



Trinity College Dublin  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

# Global Relations Strategy & Implementation Plan



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## Foreword

The Global Relations Office is one of the gateways between Trinity College Dublin and our global community of students, staff, institutional partners, academic collaborators and alumni network. As Ireland's oldest and highest-ranking university, Trinity strives to educate global citizens who will shape the world's future through research impact, global mobility opportunities, cultural exchange and international collaborations. Our office is committed to strengthening Trinity College Dublin's global profile through student recruitment, supporting academic and student mobility, building strategic partnerships and encouraging alumni engagement worldwide, while also working to create a positive experience for all international students who choose to study at Trinity.

Our current Global Relations Strategy (GRS2), which commenced in 2014, is almost complete. It has delivered on the very ambitious growth targets in terms of the growth in non-EU numbers that were set five years ago. Following a mid-term review of GRS 2, based on consultations and reflections from the Schools and the College community on their experience with GRS2, we developed GRS3. GRS 3 will run from 2019/20 -2023/24 and sets out the aims, key activities and expected outcomes for the 5 year period. It continues to build on the work of previous years and does so in a dynamic and ever-changing environment.

The aims of GRS3 are presented in the following pages but the main thrust of the next strategy is a continued expansion of non-EU student numbers but at a lower growth rate than in GRS2. There is a stronger focus on EU-recruitment particularly to postgraduate programmes. We have seen an increased and improved response due to our activities in digital marketing and it is our intention to expand such capability in GRS3.

Another focus of the next strategy is to build on the successful partnerships activity to date. Further dual and joint programmes with universities globally will be evaluated and developed. We will continue to develop partnerships based on articulation programmes, where students typically start their programme of study in their home university and enter into year three of an undergraduate programme at Trinity College.

Student mobility has grown over the last five years as we have developed student exchange agreements with leading universities globally. This year 30% of eligible undergraduate students engaged in part of their studies overseas. The aim over the next five years is to increase this number to 50%. This will mean developing many more exchanges and expanding numbers with universities that we currently engage with.

In order to achieve the main aims of GRS3 we will continue to work in collaboration with colleagues in academic and administrative areas to localize strategies that support the integration of all students, whether based in Dublin or abroad, into the global Trinity community. We will also continue to strengthen and leverage the global reach and impact of our research, education and innovation, by working collaboratively with and aligning to the strategies of the academic and administrative units across the institution.

We look forward to working and connecting with the student, staff and alumni community in the years ahead to achieve the ambitions outlined in GRS3.

Juliette Hussey

Vice-President for Global Relations

[www.tcd.ie/globalrelations](http://www.tcd.ie/globalrelations)

[https://www.tcd.ie/globalrelations/assets/Resources%20pdf/Trinity\\_Growing\\_Globally\\_2019\\_Web.pdf](https://www.tcd.ie/globalrelations/assets/Resources%20pdf/Trinity_Growing_Globally_2019_Web.pdf)

## Section 1: Background to Global Relations Strategy, context and GRS progress to date

### 1.1 Introduction

Section 1 of this paper outlines the background to and context within which the GRS3 strategy has been developed, and GRS2 progress to date. Section 2 presents a vision for GRS3 with recommendations and proposed actions to deliver the ambitions. Section 3 onwards outlines the implementation plan.

Over the last 6 years, Trinity has executed two specific strategies in Global Relations – GRS1 between 2012 and 2015, and GRS2 from 2015 to the present. Trinity's first Global Relations Strategy (GRS) was developed in 2012 following the appointment of the University's first Vice-President for Global Relations (VPGR) in 2011 and internal restructuring, which led to the formation of a Global Relations Office (GRO). This first explicit public articulation of an internationalisation strategy in Trinity included international student recruitment targets, which involved doubling the number of non-EU students between 2011 and 2016. Following a review in early 2014, and in the context of decreasing state funding and Trinity's Strategic Plan 2014-2019, the level of ambition was increased over a longer timeframe, specifically in relation to non-EU student recruitment and strategic partnerships/articulation agreements.

GRS2 committed to a mid-term review, which took place in 2017, and the recommendations presented have been incorporated into the next iteration of the global relations strategy as has the input from consultations with a wide range of academic and administrative units across College. It also takes into consideration an analysis of the strengths, weaknesses, opportunities and threats.

The GRO along with Faculties/Schools is responsible for the development and implementation of the Global Relations Strategy and delivery on the specific objectives on internationalisation in the **University Strategic Plan 2014-2019**. These **currently** include:

- increasing student enrolments from outside the EU within five years (by 2018/19)
- presenting Trinity as a world-class educational institution, with a research-inspired curriculum
- developing strategic partnerships and dual, joint and partnership degree programmes with peer institutions globally
- integrating students, whether based in Dublin or abroad, into the global Trinity community

Trinity's Global Relations strategy is taking place in a global context of increasing competition among all universities for internationally mobile students with increasing investment in student recruitment and marketing activities on the ground in target markets. According to the report *Irish Educated Globally Connected, An International Education Strategy for Ireland, 2016-2020*, the international education sector will be worth €2.1bn per annum to the Irish Economy by 2020. At a university and national level, internationalisation has brought direct financial benefits and has created links with partners at individual, institutional and country level that will bring further engagement and economic activity in the future.

## 1.2 GRS Strategy Achievements and Summary Impacts

The last four years have seen significant achievements in terms of international student recruitment, student mobility and university partnerships.

