

Strategic Plan Update 2006

The University of Dublin, Trinity College



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Trinity College Dublin is recognised internationally as Ireland's premier university

Foreword



Trinity College Dublin is recognised internationally as Ireland's premier university. It is the only Irish university ranked in the top 120 world universities and the top 50 European universities.¹ In 2005 it was judged by international peers to be 88th in the world and by international employers to be 76th in the world. Such high rankings are outstanding achievements for a university in a small country, competing internationally with much larger and better-resourced universities. Trinity's standing among the great universities places Ireland on the world stage in education and research, and we aim to build on this respected reputation to claim a place among the top 50 universities in the world.

The Updated Strategic Plan is a mid-term revision of the *Strategic Plan 2003-2008*. We have already accomplished many of the actions set out in that plan and this updated plan refines the earlier one and renews our strategies for research, graduate education, undergraduate education and contribution to society. It also refines our strategies for human resources, infrastructural resources, and governance and stewardship of resources. Overall, it highlights the need for five headline actions to keep us on course to achieve our vision.

1 Recruitment of world-class leaders in research and education is essential to advance our research strengths, develop our graduate education and build on our excellence in undergraduate education. We aim to recruit high-calibre academic leaders in sufficient numbers to increase our postgraduate supervision capacity and to reduce our student:staff ratio at undergraduate level to bring it into line with international norms.

2 Our graduate education provision will be enhanced by increasing our postgraduate numbers while maintaining the high quality of our degrees, and it will be advanced through the development of integrated PhD programmes within three graduate clusters.

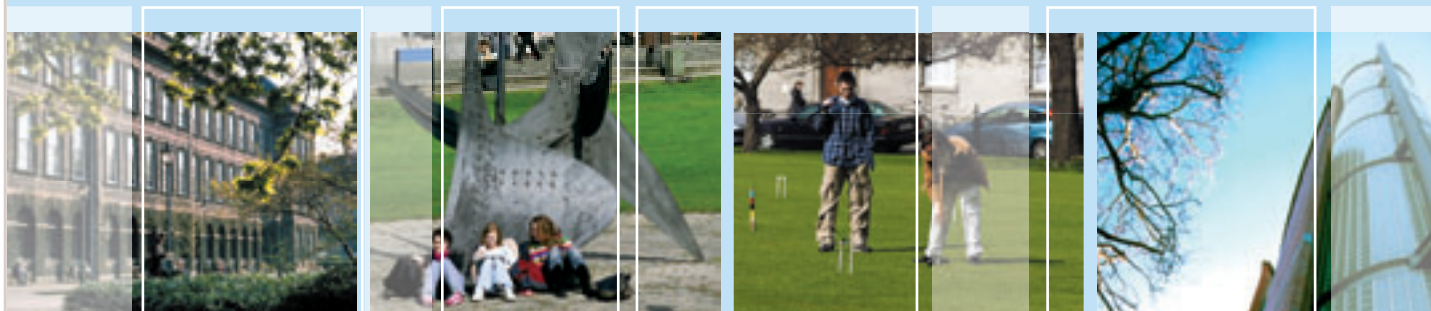
3 Our undergraduate education provision will be revitalised by broadening the curriculum, building on high-quality initiatives in academic practice and student learning support systems, and supporting our existing initiatives to improve access, inclusiveness and diversity.

4 Our recent significant academic restructuring will be consolidated through the reshaping of the administrative and support areas, and through the implementation of our 'eStrategy' and associated information systems initiatives. These developments in the administrative, support and service areas will support the increase in the size of our academic and student body.

5 Commitment to maintaining and improving our infrastructure will include investment in key student and research facilities, and in library and laboratory advances to accommodate the increase in postgraduate students and staff, as well as investment in our information systems.

¹Source: Times Higher Education Supplement (THES) World University Rankings 2005

Trinity builds on its four hundred-year-old tradition of scholarship to confirm its position as one of the great universities of the world



Our strategic priorities build on strengths in research and education at the third and fourth levels and are aligned to the national goals of social and economic vibrancy. This updated strategic plan reflects significant changes within Trinity arising from the ongoing restructuring of academic, administrative and support areas, as well as significant changes in the external landscape.

In this update we begin by re-asserting our mission. We consider our traditions, values and strengths, and then consider the current context within which we pursue our mission and meet the challenges that face us. We provide an update on our key strategies in sections devoted to the following areas:

- Research
- Graduate Education
- Undergraduate Education
- Contribution to Society
- Human Resources
- Infrastructural Resources
- Governance and Stewardship of Resources

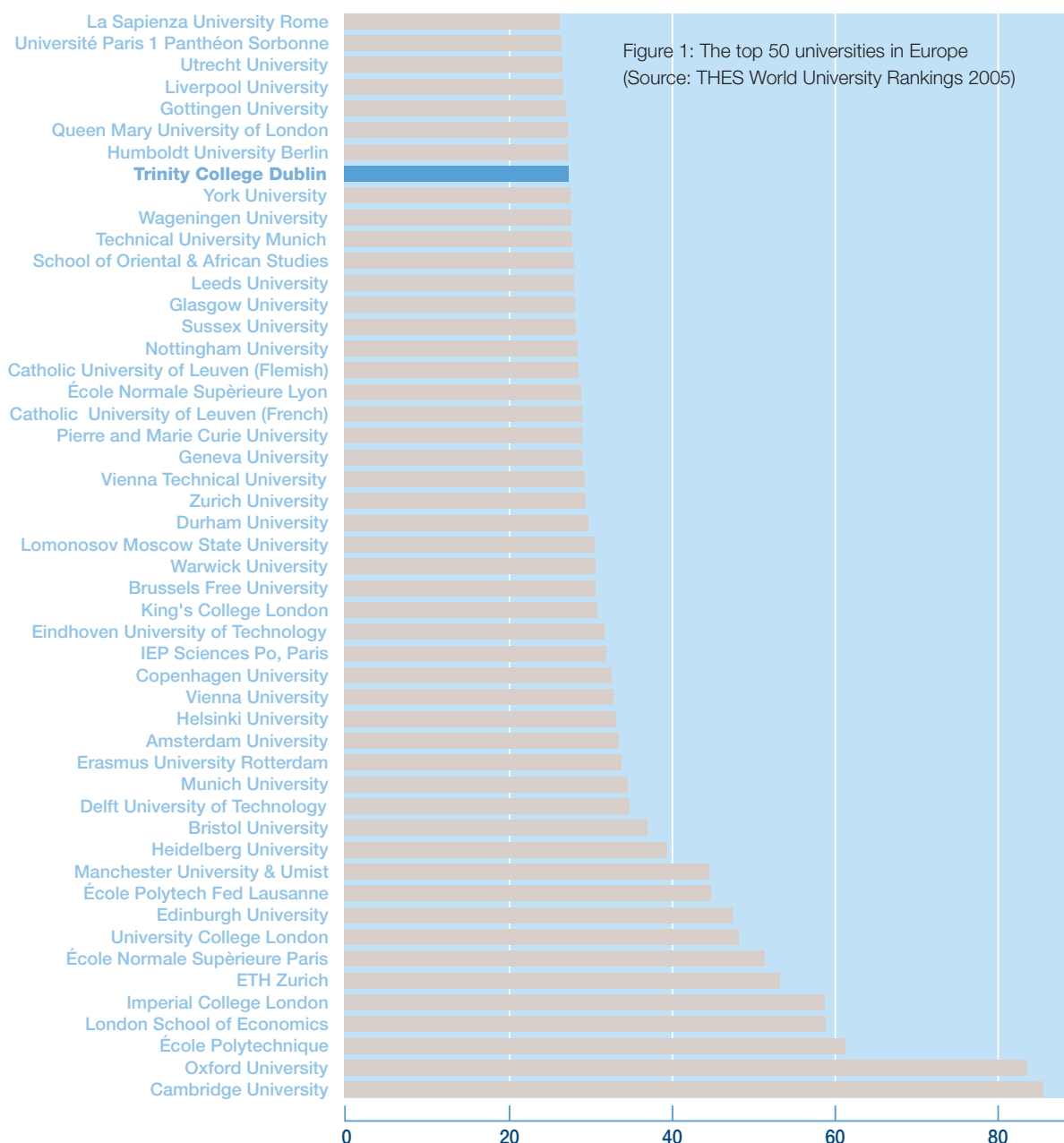
In each of these sections, we consider the vision described in the *Strategic Plan 2003-2008*, the actions outlined there and our progress towards achieving them, and then describe our updated strategy for the future.

Mission

Trinity College Dublin builds on its four hundred-year-old tradition of scholarship to confirm its position as one of the great universities of the world, providing a liberal environment where independence of thought is highly valued and where staff and students are nurtured as individuals and encouraged to achieve their full potential.

We are committed to excellence in both research and teaching, to the enhancement of the learning experience of each of our students and to an inclusive college community with equality of access for all. We will continue to disseminate our knowledge and expertise to the benefit of the city of Dublin, the country and the international community.

Our standing among the great universities places Ireland on the world stage in education and research



The pursuit of excellence through research
and scholarship is at the heart of Trinity's
four hundred years of service to Ireland and the world



Ireland's Premier University



Trinity College Dublin is Ireland's oldest university. It was established in 1592 and it is the single constituent college of the University of Dublin. Trinity's ethos is based on scholarly and civic values developed over centuries. The history of Ireland and the English-speaking world has been shaped by our alumni, including Jonathan Swift, Edmund Burke, Henry Grattan, Theobald Wolfe Tone, Robert Emmet, Thomas Davis and Edward Carson, ever since the achievements of our first student, James Ussher, resonated throughout Europe. In the seventeenth and eighteenth centuries Trinity's graduates, among them the world-renowned George Berkeley, contributed to the advancement of new learning in Europe. Creative advances were made by our writers, including William Congreve and Oliver Goldsmith, and later, Oscar Wilde, Samuel Beckett and Máirtín Ó Cadhain. Scientific advances were made by our scientists and mathematicians, including John Sterne, William Molyneux, William Rowan Hamilton and Ernest Walton. Ireland's first President, Douglas Hyde, previous President, Mary Robinson, and current President, Mary MacAleese, were students or staff at Trinity.

It is tempting for ancient institutions to dwell on past glories, but Trinity has always been forward-looking. It was the first university in Ireland (and Britain) to introduce the study of modern languages. The Irish language has been taught here since 1708 and the first Chair of Irish was established in 1840. The School of Engineering, established in 1841, is one of the oldest in the English-speaking world. The Medical School was established in 1711 and the Law School in 1740. In modern times, Trinity has pioneered the study of Genetics, Neuroscience, and Information and Communication Technology including Nanoscience. The School of Business provided the first university-based masters degree in business in Ireland, and the School of English the first creative writing masters degree. Trinity was ahead of other universities in Ireland in removing religious qualifications for entry, and it was one of the first in Ireland to enroll women.

