinforced. Progress has also been made on low carbon living on the campus and in relation to Trinity as a centre for academic and cultural activity in the Irish language. Key new initiatives that have reinforced progress in this field are the Communications Strategy, which will be supported by a newly created role of Director of Communications and Marketing, currently in recruitment, and the Global Relations Strategy. Both will especially advance the key

objectives of 'increasing leadership in public debate' and 'developing the involvement of our alumni'. Engagement with Society is a theme which connects our core activities of education and research both with the local community in the city, and also increasingly with the 'global' community, through our alumni and our collaborations both national and international.

Increase Leadership in Public Debate
A key objective of our engagement with society focuses on increasing our leadership in public debate. The Strategic Plan 2009-14 highlighted the importance of this aspect of the College's mission, and in this time of global crisis the achievement of this objective becomes even more crucial. Universities have a key role to play in shaping public debate about the values that support cultures of creativity, that promote scientific and educational innovation and that sustain democratic

54 — *Engagement with Society*

institutions. Trinity academics across all disciplines continue to lead such debates with their expert knowledge and understanding, making vital interventions in areas of critical social, economic and cultural concern. We recognise that Trinity has a particular responsibility to enhance public understanding of educational, scientific, political and cultural issues, to challenge prevailing orthodoxies, to promote new avenues of enquiry and to shape debate on policy on a range of critical areas, including higher education policy. The recent investment in the new Communications Strategy will be a critical support for staff in this important work of public engagement, and will facilitate a more successful articulation of the College's key concerns, as well as communicating its achievements in education, research, innovation, and civic engagement.

Develop the Involvement of our Alumni

The development of the involvement of our alumni is an important component of the Strategic Plan, and is currently being advanced under the auspices of the Global Relations Strategy. Enhanced engagement with our alumni is vital to ensure the ongoing vibrancy of College, since our alumni highlight the academic excellence of the institution and enable us to connect with key influencers world-wide. The Trinity Foundation, following consultation with the leadership of the College, has finalised a 3-year strategy for alumni relations, which includes development and fundraising for the 2012-14 period, developing plans that will help Trinity not only to survive but to thrive.

Progress made to date has been considerable. The broad alumni giving programme has been revamped. The alumni appeal has been integrated with Schools and priority projects, delivering a steady increase in the number of alumni donors to the College. Significant improvements have also been made in our communications with alumni and friends (through Trinity Today, Passport, website, e-zine, and social networking, specifically, Front Gate Online, Facebook, LinkedIn, YouTube and Twitter).

We have every confidence that our goal of building and enhancing relationships with supporters, and broadening awareness and participation is being met.

Summary Update of Actions under Engagement with Society

STRATEGIC PLAN 2009-14 — MID-TERM REVIEW UPDATE

5.1 Increase leadership in public debate
— Board-approved Communications Strategy will be an essential tool in supporting academic staff in communicating on behalf of the College.

5.2 Champion further initiatives in civic engagement and volunteering
— Work of Civic Engagement Officer continues to raise awareness of civic engagement and volunteering opportunities in College (see action 4.2).
— Work of Community Liaison Officer underpins College's civic engagement strengthening links with the immediate community.
  ▸ Community Liaison Committee established and MoU between Trinity and St Andrews Resource Centre finalised.
  ▸ Facilitation of locating Pearse Street Credit Union in TBSI will increase engagement with the local community.
  ▸ Provost meets regularly with community spokespersons on variety of issues.
  ▸ Discussions with representatives of Dublin City Council took place in 2011/12. Provost and Lord Mayor and officials from both sides have agreed that a series of meetings will be held to discuss matters of common concern.

5.3 Develop the involvement of our alumni
— Trinity Foundation has developed a 3-year strategy for alumni relations, development and fundraising for 2012-2014.
— GRS incorporates developing our alumni involvement.

5.4 Develop and integrate the College's international activities in health, development, human rights and cultural diversity
— TCD/UCD Masters in Development Practice established in 2009/10 with support of MacArthur Foundation and a MoU signed with National University of Rwanda (NUR) in 2010.
— Work of Trinity International Development Initiative (TIDI) continues to manage and promote College's expanded engagement with research and teaching on subjects related to international development.
— International Development recognised as priority research theme in College in 2011.
— Climate Justice network set up in College in 2009/10 in collaboration with UCD.
— Trinity is part of the Scholars at Risk Network (SAR), an international network working to protect threatened intellectuals and to promote academic freedom worldwide.

5.5 Raise awareness of sustainability and low carbon living on the campus
— Board-approved Development Control Plan has as a target to make sustainability a key design and construction criterion in every building and renovation project in College and to conduct a sustainability audit on every large building project before it commences.
— Trinity signed up to the Green Campus programme in 2011 managed by An Taisce on behalf of the Foundation for Environmental Education and applied for Green Campus status in 2012[15].
— The 11th Trinity Green Week will take place in 2012/13.
— See action 6.10.