In the March 2018 HEA report, 4,632 of Trinity's students came from outside of Ireland and 2,875 students came from outside of the EU. Student mobility has grown over the last five years as we have developed more student exchange agreements with Universities overseas. In addition, we have built a number of large-scale partnerships, which have delivered not just on student numbers but have also led to research collaborations in certain instances.

We have also seen a consistent increase in the domains related to internationalisation in a number of University rankings (Faculty, Students, co-authored papers with international partners). Trinity's ranking for international outlook (Times Higher Education) rose from 40 in 2015 to 27 in 2018 and we are first in Ireland.

Trinity is the leading Irish University in the QS rankings for international Faculty (98.4) and International Students (89.5). In 2017/18, we had students from 123 countries and alumni in 130 countries with 40% of academic staff coming from outside of Ireland.

While in the recent past there has been significant marketing activity to promote Trinity to non-EU students, there has been very limited domestic and EU marketing activity. The marketing function of the University, which sits in Global Relations, is particularly engaged in student recruitment activities. However, its brief is much wider as the Director of Marketing is the lead in marketing for the entire university (brand and reputation management, co-ordination and leadership of marketing activity across the University and student recruitment marketing). The marketing activities have focused on new approaches including digital marketing, email marketing, social media marketing, analytics and customer relationship management systems.

A Marketing Strategy for the next 5 years has been developed to support the realisation of the University's ambitions and to ensure that the University is recognised for the quality of its education and research nationally and internationally. The strategy is market-informed and will be delivered in partnership with faculties and schools and will evolve through continuous improvement and enhancement. Marketing activity is linked strongly to GRS3 to ensure a globally diverse student body and to support partnership, research and alumni engagement with universities worldwide.

## 1.3 Domains of internationalisation as part of the GRS2 Strategy

The sections below details the progress and performance to date in each of the domains of internationalisation as part of the **GRS2 strategy**, namely: International Student Recruitment, International Partnerships and Mobility, Global Engagement, Student Experience and outlines the revenue generating activity associated with Global Relations Strategies to date.

### 1.3.1 International Student Recruitment

#### Non-EU students

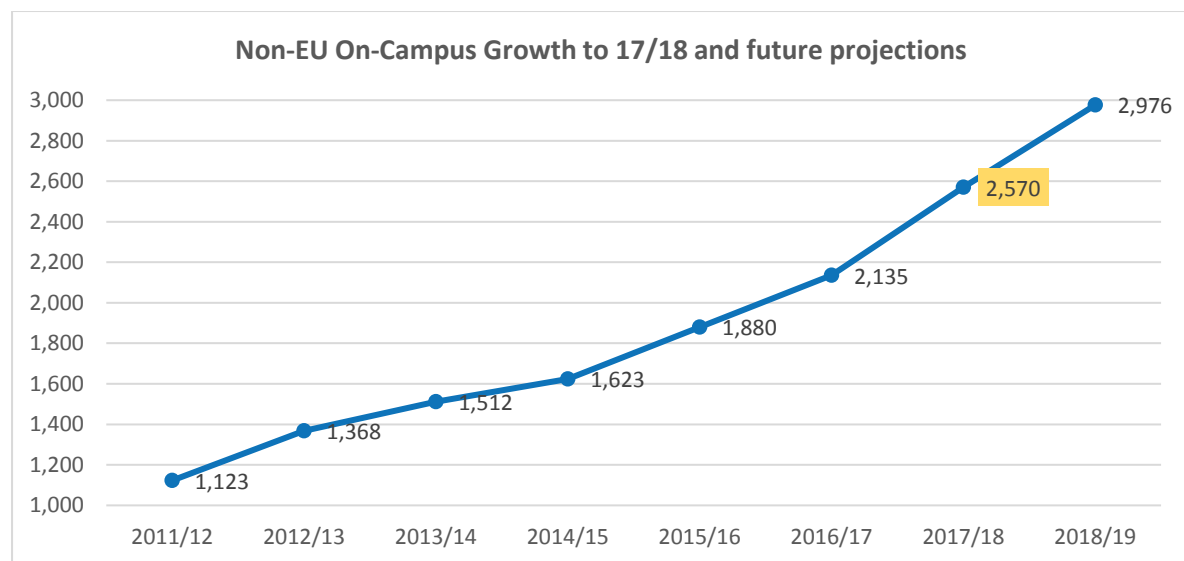
There has been significant growth over the last six years in non-EU student numbers as per the graphs below. A non-EU recruitment strategy with Regional Officers and Country advisors focused on promoting Trinity undergraduate and postgraduate education has been instrumental in achieving the results to date through relationship management with key stakeholders such as students, parents,

international high school counsellors, university partners, researchers, government bodies and education agents.

Non-EU on-campus growth to 18-19 has largely been met from the following markets:

- Tier 1: USA, India, China (Regular visits, team based on ground, rapid growth)
- Tier 2: Turkey, Canada, Brazil, Hong Kong, Russia, Kazakhstan, Gulf States (UAE, Kuwait), Thailand, Malaysia, Singapore, Indonesia (Regular Visits, potential for growth in short-term)
- Tier 3: Nigeria, Ukraine, Latin America, South Korea, Philippines (Visits for specific events e.g. Education Ireland, potential for growth in mid-to-long term).