The pursuit of excellence through research and scholarship is at the heart of Trinity's four hundred years of service to Ireland and the world. Our two Nobel

prize-winning alumni, Ernest Walton for physics in 1951 and Samuel Beckett for literature in 1968, exemplify the breadth of scholarship from an understanding of atoms to an appreciation of the human mind and condition. The culture of excellence in scholarship is demonstrated by an outstanding record of publications in high-impact journals and books, and a track record in winning research funding that is the best in the country. Internally, the tradition of annually electing our most able staff as Fellows, and our most able students as Scholars, demonstrates our commitment to recognising achievement. Trinity serves the national and international knowledge economy not only by developing highly trained minds, but also by supporting world-class scientists and scholars with the intellectual confidence and entrepreneurial spirit to drive the material and social development of Ireland. With many spin-out companies and considerable research funding per year, Trinity leads the way in Ireland in ensuring that the country's intellectual capital is invested wisely, and that discoveries and inventions are captured and, where appropriate, commercialised.

At the heart of the university are our students. Trinity is fortunate in attracting intellectually strong students from Ireland and abroad. More than half of our incoming undergraduates have earned in excess of 500 out of the maximum 600 points in the national Leaving Certificate examination. The accessibility of a Trinity education to all students of ability is an important element of our contribution to Ireland's future. Individuals from non-traditional learning groups, at different stages in their lives, from disadvantaged sectors and from Ireland's growing multicultural communities, have the opportunity to benefit from a Trinity education through such pioneering programmes as, for example, the 'Trinity Access Programme'. Trinity was one of the first universities in Ireland to reserve fifteen per cent of first-year undergraduate places for non-traditional learners, and to have them all taken up. Fourteen per cent of our students are from outside Ireland and forty per cent of these students are from outside the European Union. This expanding cohort within our student body contributes to its diversity, to the benefit of all students, fostering their development as world citizens. A palpable sense of a 'Trinity Experience' continues.



Education at Trinity is distinctive in being research-led, balanced and student-centred

It extends beyond the curriculum to a rich tapestry of student clubs and societies that equip students for a life of leadership and civic participation. The tutorial service for students also contributes to the personal ethos. Our alumni place a high value on the 'Trinity Experience', which is based on a sense of having been part of a caring and companionable community. Our graduates leave Trinity prepared to face the challenges of a rapidly changing world, and to play a leading role in enhancing the health, wealth, wisdom and social cohesion of their communities.

Education at Trinity is distinctive in being research-led, balanced and student-centred. We are committed to maintaining the exceptional quality of our undergraduate and postgraduate degrees, and a major component of Trinity's strength lies in the commitment of our staff to our students. We value the scholar-teacher model through which students are invited into an exciting, world-class learning community. They become involved in creative discovery through unique opportunities to learn from international experts and contribute to the advancement of knowledge. Working together, academics and students build an exciting community in which they are co-creators of new intellectual material. The scholar-teacher model leads to a synergistic system of knowledge creation and sharing between staff and students, and among students themselves, who become active participants in learning, creative endeavour, and intellectual discourse and debate. As befits a university with many disciplines, opportunities for the prospective student are as exciting as they are diverse, from the archaeology of medieval castles to the botany of Thailand's forests, from the Buddha in Finnegans Wake to the magnetising spin of electrons. This balance ensures that current and future interdisciplinary research and teaching is encouraged across the arts and humanities, basic sciences, health, social sciences, and engineering. Students benefit from a critical mass of world-class researchers in our areas of strength, as well as from the careful nurturing of excellence in scholarship across a spread of disciplines.

A university's excellence depends on the excellence of its individuals and our greatest asset continues to be our committed staff and students. Trinity contributes to Ireland's social, cultural and economic vibrancy through its provision of education for the population of the future, the advancement of knowledge in research and scholarship, and the participation of staff and students in public debate on landmark issues.

Most of our activities are carried out on the historic campus located in the heart of Dublin, one of the most culturally rich cities of Europe. The forty-seven acre site is an architectural highlight of the city, containing many keynote buildings spanning the last three centuries. The west end of the campus is laid out in five quadrangles with distinguished buildings from the eighteenth century, notably the Old Library, home to the priceless ninth-century manuscript, the *Book of Kells*. The magnificent legal deposit Library is world-famous both as a spectacle and as a scholarly haven. The digitisation of its archives and preservation and conservation of its collections will be a vital contribution to future scholarship. Towards the east end of the campus, the recently built Hamilton, O'Reilly, and Lloyd buildings house many of Trinity's science and technology laboratories and complement the recently completed Dental Hospital. The Samuel Beckett Theatre is located towards the north of the campus and the Douglas Hyde Art Gallery to the south. The construction of a new building for nanoscience is under way, which will house Ireland's first Science Gallery, and a state-of-the-art Sports Complex is also nearing completion.

Our traditions and values ensure that we adhere to the highest ethical standards in delivering our mission. Trinity provides a tolerant and inclusive home to diverse viewpoints, and its governance combines respect for collegiality with the need for timely and effective action.

Rising to the Challenges Ahead



Trinity pursues its mission within the context of the 'massification' of higher education in the competitive global domain of Europe, North America and Asia. We compete in a context of greater mobility, employability and accessibility in higher education. This context creates one of the greatest challenges for any university that wishes to compete in the international arena: the challenge to recruit and retain staff and students of the highest possible calibre.

The funding context for Trinity is provided by the government's core recurrent grant, which has decreased significantly in real terms over the past decade. Increased national investment in research has been available competitively through the government's Programme for Research in Third Level Institutions (1998), agencies such as Enterprise Ireland, and through the establishment, under the National Development Plan (2001), of Science Foundation Ireland, the Irish Research Council for the Humanities

and Social Sciences, and the Irish Research Council for Science, Engineering and Technology. European investment has been available competitively through the European Union Framework Programmes. Increased investment in research and graduate education is anticipated through the Strategic Innovation Fund and the Strategy for Science, Technology and Innovation (2006-2013). Diversification of funding sources is an ongoing challenge however, and philanthropic donations account for an increasing proportion of our total income.

The overall level of public funding for higher education in Ireland is low relative to international norms, and it is a challenge to provide high-quality research, teaching and infrastructural supports to staff and students. For example, our average student:staff ratio is 18:1; a ratio that is high by international standards, and we are ranked far beneath the top 200 universities in the world on this measure. It is an ongoing challenge to secure the resources required to recruit competitively

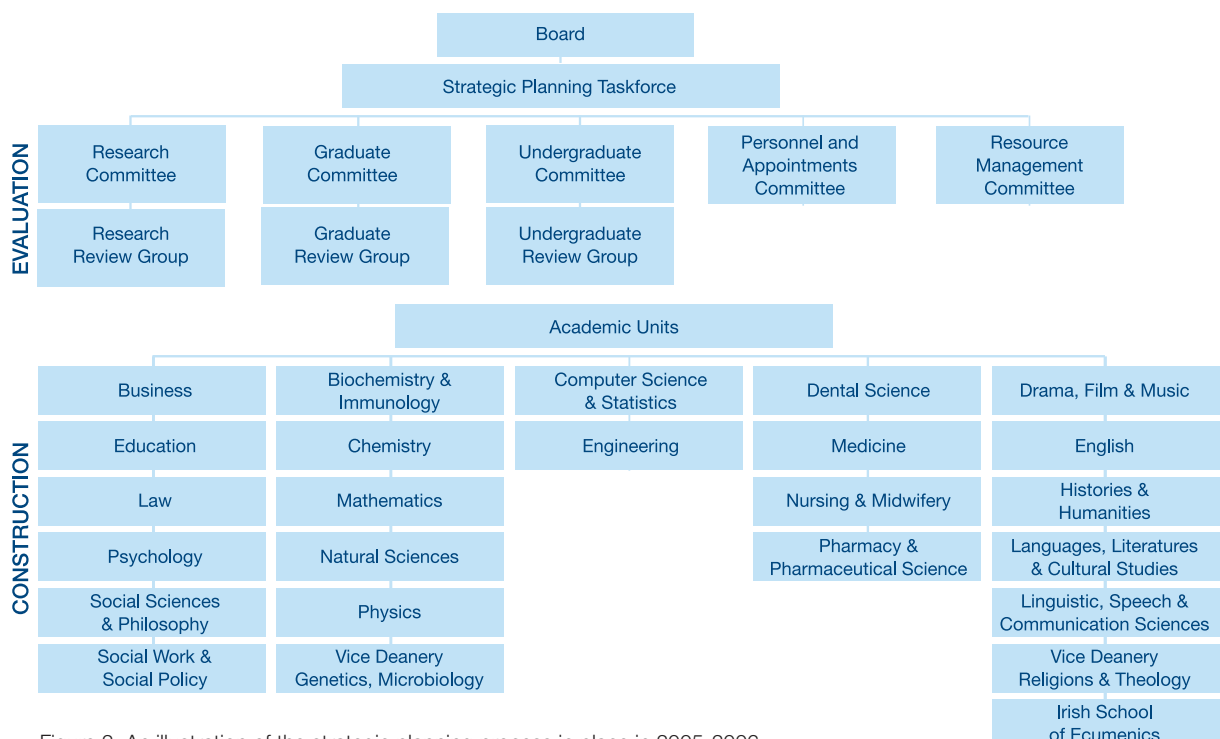


Figure 2: An illustration of the strategic planning process in place in 2005-2006



A university's excellence depends on the excellence of its individuals and our greatest asset continues to be our committed staff and students

the world-class staff needed to improve upon this status and help accomplish our mission. Allied to our commitment to attract the best staff and students is the imperative to provide them with high-quality facilities and supports. More generally, factors such as house prices in Dublin and shortages of suitable student accommodation and childcare provision, are significant deterrents for the best staff and students.

Trinity depends on considerable resources from Irish taxpayers and we strongly believe in efficiency, transparency and accountability in all of our activities. Output measurement and benchmarking in the university sector is a demanding but necessary challenge. Trinity's continued success in attracting students and in securing competitive research funds, together with the demonstrable contribution our graduates make to the economic and social life of the country, points to high-quality achievement in our existing mission. Trinity engages in thorough monitoring and implementation of best practice in the areas of value for money and accountability.

The legislative context within which Trinity operates is circumscribed by its *Charter and Letters Patent* as summarised in its *Statutes*, the government legislation described in the *Universities Act (1997)*, and by the private legislation relating to the University: the *Trinity College, Dublin (Charters and Letters Patent Amendment) Act (2000)*, as well as by the general legislative context for employment in Ireland. Trinity is constrained by public sector norms relating to pay and other reward mechanisms. The autonomy of the institution is provided for within this context of accountability.