15 See http://www.tcd.ie/GreenPages/documents/12TCD110-012_Summary_of_Green_Campus_Programme.pdf

5.6 Catalyse new cultural and scientific initiatives in the city

— Science Gallery continues to initiate, develop and connect with new cultural and scientific initiatives in the city.

— Creative Arts, Technologies and Culture initiative has facilitated collaborations between Trinity and cultural arts institutions based in the capital city (such as National Gallery and National Library) and creative industries (e.g. Giant Creative through partnership with Ballyfermot College of Further Education in 2011).

— Thirteen new adjunct appointments from across the creative and cultural sector were created in 2010/11.

— The Lir—National Academy of Dramatic Art launched in October 2011.

— Music Composition Centre launched in January 2012.

— New Centre for Creative Technologies still to be officially launched but hosted the College's first Creative Technologies Symposium and Showcase during Trinity Week 2012.

— Work of the College's Art Curator has raised public awareness of and increased accessibility to our unique artistic collections. College to commission artwork to commemorate Ireland's only Nobel Prize-winning Scientist, and former Erasmus Smith's Professor of Physics, Ernest T.S. Walton.

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

— Festival week *Éigse na Trionóid*e now an annual event.

— Irish residency schemes available on campus, largest such scheme of any Irish University.

— Free language classes provided to staff and students by the Irish Language Office.

— Inaugural *Gradaim na Gaeilge* ceremony held in 2011/12 to recognise endeavour in the Irish language by Trinity students and staff.

— *Seomra na Gaeilge* launched by Provost and broadcaster Seán Bán Breathnach in October 2012.

5.8 Increase access to campus sporting and recreational facilities

— High-level of engagement with local community groups and schools in the use of the College's sporting facilities, including holiday sports camps for school children throughout the year.

Headline Items to 2014 and Beyond

Improve our international reputation and global visibility.

— To be achieved through the Communications and Global Relations Strategies which aim to:

‣ Protect and promote Trinity's good name and reputation nationally and internationally as the leading research, teaching and most innovative university in Ireland.

‣ Build global relations and international student recruitment.

‣ Increase the engagement of our alumni.

‣ Improve the student experience for international (and all) students.

‣ Specific targets to be reached by 2015/16.

Strategic Highlight

TERCENTENARY CELEBRATIONS

The celebrations of the tercentenary of one of the College's historic buildings, the Old Library, began in 2012 with a series of events including exhibitions, conferences, and alumni events. The Exhibition 'A great many choice books: 300 years of the Old Library' on the history of the Old Library and its collections, was opened by President Michael D. Higgins in April 2012.

The Long Room hosted several public exhibitions in 2010 / 11, including 'Ireland in Turmoil: The Depositions of 1641', launched by the former President of Ireland, Mary McAleese in October 2010. Other notable exhibitions were 'Troubled magnificence, France under Louis XIV' opened by HE French Ambassador Emanuelle D'Achon and 'Nabobs, soldiers and imperial service; the Irish in India' opened by HE P.S. Raghavan, Indian Ambassador.

The tercentenary of the School of Medicine was celebrated from 2010 to 2011 with a full series of events, including exhibitions, concerts, debates, lectures, symposia and conferences, many of which were aimed specifically at alumni and the general public. Highlights included a joint performance of the Guinness Choir and the Dublin University Choral Society and Ulster Orchestra to mark 300 years of Trinity Medicine, Chemistry and Botany in the Grand Canal Theatre; an exhibition 'The Best Doctors in the World are Doctor Diet, Doctor Quiet, and Doctor Merryman' in the Old Library; and a symposium dedicated to Burkitt lymphoma, the discoverer of which was Denis Parsons Burkitt, a Trinity College graduate. A special honorary degree ceremony at Trinity College Dublin marked the conclusion of the tercentenary celebrations of the School of Medicine. Former UK Under-Secretary of Health, Lord Darzi, and other leading international medical scientists and doctors were conferred with honorary degrees.