Figure 1: Actual students on campus (non-EU fee status HEA Return 2017/2018)



17/18 Figures are exclusive of 156 registered SIT students and 14 online students (9 in HS and 5 in AHSS)

Figure 2 (a to d): Overall progress GRS College-wide: each cohort

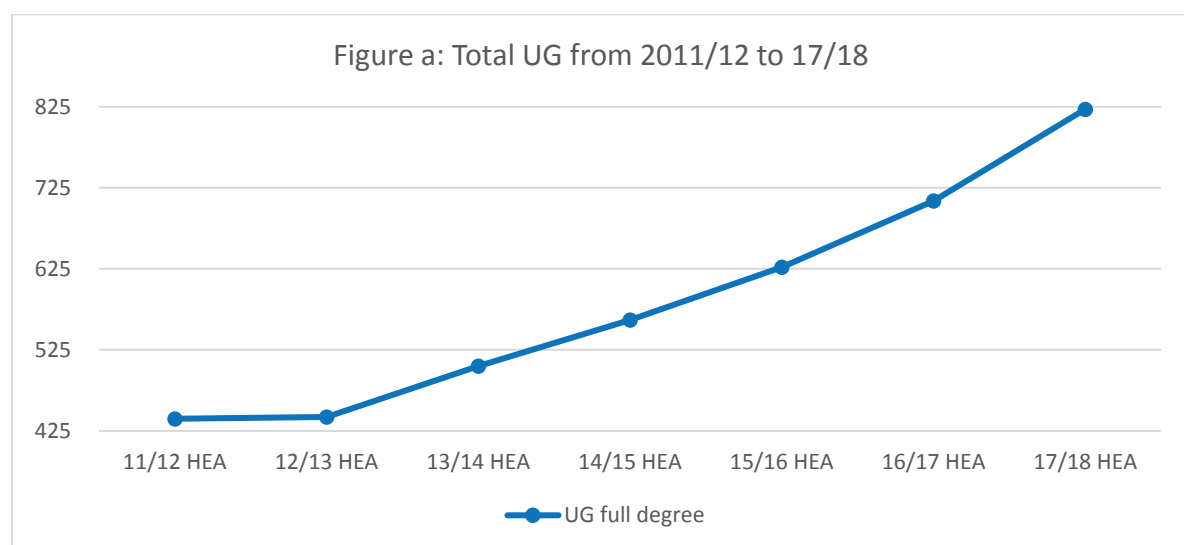


Figure b: Total PGT from 2011/12 to 17/18

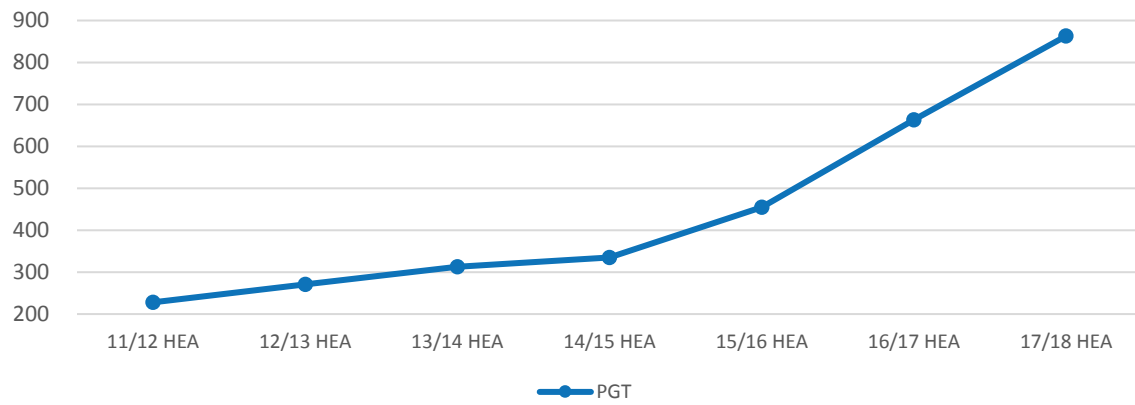


Figure c: Total PGR from 2011/12 to 17/18

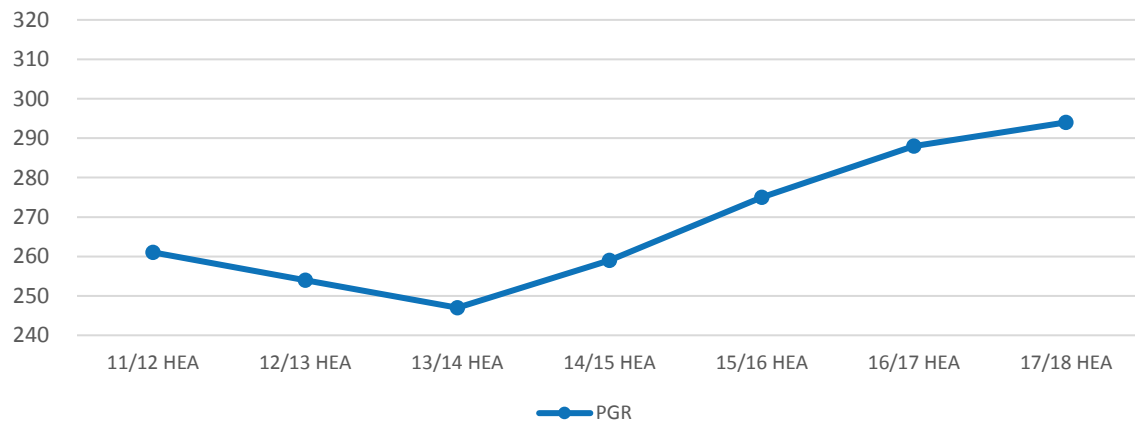


Figure d: Visiting Headcount from 11/12 to 17/18

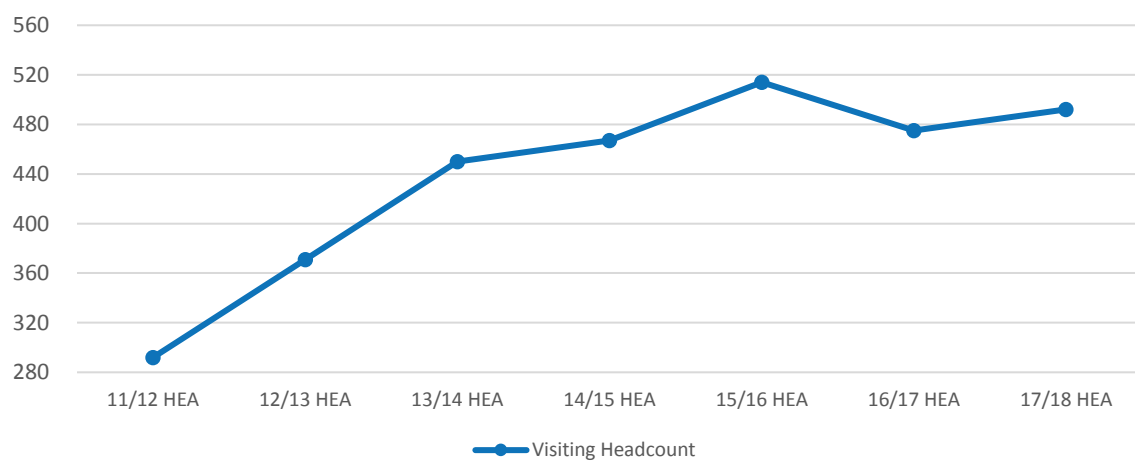


Table 1: Top 10 UK risers in non-EU student numbers, 2010 – 2015 with Trinity data inserted

Top 10: UK RISERS IN NON-EU STUDENT NUMBERS 2010 - 2015			
	2010-11	2015-16	% Change
University of Sussex	1,855	3,885	109.4
University of Liverpool	3,285	6,605	101.1
University of Dublin, Trinity College *	1,349	2,570 (2,740 inc off campus)	90.5% (103.1% inc off campus)
Coventry University	4,395	7,595	72.8
University College London	6,250	10,790	72.6
University of Glasgow	2,745	4,575	66.7
University of the West of England	1,685	2,805	66.5
Lancaster University	1,960	3,180	62.2
University of Sussex	1,160	1,870	61.2
Queens University Belfast	1,430	2,290	60.1
Swansea University	1,670	2,670	59.9
Source: HESA. Note: Large institutions only (with 1,000 non-EU students or more in 2010).			

\*Trinity data inserted into original document. It refers to the five year period 2013-14 to 2017-18 (HEA Returns 2017/18)

Table source: <https://www.timeshighereducation.com/news/uks-lower-ranked-universities-take-non-eu-students-hit>