International collaboration is a key feature of Trinity's research activities. Many research groups have long-standing active collaborations with colleagues in universities around the world. Establishing appropriate relationships with external partners presents opportunities but also legislative and financial challenges. Some of these relationships, for example with institutions in America, China and India, have been formalised in memoranda of agreement. Nationally, collaborations with colleagues in universities and in enterprise and industry thrive, and some have been

formalised in independent entities such as NIBRT and *Liberty*. Collaboration with partners has also been a key feature of our teaching and learning. The Medical School has strong alliances with *St. James's Hospital* and the *Adelaide and Meath Hospital, Dublin Incorporating the National Children's Hospital*. The Business School has an alliance with the *Irish Management Institute*, and the School of Education has links with several teacher training colleges, including *Coláiste Mhuire*. We are also members of the *Coimbra Group*, an association of historic European Universities of distinction.

The internal setting for this update to Trinity's strategic plan is a radically restructured landscape. Trinity has embraced the need for change, and we are in the midst of accomplishing the most significant reconfiguration of academic, administrative and support areas in Trinity's recent history, in line with the objectives described in the *Strategic Plan 2003-2008*. The major change process within academic units has resulted in more than 60 disciplines joining together in just over 20 new Schools.

Financial decision-making has been devolved from the centre and the new Schools are budget holders. A far-reaching and transparent resource allocation model based on academic activity has replaced the historically driven model. The restructuring of administrative and support units currently underway will support the reshaping of the Schools.

Strategic planning in this new landscape is a priority for all academic, administrative, support and service units in alignment with Trinity's strategic plan. All members of the community have the opportunity to participate in thinking strategically about Trinity's future and their contribution to it. This update to the strategic plan has resulted from a planning process that enables engagement with all members of the College community. The new Schools that have emerged from the academic restructuring have constructed plans aligned with the College's, and the administrative and support areas will construct their plans when the restructuring is complete. The process provides a robust and rigorous mechanism for transparent and participatory decision-making about the strategic direction of the university.

Research, Education and Contribution



Trinity's Strategic Plan 2003-2008 described our vision for research, education and contribution to society, and also our strategies for resources and governance. It outlined 21 actions to realise these strategies. Many of the actions have been accomplished, as shown in Tables 1-7. As befits an update to that plan, we intend to keep on course through refinements to our strategies, as outlined in the following sections.

Our strategic plan rests on the essential inter-connectivity between research, graduate education and undergraduate education that is the hallmark of the leading universities of the world. We outline our strategies for research, graduate education and undergraduate education, keeping in mind their interrelationships. Our holistic view of these integrated activities highlights their coherence.

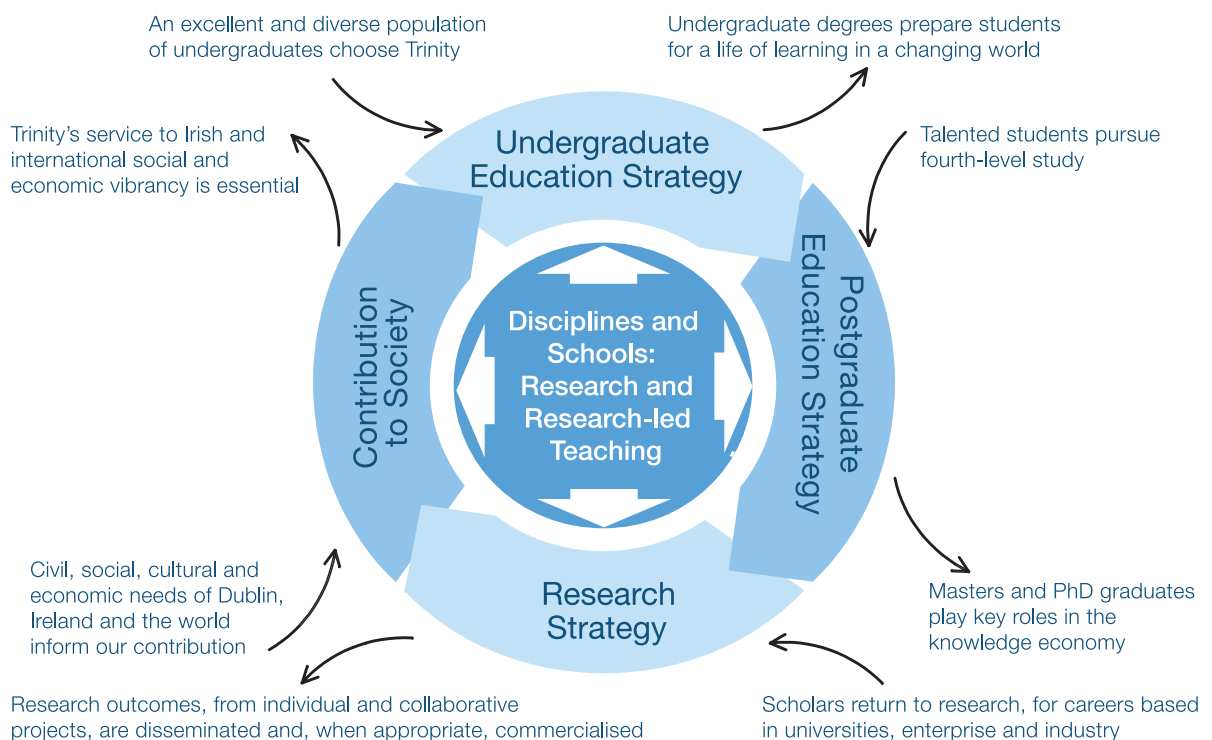


Figure 3: A snapshot of the interconnectedness of Trinity's research, education and contribution to society

Interconnectivity between research, graduate education
and undergraduate education
is the hallmark of the leading universities of the world



Research Strategy



Trinity's vision for research, outlined in the *Strategic Plan 2003-2008*, emphasises two key components. First, we aim to maintain a breadth of endeavour across disciplines, based on the research programmes of individual researchers, which allows our strategic planning to respond to future unexpected advances. At the same time, we aim to build on our evident strengths in a central core of research priorities with the goal of becoming the world reference point in at least one of them over the next ten years.

Strategic planning within our schools, the disciplinary homes of our researchers, has shaped the development of our research strategy. Priority areas cannot capture all of the research valued within an institution as complex as Trinity, but the process by which we have identified our major research strengths has provided us with a snapshot of the major features within our research landscape.

The work of excellent individuals is the lifeblood of our research, including scholarly investigation carried out by academic staff, postdoctoral research fellows, research assistants and doctoral students. Our research vision also highlights the need to encourage emerging areas of potential strength, to foster interaction between researchers across our recognised areas of interdisciplinary strength, and to nurture new forms of knowledge, discovery and applications.

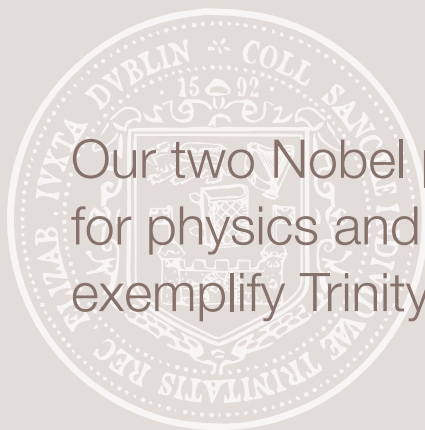
Trinity will consolidate its position as an international reference point in key areas through its commitment to encourage fundamental research that builds on excellence within our disciplines. Our broad base of over 60 disciplines provides a solid foundation for our research strategy and cogent, organic connectivity between our research, undergraduate education, and graduate education provision.

At the heart of the strategy to meet the goal of being a world reference point in key areas is a focus on *interdisciplinarity*. The leading international universities have enormous funds available to them. Trinity cannot compete in scale, but it can ensure that it fosters excellence by building on strengths, and that it takes full strategic advantage of its smaller size by fostering

excellence in areas that fall between the usual disciplinary silos. Interdisciplinary research teams achieve far more than the sum of the work of the individual scholars that comprise them: their outcome is excellence in the pursuit of the new forms of knowledge and the new fields of endeavour at the borders of traditional disciplines. It is in this uncharted territory that truly original discoveries can be made.

Trinity's flagship interdisciplinary research institutes are all committed to this process of redrawing the traditional scholarly and scientific boundaries:

- **CRANN**, the Centre for Research on Adaptive Nanostructures and Nanodevices, brings together researchers in physics, chemistry, biology, engineering and mathematics from throughout Ireland to investigate the building blocks of the material and biological world.
- **IMM**, the Institute of Molecular Medicine, brings together researchers in physics, biochemistry, microbiology, genetics, and psychiatry to take on three of the greatest scientific and human challenges: the battle against cancer, the mysteries of the immune system and diseases of the human brain.
- **TCIN**, the Trinity College Institute of Neuroscience, brings together individuals in molecular biology, cognitive science, neuropsychology, physiology, biochemistry, psychiatry and physics, to work collaboratively 'from molecule to mind'. It also brings together neuroscience research across Ireland as the core institute for the National Neuroscience Network.
- **IIS**, the Institute for International Integration Studies, brings together researchers in economics, business, political science, sociology, history, literature, law, religions and theology to engage with a phenomenon that humanity has never encountered before: the interpenetration of cultures and economies through the rapid advances in communication technologies.
- **The Long Room HUB** is a project to develop the University Library, with its unique collection of priceless literary and historic materials, as a nexus for the activities of a community of scholars. It draws together scholars of English, languages,



Our two Nobel prize-winning alumni, Ernest Walton for physics and Samuel Beckett for literature, exemplify Trinity's breadth of scholarship

literatures, cultures, linguistics, history, drama, film and music, who are uniquely placed within the country to contribute intellectually and academically to fundamental research into the human condition, and to explore the individual as a creative, social and cultural being.