The Botany Department along with the Schools of Chemistry and Medicine established a Physic (medicinal plants) Garden to celebrate their tercentenaries. The garden, located by the Science Gallery, displays sixty plants of medicinal interest. 'The Plants of Trinity College Physic Garden' by Hazel Proctor was published in conjunction with the opening. Dr Henry Oakeley, Garden Fellow in the Royal College of Physicians in London, who was a guest of honour at the Physic Garden opening, gave a public lecture 'Why Plants have been Used as Medicines for the Past 3,000 Years'.
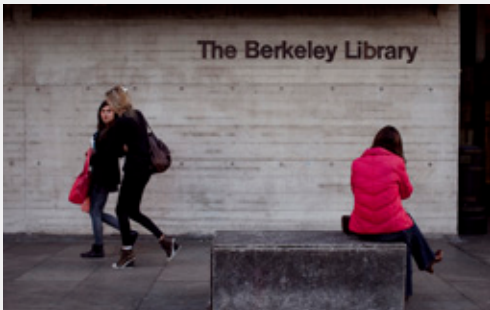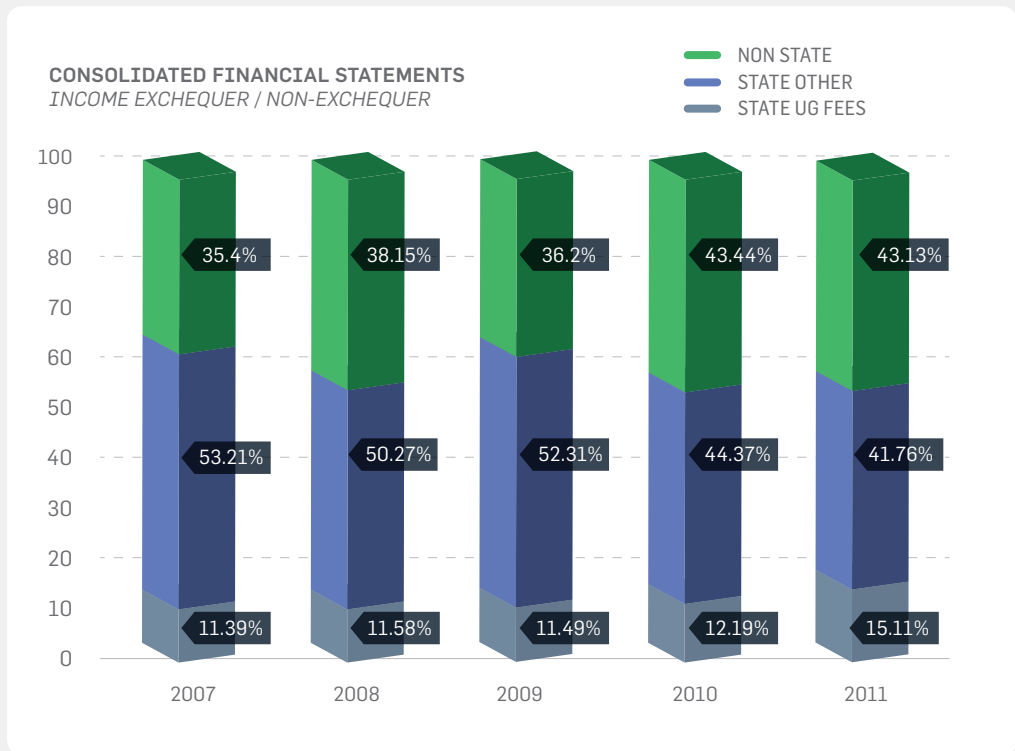
06

Enabling the Strategy

Support services will be proactive in enabling the College community to realize its full potential

STRATEGIC PLAN 2009-14: ENABLING THE STRATEGY

The global financial crisis and Ireland's entry into the EU / IMF financial assistance programme in November 2010 has had a major impact on our restructuring and our financial planning. Executive Officers monitor the financial situation on a continual basis, and have set targets in the areas of cost reduction and revenue generation. All actions in managing the financial situation are geared towards the maintenance and further development of the quality of our core activity of education and research.

To date College has balanced its budget annually and has no accumulated recurrent or capital deficit. In addition there has been significant investment in capital and recurrent projects over the last 3 years (€190m from 2008 / 2011). However this has been achieved against the backdrop of a significant decline in exchequer income, with a further decline expected in coming years [FIGURE 6 OVERLEAF]. In that context scenarios were presented to Board in November 2010 which indicated that the College's accumulated debt by the end of 2015 would be of the order of €100m if no corrective action was taken.

The College is tasked with developing policies to address current and future financial challenges, particularly those arising from reduced state investment in education caused by the financial crisis, and to embed these policies in the College system in the long term. Throughout 2010 / 11 and 2011 / 12, the College identified a strategy that included a programme of both cost reduction and of increased income generation, with a view to ensuring that embedded savings and increased income will fall to the bottom-line. In June 2012, revised financial scenarios were presented for 2012 / 17, which indicate a significant improvement in College's financial situation by 2017 because of the action already taken and planned.