With the more ambitious targets for international students and the importance of maintaining diversity in the student body, the decision was made in 2015/16 to develop a **Trinity Foundation Programme** to be delivered in Marino Institute of Education. This foundation programme was set up after GRS2 and has a separate business plan. This programme is particularly attractive to Government Scholarship bodies who fund high achieving students for five or six years (one foundation year and four/five years of an undergraduate programme). The student recruitment strategy has prioritised relationship building with government bodies in the Gulf region such as Kuwait, UAE and Oman. The programme has helped Trinity to achieve greater diversity in the undergraduate student body, allowed us to grow numbers from priority markets such as China and establish a strong brand presence in strategically important regions such as the Middle East and South East Asia. This diversity will continue to expand as the projected increases in the number of students attending the programme are realised. The numbers are already ahead of schedule. As a result of the programme, which leads to enrolment in undergraduate programmes in Trinity, we have been in a stronger position to obtain full scholarship students.

#### EU Recruitment

While international student numbers have grown in line with projections outlined in the Global Relations Strategy 2, EU undergraduate and postgraduate student numbers have remained largely static as identified in Table 2 below.

Table 2: Student Enrolments: 2012/13 versus 2017/2018

	2012/2013				2017/2018		
	EU	Non-EU	Total		EU	Non-EU	Total
Undergraduate	11,341	833	12,174		11,548	1,539	13,087
Postgraduate Taught	2,258	270	2,528		2,477	890	3,367
Postgraduate Research	1,698	246	1,944		1,316	311	1,627
<b>Total</b>	<b>15,297</b>	<b>1,349</b>	<b>16,646</b>		<b>15,341</b>	<b>2,740</b>	<b>18,081</b>

Source: Student number projections presented to Planning Group 12 June 2018 with GRO adjustment