Trinity's international strength rests upon eight major themes, namely:

- Globalisation
- Ireland: Texts and Contexts
- Communications and Intelligent Systems
- Nano and Materials Science
- Immunology and Infection
- Cancer

- Genetics
- Neuroscience

These broad themes help to form clusters among many individuals and groups engaged in research and scholarship in disparate disciplines and Schools throughout the College community. They are inclusive themes from which many individuals can find resonances to their work, and which embrace the contributions made by many individual scholars. The criteria for a recognised research theme are: (i) international profile, (ii) critical mass, that is, a substantial quantity and quality of research carried out within the thematic area in Trinity, (iii) previous investment by Trinity and (iv) national leadership. In addition to these eight

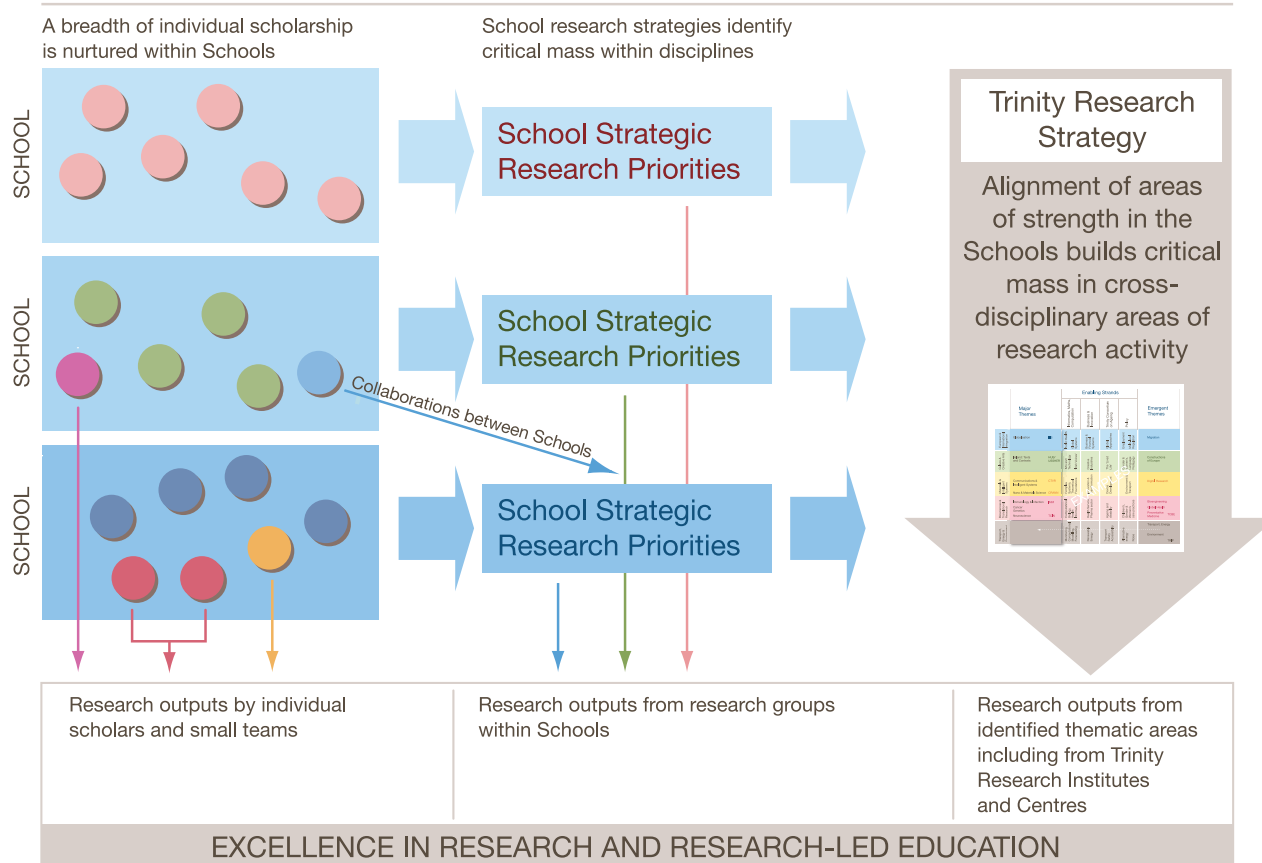
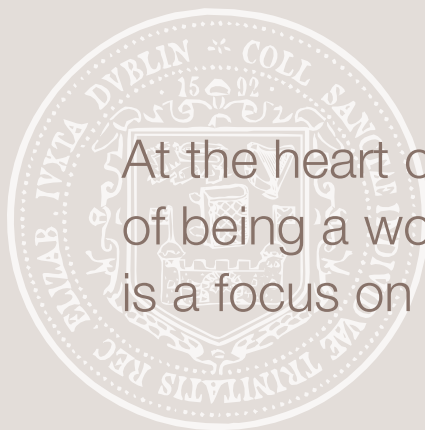


Figure 4: The development of Trinity's research strategy encompasses individual scholarship and research strengths in Schools



At the heart of the strategy to meet the goal of being a world reference point in key areas is a focus on *interdisciplinarity*

themes, we will benchmark Transport, Energy and Environment, subject to which it may be included as an additional major research theme. Trinity is committed to benchmarking regularly and reviewing its themes.

Support for these themes comes from four cross-cutting interdisciplinary 'enabling strands':

- Informatics, Mathematics and Computation
- Business and Innovation
- Ageing
- Policy

Enabling strands are areas of activity that cross a number of the themes, where there is critical mass and a number of individuals with an international profile. Generally, these enabling strands represent approaches that support research in the thematic areas, rather than consolidated thematic areas themselves.

Rapid international change requires us to keep a close eye on the development of new areas of strength and strategic importance. For this reason, we have also defined a group of 'emergent themes', including

	Major Themes	Enabling Strands				Emergent Themes
		Informatics, Maths, Computation	Business & Innovation	Trinity Consortium on Ageing	Policy	
European & International Integration	Globalisation IIIS	Public Health Global Systems	Business & Financial Systems	Global Approaches	Employment Multi-level Regulation	Migration
Culture & Creative Arts	Ireland: Texts and Contexts HUB/ USSHER	Arts and Technology 'Irish Voices'	Creative Industries	The 'Lived Life'	Gender, women's, Language Pedagogy	Constructions of Europe
Materials & Intelligent Systems	Communications & Intelligent Systems CTVR Nano & Materials Science CRANN	Complex Systems, Theoretical Foundations	Innovation & Transformation	Device Development	Environment & Transport	Digital Research
Biosciences & Translational Research	Immunology & Infection IMM Cancer Genetics Neuroscience TCIN	Computational Biology, Health Informatics	Health Service, Pharma sector	Ageing and disability	Children's, Gender & Women's care practices	Bioengineering Global Health Preventative Medicine TCBE
Transport, Energy & Environment		Monitoring, Computational Modelling, Forecasting	Renewable Energy	Transport Safety Accessibility	Alternative Energy Noise	Transport, Energy Environment TRIP

Figure 5: Trinity's research strategy matrix



We place a high value on the essential place within a university for individual research and scholarship

Table 1: Research actions from the *Strategic Plan 2003-2008*

Strategic Plan 2003-2008	Actions Achieved
<ul style="list-style-type: none"> • Planning and Monitoring Encourage strategic research planning by every member of staff. Build up the postgraduate research student population. Put in place a mechanism to monitor and benchmark performance. Develop a policy on indirect costs and aim for full economic costs of research. 	Individual research planning is now incorporated within College, School and Research Centre-based planning. Postgraduate numbers will increase under incentives of the new resource allocation model; the formation of graduate clusters has been approved. Staff publications are now on intranet via the 'Research Support System'; a definition of 'research active' has been put in place; international benchmarking of research strands has commenced. Contributions to overheads are increasing (e.g. for Science Foundation Ireland 2005-2006) and preparations are being made to accommodate full economic cost budgeting.
<ul style="list-style-type: none"> • Development of Trinity's Areas of Strength Designate a number of sub-themes for immediate development, building on four major research themes linked to strengths and funding potential, and develop their interconnections. 	This process has been completed for three strands, Health, Culture and Globalisation, and is under way for a fourth, Information and Communication Technology. Connections are being developed among these four areas.
<ul style="list-style-type: none"> • Policy on Research Centres/Institutes Finalise a policy on the operation of major new Research Centres, located mainly in the identified priority areas. 	The Board approved the policy on Research Centres and Institutes in May 2006. It includes processes for approval, governance and financial integration of the Institutes and Centres within the College.

migration, constructions of Europe, digital research, global health, bioengineering and preventative medicine. Emergent themes currently meet one or more of the four criteria for themes, and are judged to have a reasonable chance of developing into a research theme in the medium term. The combination of the themes and strands forms our research strategy matrix: an interlaced framework that provides a scaffold upon which individual and collaborative scholarship at Trinity can grow and develop. Flexibility and an integrated process of on-going review will ensure that our research framework provides a robust and adaptable structure for strategic planning, allowing us to capitalise dynamically upon our resources and respond appropriately to our environment.

We place a high value on the essential place within a university for individual research and scholarship

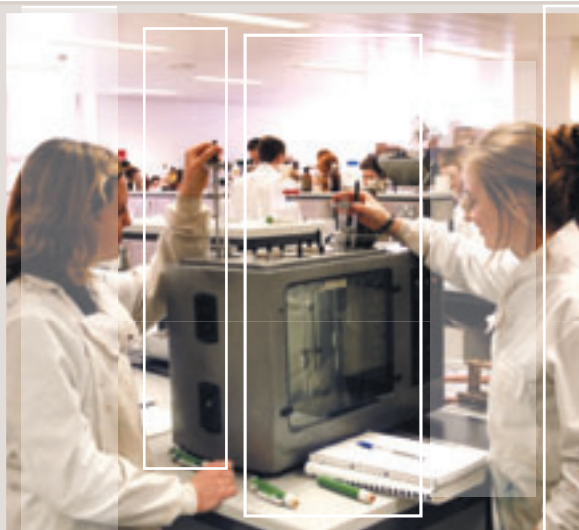
that does not fit readily into our current themes. Individual excellence contributes to the welcome diversity of our expertise, the synergy of our broadly based activities, and may plant the seed of a future theme. We are committed to nurturing this rich potential harvest of talent.

New Actions

1 Of the eight major themes, four have already undergone a substantial external international review. Within twelve months, we will complete international benchmarking of our major research strengths.

2 In the context of benchmarking our major areas, we will evaluate emergent themes and enabling strands as possible candidates for further development.

Graduate Education Strategy



Trinity's vision for education in the *Strategic Plan 2003-2008* emphasises the central connection of our graduate education to our core research strengths. It aspires to increase our postgraduate numbers and the requisite facilities. It identifies the need for greater breadth as well as depth in our curriculum, the primacy of maintaining high quality, and the key role to be played by inspirational lecturers in communicating the excitement of research and scholarship. Our vision places a premium on the student experience, and it aspires to safeguard the inclusiveness, diversity and accessibility of a Trinity education.