CONSOLIDATED FINANCIAL STATEMENTS
INCOME EXCHEQUER / NON-EXCHEQUER

- NON STATE
- STATE OTHER
- STATE UG FEES

	2007	2008	2009	2010	2011
NON STATE	35.4%	38.15%	36.2%	43.44%	43.13%
STATE OTHER	53.21%	50.27%	52.31%	44.37%	41.76%
STATE UG FEES	11.39%	11.58%	11.49%	12.19%	15.11%

FIGURE 6 — EXCHEQUER VS NON-EXCHEQUER INCOME 2007-2011

Strategies have been devised which will create new income streams to meet these targets. The planned expansion of Trinity Foundation will help College to deliver total philanthropic income of €87m in the 5-year period ending September 2014. In terms of contributing to College's recurrent expenditure, the immediate target for philanthropic income is to reach an additional annual contribution of €5m per annum by 2016. In terms of increased recruitment of international students, Study Group International (SGI) has undertaken to recruit a total of 374 FTE students by 2015 / 16. Through the Global Relations Strategy, steady state in terms of student numbers is expected to be reached by 2016 / 17 (921 additional FTE students) at which point the annual return to the bottom line will be €5m. Increased income from commercialisation is also key to the College's financial success and a high-level Taskforce is currently working on developing a commercialisation strategy. This will be delivered to Board by early Hilary Term 2013.

Figure 7 [TOP-RIGHT] shows the expected improvement in College finances that will issue from the successful implementation of these critical initiatives.

College has also made significant changes to its mechanism for the internal allocation of resources, instituting a new Annual Budgetary Cycle process (ABC), approved by Board in March 2011, with a set of revised principles approved in March 2012 and which, to date, has been used to determine 2011 / 12 and 2012 / 13 budget allocations to Schools and Administrative Areas. The fundamental principle underlying the ABC process is the alignment of the College's total resources with its core objective of supporting excellence in teaching and research, and of directing investment towards strategic priorities. This involves the integration of the College's strategic planning and its budgetary processes to ensure that resources are allocated to meet both its critical operating needs and its strategic objectives. The current financial environment places an unprecedented stress on budgets, and it is recognised that many Schools and Administrative Areas are functioning at the limits of their capacities. College is addressing this funding deficit by investing in income generating strategies and in programmes to enhance the efficiency of our operations, namely administrative reform and
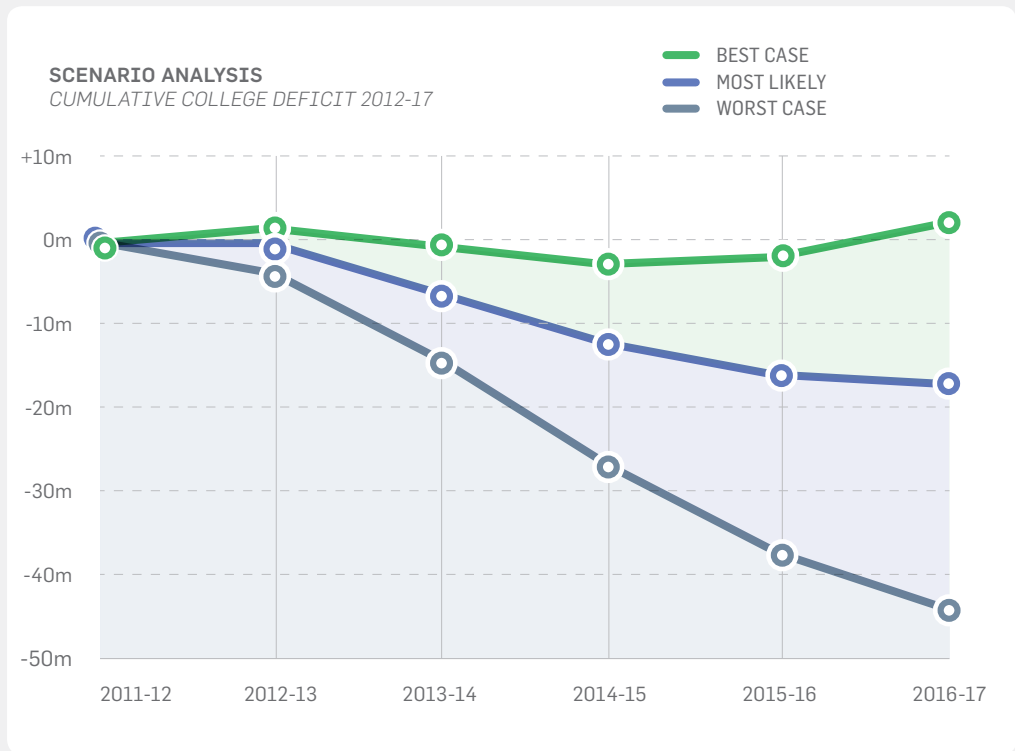
SCENARIO ANALYSIS
CUMULATIVE COLLEGE DEFICIT 2012-17

BEST CASE
MOST LIKELY
WORST CASE

FIGURE 7—FINANCIAL SCENARIOS FOR 2012-17

eStrategy. The benefits of the new ABC process will be evident particularly when the tangible benefits of income generation and cost reductions begin to flow.