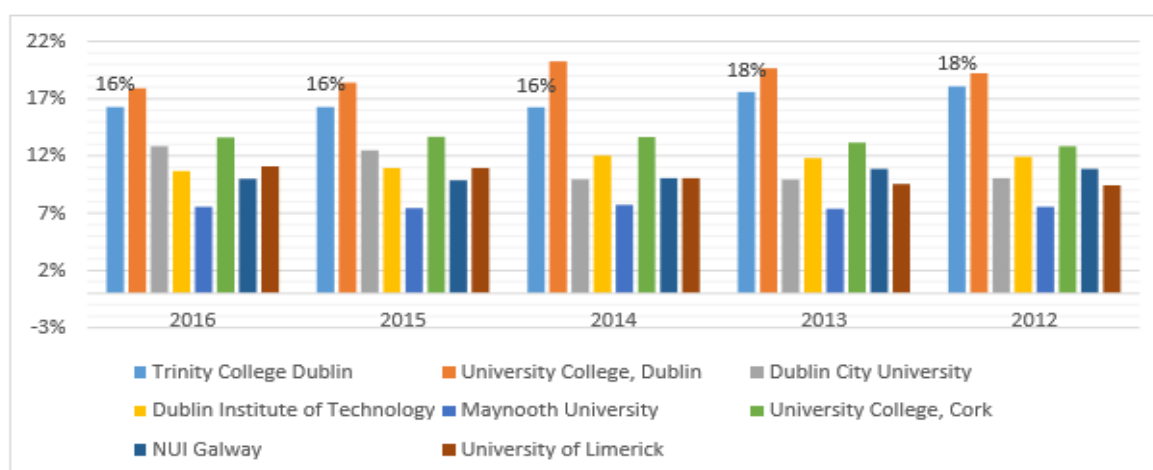


This growth trajectory in non-EU student numbers compares with some of the highest risers in the United Kingdom across two comparable five-year periods (source: HESA). This is illustrated in [Table 1](#) above clearly.

Demand for Trinity undergraduate programmes through the CAO remains high; however, according to HEA data below, Trinity's proportion of first preference applicants fell from 2012 to 2016. This is important given that the majority of students in the CAO system accept their first preference offer.

Similarly, EU postgraduate student numbers have remained largely static during the same period.

Figure 3: Proportion of CAO 1st Preference Applicants, by institution, 2012-2016



### 1.3.2 International Partnerships and Mobility

#### International Partnerships

At the time of the commencement of the last strategy, the only active partnership was with Singapore Institute of Technology where, at that point in time, there were approximately 100 students annually on the one-year programmes. There were a number of others under negotiation such as the partnership with Thapar University in India.

Four years later, there are a number of partnerships of varying types and a pipeline of students recruited through these programmes.

Table 3: Student numbers, Active Partnerships

Partner Institution	Partnership Type	Discipline	14/15	15/16	16/17	17/18	18/19
Singapore Institute of Technology	Top up programme	Physiotherapy, Occupational Therapy, Radiation Therapy	135	111	140	155	151
One year Joint Physio 25%	Joint Programme				25	59	75
Thapar Institute of Engineering & Technology	Articulation Programme (2+2)	Engineering and Computer Science	0	8	18	50	65
Beijing Foreign Studies University (BFSU)	1+1+1 collaborative agreement	All AHSS Masters Programmes				2	3
Columbia University	Dual degree (2+2)	English Studies, History, European Studies and Middle Eastern and European Languages and Cultures					39
Minzu University	1+1+1 collaborative agreement	All AHSS Masters Programmes					2
University of Science and Technology Beijing (USTB)	Articulation programme (2+2)	Physics					To start in Sep 2019
<b>TOTAL Student Numbers</b>			<b>135</b>	<b>119</b>	<b>183</b>	<b>266</b>	<b>335</b>

### Mobility

In terms of best practice in partnership development, successful strategic partnerships worldwide often begin with an intent to collaborate on student mobility. In line with this industry norm, many key university relationships at Trinity have been established, through a structured student exchange. Student exchanges therefore have the potential to be a strong foundation for a larger strategic partnership, but they are also very important in their own right. They provide excellent opportunities for Trinity students to undertake an international experience, while adding to diversity on the campus in welcoming exchange students from all over the world.

Trinity's current mobility programmes enable undergraduate students (predominately) to spend a semester or a year in the partner university studying relevant modules, with credits received recognised as part of their Trinity degree. Some collaborative arrangements also include provision for staff exchanges. It should be noted however, that staff exchanges are not currently a focus of this office but could be encouraged further in future through our engagement with Schools and Faculties and the restructure of the Erasmus Office (outlined in Section 2.1 below). The current Trinity mobility programme includes (a) Non-EU Mobility: College-wide student exchange programme; (b) Non-EU Mobility: School-level student exchange programmes; (c) Consortia mobility; and (d) Erasmus activity.

While EU mobility is reported on below, it has not been a structured part of the Global Relations Office activity to date.

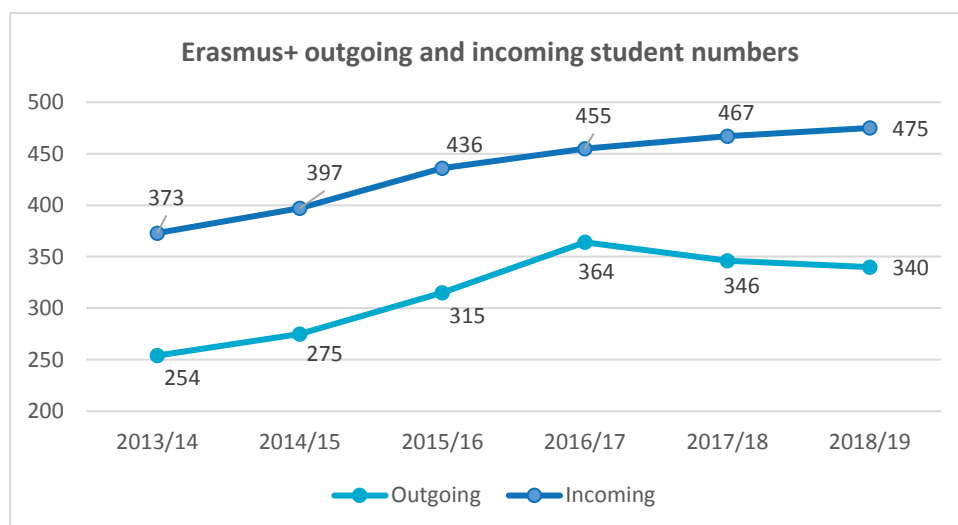
The overall student mobility programme at Trinity has greatly improved in recent years, with now just over 30% of the eligible cohort of the student body availing of an opportunity to undertake some of their studies at a partner institution overseas, as set out in the below table:

Table 4: Overview of Student Mobility 2012/13-2017/18

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
No. of UG students who availed of mobility opportunities	522	658	726	812	784	831
Total Number of Junior Sophister Students	2,630	2,610	2,712	2,717	2,725	2,743
Percentage availing of Student Mobility	19.85%	25.21%	26.77%	29.89%	28.77%	30.29%

- (a) **Non-EU Mobility**, College wide student exchange programme: The Global Relations Office oversees the College wide student exchange programme through partner relationship management and the identification of new opportunities for student exchanges. Applications and data relevant to this central exchange programme is currently administered by the Academic Registry and, where applicable, the Non-EU Academic Coordinators and administrators within the Schools. Promotion of the programme is a collaborative effort between the Global Relations Office, the Academic Registry and Schools. Trinity currently has 48 college-wide student exchange partner universities outside of Europe with a further 9 under development with prospective partner universities.
- (b) **Non-EU Mobility**, School level student exchange programmes: School-level student exchanges are administered by the relevant Schools in conjunction with the Academic Registry. School mobility offerings are currently overseen by the relevant Non-EU Academic Co-ordinator within the Schools. The Global Relations Office supports the Schools in scoping for new partners, negotiating relevant legal agreements and relationship management.
- (c) **Consortia mobility**: Trinity is party to consortia university networks that involve structured student mobility, namely UNITECH, the Trans-Atlantic Science Student Exchange Programme (TASSEP), the Consortium for Advanced Studies Abroad (CASA), Coimbra Group, Cluster and the European Liberal Arts Network (ELAN). Such networks bring universities together in terms of student mobility, often also leading to new academic relationships among the members.
- (d) **Erasmus mobility**: The Erasmus+ programme is currently administered by the Academic Registry, in conjunction with Erasmus coordinators in the Schools. The European Commission has greatly expanded the Erasmus+ programme in recent years, with additional funding now available on a competitive basis to support international mobility. The programme remains the largest mobility programme within the College but as the below graph indicates, outgoing activity on this programme is beginning to reduce.

Figure 4: Erasmus+ Outgoing and incoming student numbers 2012/13 -2017/18



### 1.3.3 Global Engagement

Of particular focus as the current global relations strategy matures is the identification and development of new engagement, particularly with the EU, which was not part of GRS2 and a refocus of our attention on the domestic market. Proposals in relation to this new engagement are considered in Section 2. Not surprisingly, a review of Trinity's global research collaborations by region indicates that 44% of our collaborations (number of institutions co-publishing with Trinity from 2012-2016) are based in Europe, many of which are already part of LERU. This is highlighted by Figures 5 and 6 below.

Figure 5: Trinity's Global Collaborations by region in the 2012-2018 period, Source SciVal, February 2019

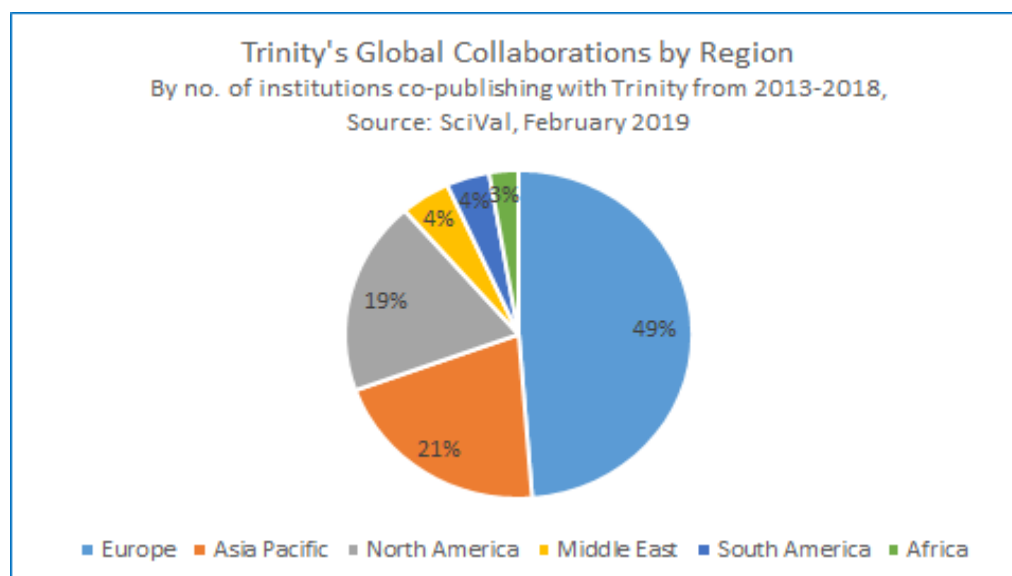
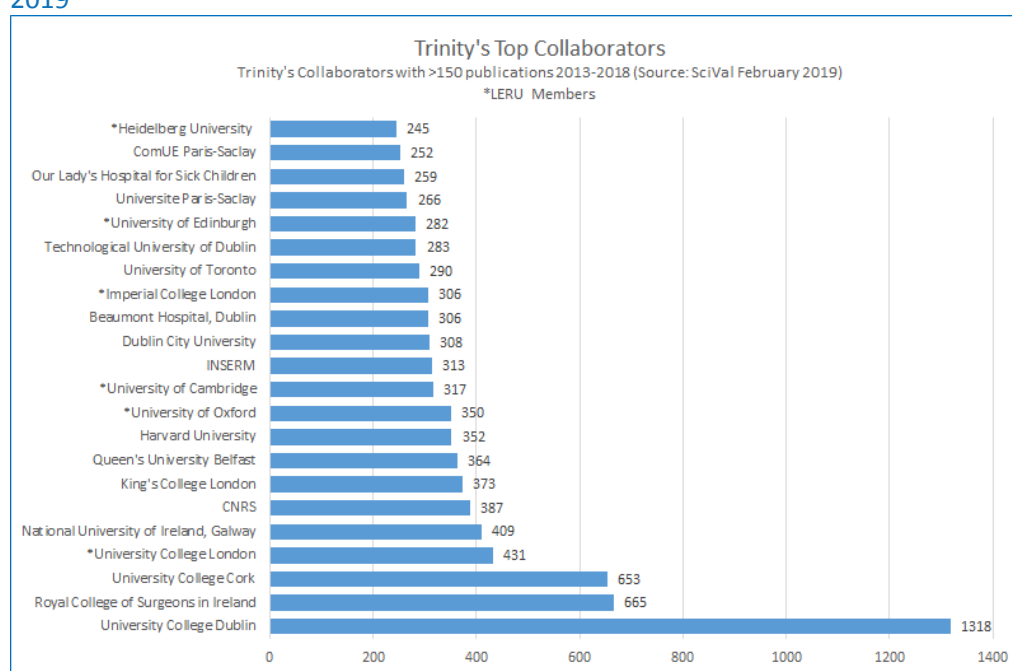