Graduate education is one of Trinity's strengths. Student supervision in Trinity is driven by ambitious well-conceived research projects and an international perspective on research and scholarship. By leading in research, Trinity's academic staff have been able to provide a great increase in the number of funded scholarship positions. Academic staff have also been quick to innovate in the development of new courses: Trinity was the first university in Ireland to establish many postgraduate professional Masters courses such as the Masters in Business Administration and the Masters in Social Work and, more recently, it has been the first university in Ireland to introduce integrated PhD programmes at doctoral level. Growth in graduate student numbers has occurred continuously since the 1960s, and there are now some 3,000 postgraduate students enrolled in more than 100 courses and approximately 1,600 students studying towards a PhD degree. Almost one in every three students in Trinity is a postgraduate student. A growing cohort of research fellows also contributes to the enrichment of the teaching and learning supports for postgraduate research.

The challenge we face is to achieve growth and innovation in graduate education without losing perspective on what has led to the present successes: high quality in admissions, examinations and supervision. Graduate education is an increasingly international enterprise that must meet the expectations of a mobile population. Trinity's graduate education is firmly in the lead in providing the best for students. To advance our position in the face of current change, we plan to meet several objectives:

- Expand opportunities for postgraduate research students, while maintaining high quality in admissions and examinations and in supervision.
- Attract the best and most able students from within Ireland and internationally to all Schools.
- Continue to innovate in graduate education by developing new courses and re-shaping and reforming old courses to meet new demands, including interdisciplinary courses and courses run in collaboration with other institutions.
- Continue to innovate in graduate education by using new modes of delivery and the latest technology.
- Upgrade the academic administration of graduate studies by investment in new management information systems to provide the best service possible for graduate students, course directors, supervisors, and directors of postgraduate teaching and learning in Schools.



Student supervision is driven by ambitious well-conceived research projects and an international perspective on research and scholarship

To meet this challenge, several actions will be taken. The overriding action is to plan for expansion in a way that will facilitate the maintenance of academic standards and at the same time allow us to promote better our existing courses and to develop new courses, particularly new integrated PhD courses and graduate programmes. Planning for expansion can be achieved by increasing the capacity to deliver graduate education through graduate divisions or clusters.

Our proposed graduate clusters are:

- (i) Humanities and Social Sciences
- (ii) Engineering, Business and Science
- (iii) Health Sciences and Healthcare

Graduate clusters will support key activities, including the organisation of the delivery of generic/transferable skills courses to research students and the promotion of graduate courses, for example by holding open days for prospective students, publishing a prospectus and liaising with Trinity's International Office. They will engage in setting targets for growth in PhD student numbers, linking the research themes to the graduate education strategy, and enabling the Graduate Studies Office to provide specialist administrative support to the directors of postgraduate teaching and learning in Schools.

Table 2: Graduate education actions from the *Strategic Plan 2003-2008*

Strategic Plan 2003-2008	Actions Achieved
<ul style="list-style-type: none"> • Postgraduate Students Increase the cohort of research students taking both Masters and PhD degrees to approximately 2,000. Develop a programme to integrate these students into the life of the College. Develop opportunities for part-time postgraduate teaching. Continue to develop and extend our portfolio of taught masters and taught diploma courses. 	<p>PhD student numbers are increasing steadily. Significant incentives to increase postgraduate student numbers have been established under the academic resource allocation model. A graduate students research day has been started, with sponsorship from the Trinity Alumni Annual Fund. It has also sponsored a re-launch of the Trinity College Journal of Postgraduate Research. The Trinity College Postgraduate Studentships have now been upgraded to pay also the non EU fee for award holders from outside the EU. The number of taught masters courses has increased, and several integrated PhD programmes have been introduced.</p>



The challenge is to achieve growth and innovation in graduate education without losing perspective on what has led to the present successes: high quality in admissions, examinations and supervision

New Actions

3 An increase in the number of staff eligible to supervise is needed if PhD numbers are to be increased without a reduction in quality. Increases in academic staff will be achieved through our research strategy to recruit academic staff with the ability and willingness to supervise. In addition, high quality supervision will be recognised by an award for excellence in the supervision of doctoral candidates, in each graduate cluster.

4 An increase in the number of well-qualified applicants is needed if PhD numbers are to increase. It will be achieved through the vigorous marketing of courses, both nationally and internationally, and by the provision of scholarships. We also intend to increase the number of students recruited from Masters programmes to the PhD register. We plan to embed the idea of a taught Masters as a pre-requisite for a PhD in those disciplines where it is the international norm.

5 Although graduate courses are important, it is recognised that graduate education is characterised by an increasing independence of thought brought about by conducting rigorous investigation in difficult subjects. Therefore, introducing new generic and transferable skills courses for postgraduate students requires considerable thought and planning. A rigorous quality system will be put in place for such courses, and the introduction of suitable and appropriate generic and transferable skills courses will be overseen by each graduate cluster. Such courses will be available to every research student in Trinity. Where advanced discipline courses are offered as well, a graduate programme (an integrated PhD) may be instituted as part of a graduate school. It is envisaged that several graduate schools will emerge in collaboration with other universities in the near future.

6 We will devolve some of the academic administration of graduate studies to School level in an orderly manner, while maintaining some functions centrally for quality and cost reasons. We will further develop the role of the Schools' directors of postgraduate teaching and learning within the graduate clusters to create more resources for the directors. Online admissions for postgraduate students will be created and greater use will be made of management information systems. New courses offered by eLearning will be promoted by the Graduate Studies Office. Information and communications technology will be used to best advantage in graduate education, including library information resources. Existing supports for postgraduate students will be reviewed and additional supports provided where necessary.



The accessibility of a Trinity education to all students of ability is an important element of our contribution to Ireland's future

Undergraduate Education Strategy



The best universities in the world engage in ground-breaking research, and they attract the most talented academics and students. Trinity has long espoused the principle of the scholar-teacher, according to which the best teachers are those who actively engage in creative, cutting-edge academic work in their chosen fields. Trinity has always attracted world-class intellectuals and encouraged them to foster in their students an appreciation of, and desire for, academic inquiry and intellectual discourse and debate. In today's rapidly changing world, the principle of the scholar-teacher remains fundamental to the creation of the community of scholars and learners that characterises the world's leading universities. The most talented of

undergraduates discover their desire to learn and expand their knowledge, and they retain their enthusiasm to become lifelong learners. We will enhance the principle of the scholar-teacher.

Trinity has a long and distinguished history

of nurturing the qualities it believes to be desirable in its graduates, such as analytical ability, adaptability, breadth of reading, creativity and reflectiveness, an international outlook, and personal and social responsibility. These values were traditionally fostered within the one- and two-subject moderatorship degrees, and they have been retained and refined within the recent 'broad curriculum' initiatives.

Table 3: Undergraduate Education Actions from the *Strategic Plan 2003-2008*

Strategic Plan 2003-2008	Actions Achieved
<ul style="list-style-type: none"> • Centre for Academic Practice and Student Learning Establish a new Centre for Academic Practice and Student Learning. Continue to implement the 'Broad Curriculum' policy. 	<p>The new Centre for Academic Practice and Student Learning has been established and a Director has been appointed. We are considering ways to strengthen support for all students, including our current provision of student learning services. Twelve 'Broad Curriculum' courses are available. We are reviewing modularisation and other ways in which the curriculum can be broadened.</p>
<ul style="list-style-type: none"> • Inclusiveness and Diversity Continue to develop Trinity as a more inclusive and diverse community of students. Increase the facilities available to students for childcare. Develop an environment for students with disabilities, which is appropriate to their needs. Place the recruitment and induction of international students on a firmer footing through the establishment of an International Office. 	<p>The 'Trinity Access Programmes' are thriving. They will be evaluated sectorally during the current academic year. An independent review of childcare provision and options for potential development was commissioned and received in 2004-2005, an area of relevance to undergraduate and postgraduate students as well as staff. We are addressing challenges in the disabilities area that arise from the nature of our historic campus and we are recruiting an Equality Officer. The National Institute for Intellectual Disability was launched in 2006. We have established the International Office in the Registrar's area and a new Director has been appointed.</p>
<ul style="list-style-type: none"> • Lifelong Learning Review the current provision and delivery of programmes and develop a comprehensive College policy on lifelong learning. 	<p>We retain our commitment to review current provisions and to develop a comprehensive policy.</p>



We value the scholar-teacher model through which students are invited into an exciting, world-class learning community

More recent innovations have included some Schools and courses adopting modular systems and this innovation has tended to occur more commonly in graduate programmes. Further curriculum development and refinement will occur and we have recently established a working group to consider the introduction of a modular and semesterised system throughout all our undergraduate and postgraduate courses. Whatever Trinity decides to do in this regard, the curriculum will be broadened further to extend student choice. We will also consider the provision of generic or transferable skills for undergraduate students.

To nurture Trinity's tradition of providing the best possible environment for teaching and learning necessitates continuous improvement in policies and procedures. This process keeps us abreast of the latest developments and the introduction of novel initiatives that place us in positions of leadership in chosen areas. Theoretical and empirical studies of the best approaches to teaching and learning constitute a dynamic and rigorous scholarly pursuit. The principle of the scholar-teacher enables the promotion of excellence and innovation in teaching and learning.

We aspire to copper-fasten the 'Trinity Experience' for all students through the provision of student services and care of the highest quality, developed for all students based in all of our locations in the city. We aim to achieve greater internationalisation and diversity in our student population. We are committed to finding new ways of attracting and supporting students of outstanding academic potential from non-traditional learning groups, including students with disabilities, mature students, students from economically disadvantaged backgrounds, and students from ethnic minorities.

New Actions

7 We will continue to hold our undergraduate student population to no more than 11,500, and we will secure growth in postgraduate students from within and outside the European Union.

8 We will establish the 'Trinity Experience Forum' in which students from all parts of Trinity will meet regularly with senior academic and support staff to clarify and articulate the important elements of the 'Trinity Experience', and to suggest initiatives and policies to enhance it.

9 The working party on modularisation and academic year structure will complete its work by the end of Michaelmas term in the academic year 2006-2007, and Trinity will finalise its decision by the end of Hilary term in the academic year 2006-2007. Regardless of the outcome of this process, we will review the curriculum to create opportunities for all undergraduate students to engage in research early in their careers, to articulate their creations, ideas and views and to present and discuss their findings in seminars.

10 We will continue to build on our successful 'Trinity Access Programme', develop further our disability supports, including access to course content, teaching and assessment, and build on our outreach activities, including the fostering of links with world-leading partner universities.

11 We will build upon existing student learning support initiatives by linking them more closely to the academic practice supports that currently exist within the Centre for Academic Practice and Student Learning. We will ensure that it becomes integral to the future of Trinity, developing it as an internationally recognised centre of excellence in teaching and learning within a research-led, scholar-teacher university, and reviewing its activities regularly. We will build on its provision of teaching and learning supports to academic staff and to research fellows and teaching assistants.