It is recognised that for the College's vision and mission to be achieved, support services will need to operate within a clear strategic framework that is aligned with the broader College strategy. The administrative and support services reform and restructuring process initiated under the new Provostship makes provision for this alignment. This process began in October 2011 with the establishment of the START Taskforce, chaired by the Bursar and Director of Strategic Innovation. It has conducted a thorough assessment of current administrative and support services within Trinity and has advanced a series of actionable recommendations for the immediate reform of these structures and practices, so as to ensure that the College is best positioned as a globally competitive university to meet its academic mission of education and research in the most efficient and cost effective manner. These recommendations were approved by Board in March 2012 and their implementation

will be a priority of the 2012/13 academic year. For the remainder of the duration of the Strategic Plan 2009-14, the further development of the Enabling Theme will fall within the framework of START; in some cases the actions as originally articulated will be aligned with the START implementation process.

There has been significant progress made on the development of our eStrategy, which comprises the four workstreams of GeneSIS, Financial Information System (FIS), HR and Enterprise Architecture. The aims of these workstreams are:

— to enable academic and administrative staff to enhance the student experience by achieving efficiencies in the College's gathering, holding, and transmission of information;

— to facilitate the College community by providing timely, accurate, appropriate reporting and information to College stakeholders;

— to implement process and technology improvements which will streamline the delivery of the HR Information and services

— to provide an IT infrastructure that will allow rapid deployment of new systems and technologies that will support College's goals.

Under GeneSIS, a key deliverable has been the going live of the Student Information System in August 2012 for a number of processes that were traditionally carried out manually, such as the issuing of student fee demands and registration online. The College's workforce-planning and modeling capability will be enabled through the new HR CoreHR budgeting tool, CoreBudget, and HR will be using this tool for pay forecasting from September 2012. In June 2012, Board approved the proposal for the implementation of a new integrated financial information system and associated improved operating processes. Once completed, these major institutional projects will enhance capability and efficiency and make available additional resources.

The Strategic Plan 2009-14 grouped the enabling issues under the six themes of People, Place, Information, Finance, Governance and Communications. Under each of these, key areas have progressed which are vital for the successful achievement of the objectives of the core themes of Education, Knowledge Generation and Transfer, the Student Experience and Engagement with Society. For instance, in the context of developing and retaining junior staff, a key initiative articulated is the development of a mentoring programme. All new academic staff are now offered the opportunity to work with a mentor (Early Career Mentoring Initiative) within their first year (30 partnerships established). Under the Momentum Programme a comparable programme for established academic staff has also been rolled out. Furthermore the HR Department's Training Programme for October 2011 to July 2012 was completed with 43 training events delivered to 771 staff (of which 72% administrative and 28% academic staff).

Another vital component underpinning the achievement of the College's vision as articulated in the Strategic Plan 2009-14 was to produce a new Development Control Plan to be aligned with the College's strategic priorities. This was compiled and approved by Board in March 2011[16]. Significant capital building projects have been delivered since 2009. Trinity Biomedical Sciences Institute was launched in June 2011 facilitating the consolidation of activities across five Schools, and including provision for expansion space for future further physical consolidation. The Long Room Hub building was officially launched in September 2010. The College completed the purchase and refurbishment of 7-9 South Leinster Street in 2009 / 10 and has facilitated consolidation of the School of Linguistic, Speech and Communication Sciences. A review of the strategy defining 'E3 — The Engineering, Energy and Environment Institute' has been completed and this will underpin the case for new facilities to support the Schools of Engineering and Natural Sciences. A review of the strategy defining innovation and entrepreneurship is underway as a precursor to finalising the Business School development. The Executive Officer Group has adopted a new practice regarding oversight and management of major infrastructural projects.

The Strategic Plan 2009-14 envisaged significant development of College's IT infrastructure during the life-time of the plan. In addition the START programme has identified 'IT / Information' as a key element of the realignment of service provision in the College. Implementation of START recommendations approved by Board[17] will see the creation of a Chief Information Officer position, the re-statement of IT and Information systems support and services and the near-term emergence of a division of Information Systems which is more aligned to teaching and research. In terms of improving the governance processes in College, Trinity is now fully compliant with its 2008 Code of Governance apart from the introduction of the Quality Charter. The first draft of

the Quality Charter has been prepared and is now the subject of discussion in relevant fora in the College. It will be completed as part of the College's Complaints procedure under the auspices of the Vice-Provost / Chief Academic Officer in 2012 / 13.