Figure 6: Trinity's Collaborators with 150+ papers in the 2012-2018 period, Source SciVal, February 2019



Our Global Relations Strategy seeks to leverage to maximum effect our alumni networks for student recruitment, student mentoring and partnership development. While we do not have data to compare all activities to date, there has been an increase in global alumni engagement over the last six years as we have had regular delegations travel for partnership development and recruitment. The role of the Director of Global Engagement, Development and Enterprise commenced in 2016 with a mandate which involves operating across the Global Relations Office, Trinity Development and Alumni and Trinity Research and Innovation in the international space.

There is increasing evidence to demonstrate the impact of engaging alumni in international recruitment. Through carefully managed programmes, alumni can be engaged to boost recruitment (especially at conversion time), and extend an institution's reach. There is already a modest amount of successful work that has been established, with overseas recruitment colleagues drawing on alumni for attendance and participation at recruitment fairs and student events. The challenge is to move from the ad hoc involvement of alumni to strategic planning and the systematic engagement of much larger numbers of graduates to support recruitment and partnership development efforts. A Trinity International Recruitment Ambassadors Programme has been developed, which will support international outreach, student recruitment and partnership development. Priority markets have been identified and a formal induction pack has been agreed.

From an alumni perspective, supporting international recruitment is a meaningful and engaging way to maintain contact with Trinity. In addition to the ongoing formal engagement with Trinity Development and Alumni (TDA) and Trinity Research and Innovation (TR&I), there is growing engagement and collaboration with other areas such as Tangent, the Innovation and Entrepreneurship Hub, Public Affairs and Communications (PAC), Careers Advisory Service (CAS), office of the Dean of Research and the Commercial Revenue Unit (CRU).

### 1.3.4 Student experience

The activities of the International Student Experience team, including the Global Officers (administrative posts based in Schools) and the Student Ambassadors are key to encouraging and embedding internationalisation efforts. While Trinity offers a range of supports through its administrative, support and professional services, the Global Relations Office has developed a specialised international student experience team to meet the specific support needs of international students. There are two strands to this experience: the Global Room and the Global Officers.

The Global Room launched in 2013, is an international student information support hub and an established social and event space for **all students** in Trinity. It has a team including an International Student Experience and Global Officer Manager, International Student Liaison Officer, Assistant Global Room Manager and a 22 strong team of student ambassadors. This team co-ordinates and provides specialised supports to Trinity's international student community, as well as to prospective international students. Currently information and supports include welcome and orientation, informational and cultural events, accommodation and immigration advice, campus tours for potential applicants etc. Information support is in person and on-line through social media (Facebook groups) and the website.

There are currently 8 Global Officer positions based in or between 7 Schools (Computer Sciences, Engineering, Physics & Chemistry, English (0.5 post), Nursing & Midwifery, Psychology & Social Work and Social Policy as well as a recently appointed Global Officer for the Faculty of Engineering, Maths and Science (with a special focus on UG Science programme). The Global Officer facilitates the interactions between all aspects of the office of the Vice President for Global Relations and the schools including the recruitment of non-EU students, marketing and promotion of programmes, partnership development, provision of supporting incoming and outgoing students in addition to assisting Trinity Development and Alumni regarding Alumni and Advancement.

The development of a comprehensive internationalisation strategy necessitates a focus on the quality of the student experience for all students. The emphasis on quality of international student experience is in line with adherence to Quality and Qualifications Ireland's (QQI) Code of Practice for Provision of Programmes to International Learners (2015). We continue to be committed to implementing best international practice in this area in conjunction with academic and administrative units.