Contribution to Society Strategy



Trinity's vision for its contribution to society in the *Strategic Plan 2003-2008* identifies the importance of understanding scientifically and systematically how the results of all our research, in the arts and in the sciences, can make a difference to people's lives. Trinity aspires to be a creative contributor to the social, cultural and economic vitality of the city of Dublin and the country, and to promote an engagement with Irish culture and language.

Trinity's primary contributions to society are embedded within its core mission: to educate undergraduate and postgraduate students to the highest international standards, and to advance the frontiers of knowledge in those fields of intellectual endeavour where expertise exists within the College. However, our contribution to society extends very considerably beyond these primary impacts. Several principles underpin all of Trinity's contributions to society and they can be summarised as follows:

- Knowledge, scholarship and research should be pursued in an ethically responsible manner and

informed by the needs of society or the enrichment of culture.

- Communication of the results of our research and scholarship to the public should be effective and imaginative. We will promote involvement of the general public in our programme of public lectures, exhibitions and conferences. We will continue to have an input into the design of the second-level syllabus, where appropriate.
- Intellectual independence both in society at large and within Trinity's community should be protected. We recognise that academic freedom carries with it the responsibility to reflect and comment critically on the value systems and social practices of the society of which Trinity is part.
- We will work in strategic partnership with Government and the private sector in the development of a knowledge-based economy, through our education, research and business activities.

Initiatives	Championing freedom of expression and an ethical and environmentally responsible international order	Contributing to national economic goals	Promoting citizenship, social equity and inter-cultural understanding	Contributing to Dublin as a civic community	Facilitating lifelong learning	Promoting national culture
Research Projects	●	●	●	●	●	●
Trinity Enterprise Centre	●	●		●		●
Trinity Access Programme		●	●		●	
The Library	●	●		●	●	●
Galleries/Theatres/Exhibitions	●	●	●	●	●	●
Inner City Liaison			●	●		
Outreach Programmes	●	●	●	●	●	●
Student Societies	●	●	●	●	●	●
Pro Bono Work	●	●	●	●	●	●

Figure 6: A summary of Trinity's contributions to society



We identify the importance of understanding scientifically and systematically how the results of all our research, in the arts and in the sciences, can make a difference to people's lives

- Disinterested expertise should be provided to society, government and business, individually and collectively. We recognise that our Library, which has enjoyed two hundred years of Irish and UK legal deposit status, and our Information Services are a national resource.
- We have a specific duty to address social and cultural disadvantage in Irish society.
- We should make a substantial contribution to the social, cultural and economic vitality of the city of Dublin and to the physical regeneration of the adjoining districts.
- We are committed to the promotion of the Irish language and of the diversity of national culture within the College and the wider community, and we will bring the promotion of the language to the heart of our endeavours.
- We will maximise the exploitation of research outputs for the economic benefit of society by continuing to improve and expand our transfer of technology.
- We will continue to stimulate entrepreneurs to start knowledge-based campus companies.

Trinity plays a pivotal role in helping Ireland to be the most creative and productive place to invent, work, and learn, and the most civilised place to live and contribute to local and global society. The Trinity Foundation continues to help to communicate this role to potential partners.

The delivery of these principles can be expressed as six discrete functions. Many, if not most, of Trinity's agencies or initiatives contribute to them. These contributions span a broad range from service to Dublin city and Ireland to service to the international community.

New Actions

12 Trinity will seek to strengthen the presentation of new research and scholarship to the public through an enhancement of its communications. In addition, Trinity's web pages will be refined to give a better opportunity to showcase current research activity and the range of expertise available for consultancy. Active consideration will be given to the revival of a College press for scholarly publication. The public presentation of new research will also be strengthened through the opening of the Science Gallery. The possibility of a related development to showcase the Social Sciences and Arts will be investigated. A stronger commitment to evening and other outreach courses will be made.

13 Priority will be given to the development of a business and technology park for incubating spin-out companies, and this park will form a central element in Trinity's scientific and industrial innovation strategies.

14 Staff and students will continue to be encouraged to volunteer their services to Government and other public bodies, and will be given due recognition for such duties. Staff and student engagement in volunteering activities enhance the life of the College and the wider community.

15 Trinity recognises that it is the largest employer in the heart of the city of Dublin. It seeks to establish a strategic partnership with the City Council to help promote long-term centre-city planning to mutual benefit. Trinity will also seek imaginative ways of aiding the rejuvenation of the communities adjacent to the main campus, and the Communities Liaison Officer will play a pivotal role in achieving this aim. We will also develop an integrated policy for the conservation and development of our heritage buildings, museums and galleries with a view to enhancing public access.

16 Additional resources will be sought to fund the establishment of an Irish Language Officer who will be charged with implementing the College's Irish language policy.



Trinity plays a pivotal role in helping Ireland to be the most creative and productive place to invent, work, and learn, and the most civilised place to live and contribute to local and global society

Table 4: Contribution to society actions from the *Strategic Plan 2003-2008*

Strategic Plan 2003-2008	Actions Achieved
<ul style="list-style-type: none"> • Dissemination and Outreach Require research centres and units to include a programme for the dissemination of research results. Encourage contribution of staff and students to public debate and the formulation of public policy. 	<p>A science public outreach programme will commence in 2006, funded by Science Foundation Ireland overheads. A new Science Gallery will open in 2007. The BA Festival of Science was hosted in Trinity in 2005. All major Institutes have engaged in public outreach programmes which are also central to the philanthropic process. There have been many contributions of members of the College to public debate, and a recent example is the annual lecture series hosted jointly with Amnesty International.</p>
<ul style="list-style-type: none"> • Commercialising Intellectual Property/ Entrepreneurship Development Complete a root-and-branch review of the policy on Intellectual Property. Launch cross-border Entrepreneurship Centre, involving University College Dublin, University of Ulster, Trinity College and other future partners. 	<p>This review has been completed and the Board has agreed a new Intellectual Property policy. Additional staff have been appointed to the technology transfer function of the Research and Innovations Office funded by Science Foundation Ireland overheads. The cross-border centre was not launched for a variety of reasons. Trinity has developed its own successful entrepreneurship programme and has increased its disclosure and capture of intellectual property, as reflected in an increased number of patents and candidate ventures as spin-outs.</p>
<ul style="list-style-type: none"> • Contribution to Dublin as a City of Learning and Enterprise Launch a series of discussions with the City Council on a partnership arrangement that will guide our development plan over the next 10 years. A first priority is the rejuvenation of Pearse Street. 	<p>Trinity has worked with the City Council on the PANEL project, benchmarking Dublin's performance in innovation and knowledge-based new companies with Munich, Barcelona, and Milan. We have supported the city's twinning with San José, California, Silicon Valley's capital. The tender process for the development of the An Post site as a new Trinity BioSciences building has been completed and bids are currently being considered. Planning permission has been sought for development of the Pearse Street buildings.</p>
<ul style="list-style-type: none"> • Define and Develop a Programme to Promote a Better Cultural Appreciation of the Irish Language An interdisciplinary group will be established to develop a policy on encouraging the use of Irish. 	<p>Meitheal na Gaeilge produced a review in which a primary recommendation was the establishment of an Irish Language Officer.</p>

We aim to ensure that the 'Trinity Experience' for staff and students is rewarding



Human Resources Strategy



Trinity's vision for human resources in the *Strategic Plan 2003-2008* aspires to ensure that all staff (academic staff, research fellows, administrative and support staff) can participate in achieving the overall aims of the College, and to ensure that the 'Trinity Experience' for staff and students is rewarding and personally enhancing. It states that recruitment policy in every unit will take account of the need to build up strength and critical mass in research while seeking candidates who will make inspiring teachers and effective members of the community.

Our human resources are our most valuable asset. Trinity's excellence in research and education has been achieved through the talent, expertise, and commitment of its academic, administrative and support staff. Our greatest challenge in the competitive global educational arena is to recruit world leaders in research and education. It is also vitally important to our success to retain our current excellent staff. Trinity employs more than 2000 individuals, including 710 full-time academic staff, 1126 administrative and support staff and 377 research fellows.

Trinity aims to build on its collegiate values to ensure that all members of our community are valued for their contribution to the achievement of our strategic objectives. We plan to facilitate all staff to avail of the opportunity to develop to their full potential and to advance their career within the context of our mission. One of the strengths of a true college community is that all staff at every level treat each other with respect. To maintain and build on the strengths of a genuinely collegiate community we will focus on further policy development in the following areas:

- Recruitment and Retention
- Staff Development
- Respect, Dignity and Health

Recruitment and retention of excellent staff is central to the achievement of our goals, which depend on having the right people in the right place. We aim to become the employer of choice for academic, administrative and support staff, both nationally and internationally. We aim to devise policies that will provide a supportive and rewarding environment for all staff, and that will support the recruitment and

Table 5: Human resources actions from the *Strategic Plan 2003-2008*

Strategic Plan 2003-2008	Actions Achieved
<ul style="list-style-type: none"> • Dean of Students Establish a new Officership to consider the overall student experience and to develop policies to promote this experience in an integrated way. 	The new officership of Dean of Students has been established. The Dean has worked with Heads of Services and student representatives to develop a Student Services strategic plan.
<ul style="list-style-type: none"> • Staffing Policy Review existing policies for all staff. 	We have completed revisions to various human resources policies including academic promotions, the roles and responsibilities of Heads of School, and a bullying and harassment policy. Recent innovations have also included recognition of service. We are currently examining our policies on academic leave of absence, retention of staff, probation, fixed term contracts, and work-life balance.
<ul style="list-style-type: none"> • Role of Alumni Develop a plan to improve the involvement of alumni in the College's life. 	We have developed an Alumni engagement strategy and its implementation has commenced. A new alumni database platform was developed in 2005. The examination of the provision of interactive communication vehicles for alumni, including email for life, is ongoing.



Respect and dignity are central to the maintenance of our collegiate community

retention of excellent staff through innovative recognition and reward schemes. We will develop recruitment and retention policies that align with our strategic aims so that we have the best fit of skills in each area of the College.

Staff development will be assisted through the performance management and development system. It provides a way for each member of staff to conceive of their individual role within Trinity. Individuals can set objectives in line with Trinity's mission, and the performance management and development system provides a method of review and development within this context. We are committed to its full implementation and to a regular review of the process when it is fully implemented to ensure its effectiveness.

All staff need to develop the ability and skills to meet our mission and objectives in a changing environment. We will review our training and development programmes in the context of the objectives of each School or administrative or support unit. We aim to provide staff at all levels, including academic staff, research fellows, administrative and support staff, with the opportunity to develop the skills they need to do an excellent job. We also aim to provide staff with the opportunity to build their competencies to cope with a changing work environment, and to provide education and training opportunities such as continuing professional development and lifelong learning, workplace learning and upskilling.