The Strategic Plan 2009-14 also recognised the importance of developing and implementing a Communications Strategy. The strategy was approved by Board in December 2011, and will facilitate a more dynamic and effective engagement with College's many stakeholders, supporting the marketing of the College and the Trinity brand internationally. It is also an essential tool in supporting academic staff in communicating on behalf of the College at many levels and in many fora. The Communications Strategy will also be a key enabler of the Global Relations Strategy in supporting the marketing of the College and the Trinity brand internationally. A Director of Communications and Marketing will be appointed during the 2012 / 13 academic year.

16 BD/10-11/178 of 30 March 2011
17 BD/11-12/233 of 2 May 2012

Summary Update of Actions Under Enabling

ACTIONS OF STRATEGIC PLAN 2009-14 / MID-TERM REVIEW UPDATE

People

6.1 Develop a workforce-planning and modelling capability
— CoreBudget, a CoreHR budgeting tool used for pay forecasting from September 2012.

6.2 Ensure that staff members participate in development programmes supported by the College, and maximise their potential to achieve excellence
— Early Career Mentoring Initiative launched 2009/10 and Momentum Programme established 2010/11.
— Head of School Programme designed and delivered 2011/12 and 2012/13.
— Comprehensive Training Programme offered by HR Department.
— Centre for Learning Technology has staff development programme in place.

6.3 Provide HR services to facilitate adaptability to changing College requirements and expectations
— Upgrade of CoreHR system commenced June 2012. Will provide basis for rollout of web services.

6.4 Provide support resources
— Online Master Pension Scheme (MPS) benefit statements and pensions modelling/forecasting functionality implemented for MPS members.

Place

6.5 Publish a Development Control Plan (DCP) and keep this plan under review
— Approved by Board in March 2011.

6.6 Consolidate School activities into single sites
— TBSI delivered in June 2011 (participating Schools: Biochemistry and Immunology; Chemistry; Medicine; Engineering (Bioengineering); Pharmacy and Pharmaceutical Sciences).
— TLRH delivered in September 2010 (encompasses the Library and Schools of Drama, Film and Music; English; Histories and Humanities; Languages, Literatures and Cultural Studies; Linguistic, Speech and Communication Sciences; Religions, Theology and Ecumenics; Social Sciences and Philosophy).
— Purchase and refurbishment of 7-9 South Leinster Street completed 2009/10 to facilitate consolidation of School of Linguistic, Speech and Communication Sciences.
— See action 3.7.

6.7 Provide high-quality residential, social, recreational and support space
— Procurement and other complementary strategies being advanced to address accommodation, social and recreational requirements for the campus.
— See action 4.1.

6.8 Provide increased small-group teaching space
— Additional small group teaching space provided through TBSI (551m^2) and South Leinster Street (422m^2). See action 2.5.

6.9 Develop the spatial strategy component of the DCP
— To be addressed through START recommendation for the creation of a Director of Campus Infrastructure position.

6.10 Make Trinity a green campus
— To be addressed through START recommendation for an integrated unit for Campus Infrastructure, with specific focus on end-to-end spatial strategy and the 'greening' of the campus.
— Trinity part of E3 energy management initiative which involves the Buildings Offices at Trinity, UCD, DIT and DCU working together to reduce energy in their buildings.
— See action 5.5.

Information and the Library

6.11 Develop and publish an information strategy, and keep this strategy under review
— To be addressed through START recommendation for creation of a Chief Information Officer position, the re-statement of IT and Information systems support and services.

6.12 Establish a virtual learning environment (VLE) and a virtual research environment (VRE)
— Existing Web-CT system replaced by managed, hosted service from Blackboard October 2012.
— Stakeholders to meet to discuss future direction of VLE in College in 2012/13.
— Research Proposal and Award Management system to be rolled out in 2012/13.
— SharePoint technology to be used to support multiple College research themes.
— The ambition for Trinity to become the national leader in new learning and educational approaches is not on track. It was not completed because of limited financial and infrastructural resources. However, a major revision of online education is underway, led by the Dean of Graduate Studies.

6.13 Transform the campus experience with mobile web
— Campus wireless access expanded – 68% wireless coverage on main campus.
— Proposal in preparation for full wireless solution on main campus and all sites connected to main campus.

6.14 Build an integrated communications technology platform
— Some buildings, e.g. TBSI and South Leinster St have IP telephony. Ownership of this initiative to be decided under START implementation.

6.15 Build a cyber infrastructure to support research
— Network infrastructure upgraded.
— Infrastructure will offer private Cloud functionality.

6.16 Develop the Library and College archives
— Library Strategic Plan drafted and being circulated for consultation.
— Digital Systems and Services Section established.
— Digital Resources and Imaging Service to be launched November 2012, making available collection of c. 100k images from wide range of 4,700 collections of printed and manuscript materials.
— Review of the Library being carried out in Michaelmas Term 2012. Under START recommendation, Library to move under academic services from 2013/14.