Respect and dignity are central to the maintenance of our collegiate community. Trinity is committed to equality of opportunity and treatment, fairness and respect for all our staff. Equality and fairness are central to our recruitment and promotion policies and processes. We also value partnership in the workplace. Trinity will maintain, and encourage further, a culture of respect for each individual staff member. To this end, a review of all policies concerning respect and dignity in the workplace will be carried out with the aim of ensuring that every individual within Trinity's community can be assured of these qualities in their

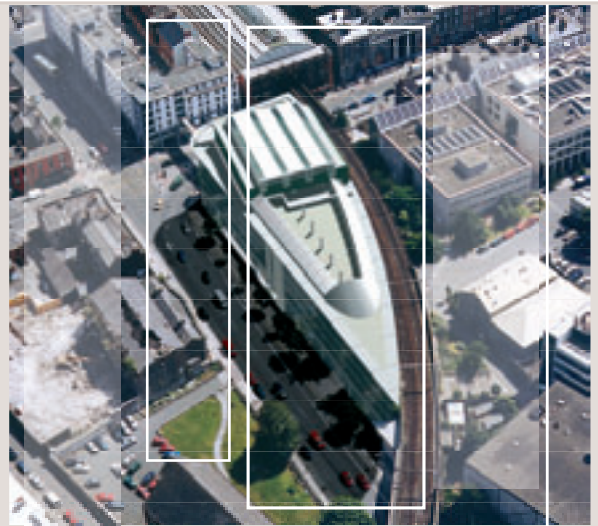
daily interactions. It is also vital to promote a healthy lifestyle for the whole College community of staff and students. We will work towards establishing Trinity as a health promoting campus, to create a healthy learning and living environment for students and staff, so that members of our community can thrive not only academically and socially, but also physically, mentally, and emotionally.

New Actions

17 We will review our policies on the recruitment of academic staff at lecturer levels, including the nature of contracts offered, and the further development of probation for permanent posts. We will also consider our policies on the recruitment of academic staff at professorial levels, including policies on reward, relocation and the development of a framework for departure from approved scales. Our policies on the retention of academic staff, including the nature of contracts offered, and the responsiveness of our annual promotion system to retention risks will be examined. We will examine our policies concerning research fellows, and we will review our policies on the recruitment of administrative and support staff in line with restructuring.

18 We are committed to the full implementation of the performance management and development system and to a regular review of the process. We will also consider our staff training and development programmes. We will examine the provision of effective internal communications processes. We will review our policies concerning respect and dignity in the workplace.

Infrastructural Resources Strategy



Trinity's vision for infrastructural resources in the *Strategic Plan 2003-2008* places emphasis on completing the design and scheduling of the main new buildings, embarking on a programme for refurbishment, and providing student facilities second to none, including a new Student Centre, Sports Complex and a system for student accommodation. It also aspires to a fully integrated management information system.

Our physical infrastructural resources have undergone a very extensive programme of new building and refurbishment, initiated over ten years ago, and which continues to this day with the completion of Trinity Hall, the Ussher Library, the additional floor on the Arts Building, the Trinity Centre at the *Adelaide and Meath Hospital, Dublin Incorporating the National Children's Hospital*; the School of Nursing and Midwifery building in D'Olier Street, and at *St James's Hospital*, the facilities for Molecular Medicine, Occupational Therapy, Physiotherapy, Radiation Therapy, and the Durkan Institute for Leukæmia Research. Work has also been completed on a new facility to house research in Information Technology, and Neurosciences. Much of this building programme was designed to bring existing facilities up to international standards, and to respond to the expansion in student numbers and research that has already occurred.

Because of our planned initiatives in both undergraduate and postgraduate teaching, and recent successes in research funding from Science Foundation Ireland, further facilities will be urgently required. The new Development Control Plan will support the provision of space and facilities for the projected increases in academic staff, principal investigators, postgraduate students and research fellows, under the Strategy for Science, Technology and Innovation (2006-2013), through developments such as the Long Room Hub, the Pearse Street Science Corridor, and Foster Place, as well as others on our Medical School campuses. There is also a need to refurbish existing teaching facilities and to integrate physically disparate disciplines within Schools.

Additional facilities will be needed for student and staff residences, crèche facilities and other developments.

Trinity Hall was completed in 2004 making residential accommodation available to approximately 1,700 students, or 11 per cent of our student population. Our alumni applaud the experience of campus living and a further increase in residential accommodation is warranted, as we monitor the performance of the new Trinity Hall development. A new sports recreational centre will be completed by 2007. We do not yet, however, have an adequate venue in which students can socialise and organise events and many of the services to students are fragmented in their location.

Trinity has initiated a campus-wide drive to adopt environmentally-friendly practices in relation to its infrastructure and services. Opportunities exist to expand our activities in this regard. We aim to be a green environment with maximum sustainable-energy new buildings and maximum use of recycling opportunities. Universal design principles in planning the development of our physical facilities will be adopted as far as possible and we will aim to improve physical access to our College buildings.

Following the completion of the initial programme of building projects, attention must turn now to the next phase of development. This phase will comprise three elements:

- The provision of new buildings to meet expanding programmes of teaching and research.
- The consolidation and rationalisation of space to reflect the new academic structures.
- The upgrading and remodelling of existing facilities to bring them to 21st century standards and to accommodate the changing trend towards small group teaching, e-learning and other teaching methodologies.

The completion of the new Sports Complex will free up site space for a new Student Centre. Planning of this facility to house Student Recreation, Student Clubs and Societies and Student Services has commenced. We will review the requirements for additional student and staff accommodation and continue with our programme for upgrading existing accommodation facilities. We will also examine proposals to allow a further expansion in student residences in order to meet our ambition to



The historic campus, located in the heart of Dublin, is an architectural highlight of the city, containing many keynote buildings spanning the last three centuries

Table 6: Infrastructure actions from the *Strategic Plan 2003-2008*

Strategic Plan 2003-2008	Actions Achieved
<ul style="list-style-type: none"> • Audit Quality of Space Usage Undertake an audit of the quality of space usage to ensure that space is equitably and efficiently distributed. 	The space audit will be maintained and updated to ensure efficient and equitable use of space.
<ul style="list-style-type: none"> • Development Control Plan Publish a new Development Control Plan for the College. It will identify how best practice in environmental protection can be incorporated into our physical planning. 	The current Development Control Plan will be upgraded to take into account Schools' space strategies and to incorporate the College's vision for the future.
<ul style="list-style-type: none"> • New Centres and Residences Proceed as soon as possible with a new Sports Centre followed by a Student Centre and investigate the feasibility of up to 1,500 additional residences for students and staff. 	The Sports Complex and the Naughton Institute (incorporating the Science Gallery) will be completed this year. The completion of the new Sports Complex shortly will free up site space for a new Student Centre. Planning of this facility to house Student Recreation, Student Clubs and Societies and Student Services has commenced. The area west of the railway viaduct is the subject of a planning application.
<ul style="list-style-type: none"> • Information Policy Develop a coherent information policy for the College to address the needs of management, the Library, e-learning, electronic publications and records management, with a view to having an integrated information system. 	We have developed an 'eStrategy' to deliver on the objectives for information integration and sharing.

allow all students from overseas and outside Dublin to live in rooms in their first year so that they may experience fully the College community spirit.

Our information and communication technology infrastructural resources are guided by the full commitment of our Information Systems Services to the development of an information policy for Trinity. There is a clear need for improved information and communication technology governance to ensure that we get the best return on our investments in information systems. The 'eStrategy' will seek to deliver on the objectives for information integration and sharing. A further infrastructural element that is still at an early stage of development is the incorporation of information technology into the whole fabric of the university. The absence of a full management information system limits Trinity's potential

to exploit fully the opportunities offered by the current technologies, and our plan is to have a fully integrated management information system that will greatly enhance the management of the College. This system will remove duplication and will enable all members of staff to concentrate more on their core activities.

New Actions

19 We will continue our space audit and Development Control Plan and we will proceed with our plans for the new Student Centre and our review of residences.

20 We will pursue the implementation of our 'eStrategy'.

Governance and Stewardship of Resources Strategy



Trinity's vision for governance and stewardship of resources in the *Strategic Plan 2003-2008* places at its centre the need for Trinity to have an efficient and transparent decision-making process at all levels in the College. It identifies that academic units will act strategically in planning to respond to the high-level goals of the College.

Progress on governance during the past two years has been significant, since Trinity embarked upon a far-reaching process of academic restructuring. We have implemented a transparent academic resource allocation model, now in its second year. Substantial progress has also been made in implementing the recommendations arising from the Audit Committee's report on the upper levels of governance in Trinity. A number of committees have clearly-identified delegated powers, and others have redrafted their terms of reference to deal with this aspect of the recommendations made. Committees have been strengthened to include members of the Board of Trinity, who have the opportunity to report to the Board on matters of relevance, and most committees do not have more than ten members. The senior management team operates in accordance with the guidelines recommended, and the business of the Board has been restructured to take account of the recommendations made in this regard.

A substantial amount of work has been undertaken in regard to administrative and support area restructuring, and elements of this restructuring will be continued during the coming year. Guidelines in relation to School governance and good practice will be developed and implemented, in the spirit of the upper level of governance. They will ensure openness and transparency at this key level.

New Actions

21 We will continue with our far-reaching programme of academic and administrative restructuring and renewal to build an internationally competitive and globally recognised university of high quality in teaching and research.

22 Further progress will be made towards achieving full alignment of the College's strategic plan, the Schools' strategic plans, and the strategic plans to come from administrative, support and service areas.

23 The deployment of resources using the academic resource allocation model will continue to be implemented.

24 Further initiatives in open and transparent governance within all Schools and throughout Trinity will be promoted.

25 As part of our ongoing commitment to external reviews of our academic and administrative activities, we will conduct quality assurance reviews under the guidelines of the Irish Universities Quality Board of Trinity's academic and administrative units, including their governance mechanisms and their operations.