Finance

6.17 Secure additional recurrent funding sources
— Income revenue streams have been identified under philanthropy, internationalisation and commercialisation, and are monitored by Planning Group and Finance Committee.

6.18 Improve financial information systems
— FIS scoping phase completed and business case approved by Board in June 2012. Currently in implementation.

6.19 Further deliver value for money
— Procurement initiatives: Procurement Team delivered savings of €1.5m for 2011/12 and €2m in 2010/11.

6.20 Identify and pursue finance options

— TCD Finance Initiative launched to assist parents of undergraduate students to finance the student contribution.

— Funding arrangements identified to support investment in e-strategy projects.

6.21 Roll out a new resource planning model

— Annual Budgetary Cycle (ABC) approved by Board in March 2011 and set of revised principles approved in March 2012. Budgetary process completed 3 months in advance of next academic year.

— Detailed review of ABC process with a view to bringing recommendations for 2013/14 and future years to be brought to Executive Officers and Board in 2012/13.

Governance

6.22 Comply fully with the Code of Governance for Irish Universities

— College fully compliant with 2008 Code of Governance apart from introduction of Quality Charter to be completed as part of College's Complaints procedure in 2012/13.

— Revised university sectoral code to take account of 2009 'Code of Practice for the Governance of State Bodies'. The resulting revised "Governance of Irish Universities" agreed by HEA and IUA in 2012 and approved by Board in September 2012 will be used as a basis to revise the College's code.

6.23 Continuously improve internal governance structures

— Internal governance structure addressed through review of College's committee structures in 2009/10.

— Schedules to the Statutes outlining reserved business for Board and Standing Orders for Board and Council introduced in 2012.

— Rolling programme of reviews of Schools and Admin Areas carried out by Internal Audit include internal governance within its remit.

6.24 Facilitate agreements with external bodies

— Key external bodies of which universities are

joint members have agreed to develop detailed risk analyses with appropriate mitigating actions to be updated on quarterly basis and 6-monthly reports to member institutions.

— 6-monthly reports to Board provided by College's nominees to external companies.

Communications

6.25 Develop and implement a communications strategy

— Communications Strategy approved by Board December 2011.

— Director of Communications and Marketing to be appointed during 2012/13 academic year.

6.26 Undertake a focused branding exercise

— Through Communications Strategy, College will develop its global brand.

— Will be driven by Director of Communications and Marketing.

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

— Communications Office will continue to manage centrally; however recommendation of Communications Strategy for Press Officer per Faculty to be implemented.

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

— Through Web Design Office, much work carried out on the availability of information on the Trinity website and in designing for other online Trinity environments e.g. iTunesU, YouTube, Twitter, Facebook.

Headline Items to 2014 and Beyond

Implementation of START recommendations

— The aim is to fully implement the recommendations of the START Taskforce to ensure that the College is best positioned as a globally competitive university to meet its academic mission of education and research in the most efficient and cost effective manner. Implementation has begun in 2012/13 and should be fully completed by 2015.

# Strategic Highlight

SCIENCE GALLERY

Science Gallery is Trinity's flagship public engagement initiative, engaging the public with dynamic exhibitions at the interface between science and the arts, and bringing Trinity students and researchers into a new relationship with the public and inspiring young adults to deepen their engagement with science, technology and innovation.

Trinity's Science Gallery first opened its doors in 2008, a ground-breaking initiative by the College. Since opening, Science Gallery has recorded over one million visitors in four and a half years. The Gallery has created a loyal following of visitors and has built a strong community through an ever-changing programme of exhibitions, events and experiments. It has held a total of 22 exhibitions to date and numerous debates, performances and workshops. It has been supported and helped by the expertise of scientists, researchers, students, artists, designers, creative thinkers and entrepreneurs, creating a unique model of engagement with science, aimed particularly at the hard to reach 15-25 year age group. Science Gallery is focused on providing programmes and experiences that allow visitors to participate and facilitate social connections, while always providing an element of surprise!