Trinity provides a tolerant and inclusive home to diverse viewpoints, and its governance combines respect for collegiality with the need for timely and effective action

Table 7: Governance and stewardship of resources actions from the *Strategic Plan 2003-2008*

Strategic Plan 2003-2008	Actions Achieved
<ul style="list-style-type: none"> • Review Governance Structure Complete a review based on the Audit Committee's report of the upper level of governance in Trinity. 	Changes have been made to the membership of committees to strengthen Board representation on them. Two taskforces are currently examining administration and reporting arrangements.
<ul style="list-style-type: none"> • Benchmarking and Quality Assurance Establish a benchmarking procedure for all courses and departments. Continue our quality assurance and improvement programme in partnership with the new Irish Universities Quality Board. 	<p>The first cycle of sixty academic departmental reviews was concluded in 2003-2004. During that year, the process itself was reviewed and involved a re-shaping of the approach to the development of the self-assessment documentation, which is now based on the Irish Universities Association document, <i>A Framework for Quality in Irish Universities</i>. All postgraduate taught courses are reviewed in the year prior to the departmental review. Quality assurance reviews have also been carried out recently for the (i) Careers Advisory Services, (ii) Disability Services, and (iii) Counselling Service.</p>
<ul style="list-style-type: none"> • Review Resource Allocation Model Undertake a root-and-branch review of the College's resource allocation procedures. Examine devolution of resources and responsibilities. 	A full review of resource allocation has been completed and an academically driven resource allocation model has been introduced. Devolution to more than 20 schools of financial decision-making has occurred within the strategic planning framework. School strategic plans linked with the College strategy inform resource allocation. Two years of historical data are available and a four-year implementation is occurring from 2005-2006 to 2008-2009.

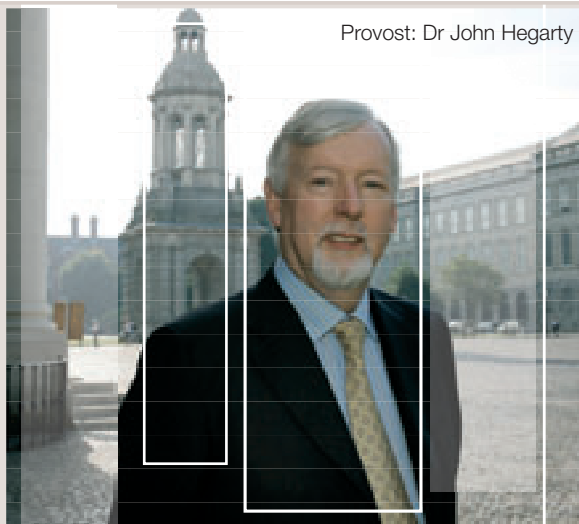
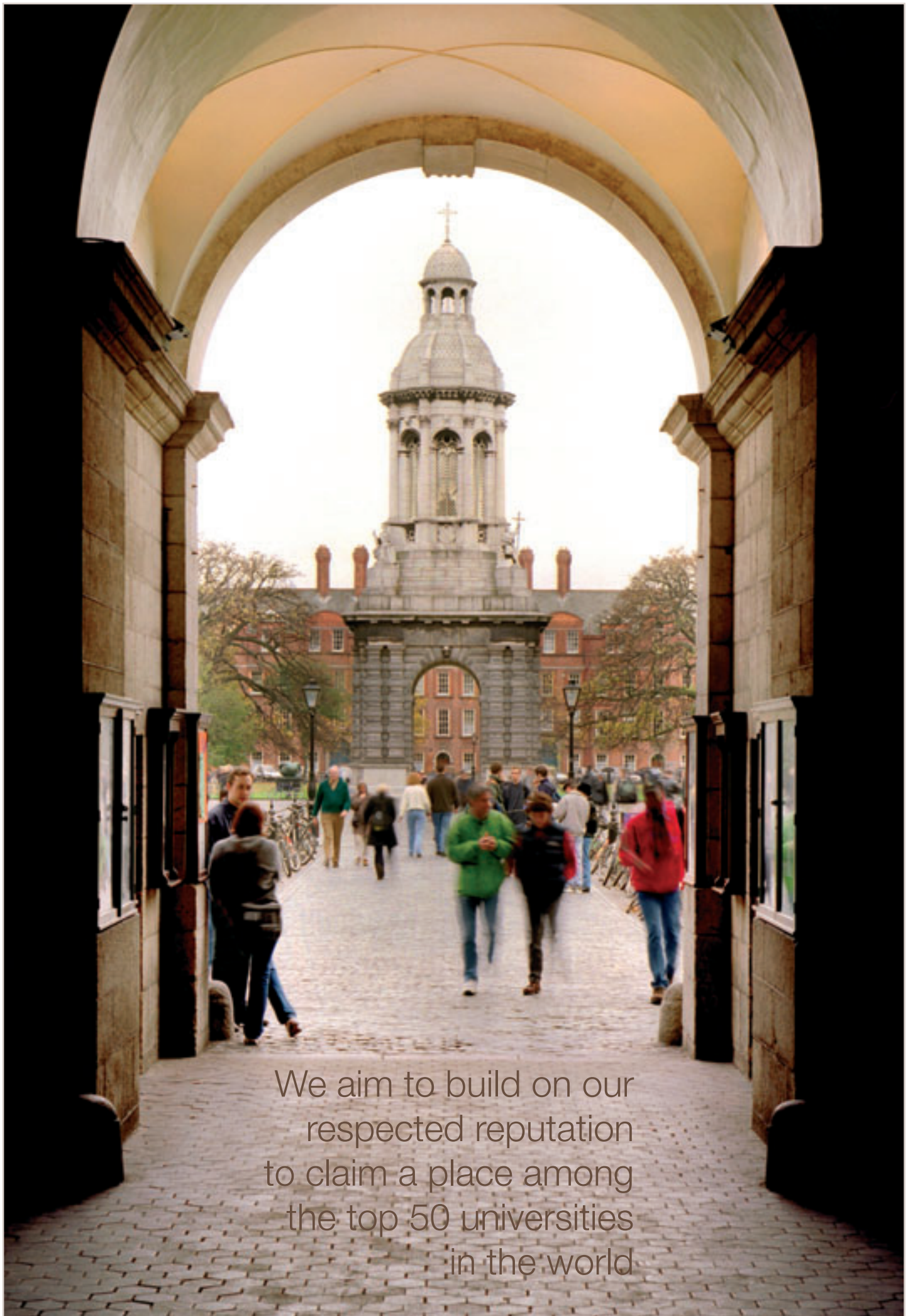


Table 8: The Board of Trinity College Dublin 2005/2006

Constituency	Name	Term
Ex-Officio Members	Provost: Dr John Hegarty Vice Provost: Professor Ruth Byrne Senior Lecturer: Professor Colm Kearney Registrar: Professor David Dickson Bursar: Professor Clive Williams	Chair
Student Representatives	President Graduate Students' Union, Mr Ryan Sheridan President Students' Union, Mr John Mannion Education Officer Students' Union, Mr Donal McCormack Welfare Officer Students' Union, Ms Stephanie O'Brien	2004-2006 2005-2006 2005-2006 2005-2006
Elected Fellows and Fellow Professors	Professor Nigel Biggar Professor Werner Blau Professor John Kelly Professor Marina Lynch Dr Eoin O'Dell* Professor Eunan O'Halpin Professor John Parnell Dr Amanda Piesse	2005-2010 2005-2008 2005-2008 2005-2010 2005-2010 2005-2008 2005-2008 2005-2010
Elected Non-Fellow Academic Staff	Dr Andrew Butterfield Ms Mary Coffey Dr Alison Donnelly Dr Eoin Mac Cárthaigh Dr Donal O'Donovan	2005-2008 2005-2008 2005-2010 2005-2010 2005-2008
Elected Non-Academic Staff	Mr Henry Kearns Ms Mary Leahy Dr Kieran J McGinley	2005-2010 2005-2008 2005-2008
External Members	Mr Brian Sweeney: Nominated by Trinity College Dublin Ms Geraldine Clarke: Nominated by the Minister for Education & Science	2005-2008 2005-2008
In Attendance <i>Ex-Officio</i>	Secretary: Mr Michael Gleeson Treasurer: Ms Grace Dempsey Assistant Secretary: Ms Anne Fitzgerald	

*Resigned during 2005-2006 and was replaced by Professor Jagdish Vij in May 2006.



We aim to build on our
respected reputation
to claim a place among
the top 50 universities
in the world

Headline Actions in the Strategic Plan Update 2006



The five headline actions described at the outset of this update to the *Strategic Plan 2003-2008* capture the overall thrust of the 25 new actions outlined throughout our updated strategies. The estimated financial cost of these headline actions will be substantial.

1 Recruitment of world-class leaders in research and education and

2 Graduate education. Approximately 45 new academic staff need to be recruited per annum for the next five years to support the increase in our postgraduate numbers (leading to a total of 225 additional academic staff at the end of that period). We will continue to seek funds from philanthropic sources for endowed Chairs in areas of our strength and to seek funding from external research agencies to support the recruitment of high-calibre Principal Investigators. The costs of advancing our graduate education proposals will also include providing new curriculum development, design and support, new methodologies, development programmes for academic staff, and reshaping graduate studies support into three graduate clusters. The cost to recruit 45 academic staff is close to €5m per annum (and so the cumulative cost of this recruitment drive over the next five years is close to €75m).

3 Undergraduate education. The costs of our third level developments include curriculum innovation (€25.5m), developing the Centre for Academic Practice and Student Learning (€12.7m) and supporting the Trinity Access Programme and related initiatives (close to €6m).

4 Significant restructuring. The cost of the continued academic restructuring, and the administrative and support area restructuring include the cost of staff training at two per cent of our annual pay costs (estimated at €158m for 2005, i.e. €3m per annum) and related initiatives such as a change fund (€24.5m) and the cost of assisting Schools to develop

strategically (€50m). The development of our 'eStrategy' and associated information systems initiatives is €20m.

5 Infrastructure. The substantial space requirements and physical infrastructure costs including library, laboratory, and equipment costs are €154m over the next five years, including graduate provision. Approximately €5m is required for the infrastructural implications of academic restructuring (to ensure close proximity of disciplines in Schools).

The expected impact of our updated strategic plan is to keep us on course to realise the vision outlined in the *Strategic Plan 2003-2008* and so we conclude by re-asserting, and elaborating on, its expected impact:

1 Trinity's international standing as a research-led university will have increased significantly and it will be the international reference point for at least one area of research.

2 Our research achievements will be strongly reflected in our educational programmes, at both postgraduate and undergraduate levels.

3 The graduate education developments will advance the new 'Fourth-level Ireland', expanding the number of postgraduates and providing integrated PhD programmes that include modules for advanced and transferable generic skills.

4 Trinity's undergraduate curriculum and methodology of delivery will be considered the best in Ireland and will be among the best in the world.

5 We will have a multicultural and diverse social mix among our staff and students, with a high number of international students, and the 'Trinity Experience' for both staff and students will be enhanced.

6 Trinity's contribution to Ireland's social, economic and cultural vibrancy will be widely recognised in Irish society.