Science Gallery established its position on the global stage with its touring exhibitions which took place from May to June 2012 with three exhibitions opened for three weeks on three continents with the launch of *Surface Tension* in New York, *Hack the City* in Dublin and *Biorhythm* in New York. With the establishment of Science Gallery International, through a €1m gift from Google's philanthropic arm Google.org, Science Gallery now plans to establish a global network of eight Science Galleries by 2020, in cities including London, Singapore, New York and Bangalore.
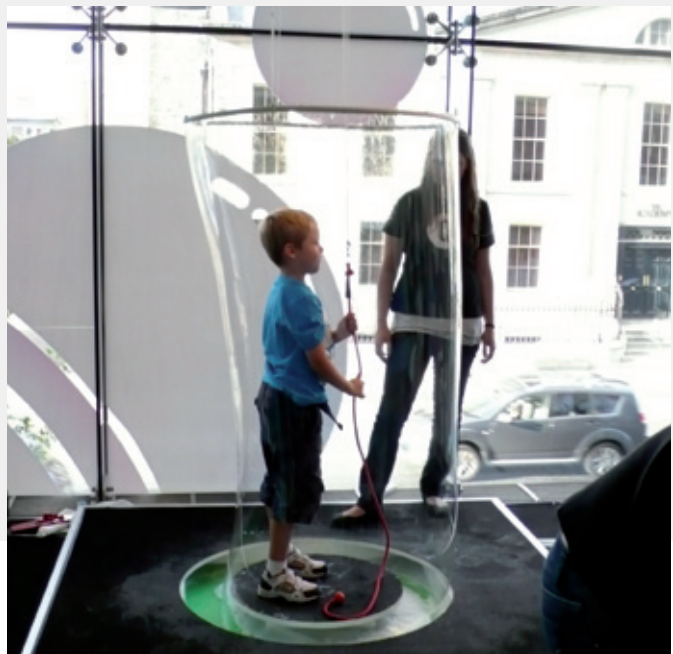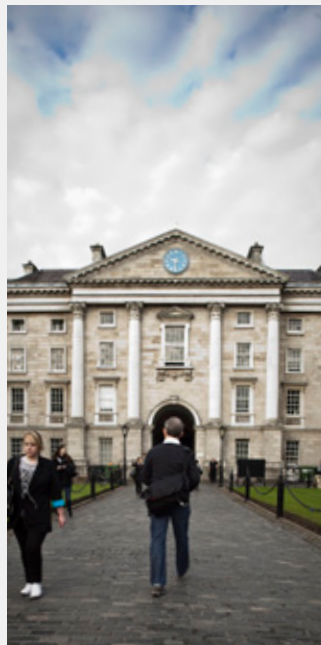
Conclusion and Look to the Future

PROFESSOR LINDA HOGAN, VICE-PROVOST / CHIEF ACADEMIC OFFICER

This Mid-Term Review of the Strategic Plan 2009-14 has confirmed that, notwithstanding the difficulties to which attention has been drawn, Trinity continues to excel in its core mission of education and research, maintaining its standing as Ireland's premier university.

The challenging environment has undoubtedly posed a significant risk to the achievement of the objectives of the Strategic Plan 2009-14. It has required that the level of ambition associated with some of the objectives in the original plan be moderated. For example while the objective of increasing the number of targeted PhD studentships has been achieved, the level of achievement has been more modest than originally planned. By way of contrast however, in other contexts, such as in curricular renewal, the challenging environment has been a catalyst for innovation and reform. Moreover although College has thusfar been relatively unaffected by the reduced level of exchequer investment in research, the research objectives of the Strategic Plan may not be fully achieved unless there is a significant diversification of sources of research income in the short-term.

This Mid-Term Review draws attention to the interventions, both pragmatic and strategic, that have been undertaken in order to address the challenges that Trinity is currently encountering. These interventions combine a programme of income generation, strategic investment and focused cost-reduction. However this Review also highlights the fact that, although critical strategic interventions have driven the institutional flexibilities that have allowed us to maintain the quality of our activity, nonetheless, our core sustainability is now in sharp relief and will continue to be the focus of our efforts for the remainder of the existing strategic planning cycle.

As we look towards the next planning cycle a number of critical issues come into sharp focus. It will be essential that College establishes a more secure and sustainable funding base for all its activities. This is already in progress but is likely to assume even greater significance in the coming years. Achieving a more dynamic human resource planning process will also be important, as will the successful implementation of the multiple major infrastructural and administrative reform programmes that are currently underway. Each is designed to enhance College's capacity to continue to deliver high-quality, internationally competitive education and research across all its disciplinary areas. The creation of a new Strategic Planning and Projects Unit, planned under START, will support College in its preparations for the next planning cycle. The new Unit will provide accurate and relevant institutional and comparative data, and will undertake environmental analysis and scenario planning to support the university's positioning nationally and internationally, and to facilitate the articulation of the College's strategic goals for 2015-2020.

Trinity's strategic planning is anchored in its commitment to educational and research excellence. Such excellence is underwritten by a culture of creativity and innovation which must be preserved in this time of financial crisis. This Mid-Term Review of the Strategic Plan confirms that, notwithstanding the financial and other pressures, Trinity continues to excel in its core mission. As we look to the future we are committed to the pursuit of the twin goals of academic excellence and financial sustainability.