## Section 2: Vision for the Global Relations Strategy 3 (GRS3)

### 2.1 Overview

There are many means of defining a global university. A Global University has global faculty, global students, global programmes and research focused on questions of global relevance. A Global University is defined as one, which is a home to students and staff from all corners of the world, one, which has academic partnerships, dual and joint degrees and opportunities for student and staff exchanges with leading universities around the world, one with a curriculum, which fosters global citizenship and prepares students to become global citizens, working together across cultures and boundaries to address questions of global relevance.

For Trinity, being a global university is about **pursuing strategies that engage Trinity with the world**. In light of the experience to date and based on the recommendations from the mid-term review to consolidate and incorporate EU activity, we proposed to **consider global engagement more**

**holistically.** While there is a considerable focus on recruitment and marketing aimed at student recruitment, there is also a large focus on developing partnerships with Universities around the world, particularly in Europe and increasing the opportunities for student mobility by increasing the number of student exchanges, a key ambition of the next strategy.

We have summarised our ambitions and aligned them to four domains of internationalisation: **Global Collaborations and Partnerships, Global Student Community, Global Engagement and Impact and the Trinity Student Experience.** Recommendations and actions associated with these ambitions are detailed below in tabular format under each individual section.

Table 5: Summary of GRS 3 Ambitions

	Summary area	Ambition
1	Global Collaborations and Partnerships (including dual, joint, articulation and student mobility programmes)	To continue to <b>develop and expand partnerships</b> with targeted universities that satisfy a number of agreed strategic criteria to enhance high impact international collaborations
2	Global Student Community	To <b>diversify</b> the student profile by increasing the number of EU students and Non-EU students from Tier 2 and Tier 3 priority markets and ensure that the balance is appropriate to the overall University strategy.
3	Global Engagement and Impact	To increase, strengthen and leverage the <b>global reach and impact of our research, education and innovation</b> , by working collaboratively with and aligning to the strategies of the academic and administrative units across the institution: TDA, Research, Postgraduate Education, I&E Hub, TR&I, Careers Advisory Service, the Library etc.
4	The Trinity Student Experience	<p>To work in collaboration with colleagues in <b>academic areas</b> to localize strategies that support the integration of all students, whether based in Dublin or abroad, into the global Trinity community</p> <p>To work collaboratively with colleagues in the <b>core administrative units</b> to support and enable growth strategies and continued delivery of a high quality student experience through the implementation of appropriate processes, systems, policies and systems to meet the needs of the entire student body.</p>

## 2.2 Building future Global Collaborations and Partnerships

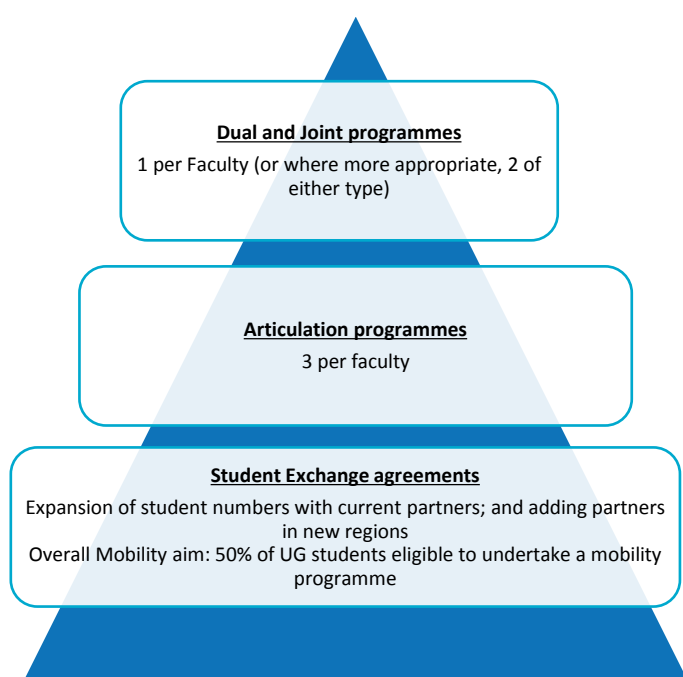
There are many types of University partnerships from collaborations in research to dual and joint programmes, articulation arrangements and student/staff mobility programmes.

The ongoing research relationships with leading universities across the globe have been instrumental in furthering Trinity's ambition to develop relationships with peer universities. Our formal delegation

visits (frequently led by the Provost) involve academics who have the opportunity to highlight their research activities and deepen engagement. In the next strategy, we will further leverage these active research relationships (often at PI-to-PI level) to a broader School/Faculty/Institutional relationship via Global Officers and School Directors of Global Relations. When planning engagement with Universities globally, we will be guided and informed by current and potential research relationships through adopting a more collaborative approach with the Office of the Dean of Research and making better use of data sources such as Scival and Scopus. We will prioritise travel planning in a more comprehensive way through the **reconfigured international committee**, Global Relations Committee.

The Global Relations Office is now keen to further increase Trinity's portfolio of international partnerships over the next five years. An outline of the ambition is presented in [Figure 7](#) below. In addition to developing already identified and future partnership opportunities, the Global Relations Office intends to lead on facilitating the expansion of existing partnerships (e.g. additional streams of the Trinity-Columbia Dual BA programme, Beijing, developing short-term CPD programmes with Singapore Institute of Technology, expansion of the articulation programme with the University of Science and Technology, etc.).

Figure 7: GRS 3 Ambitions in relation to a portfolio of partnerships



#### Dual and Joint Programmes

Where there is a strong academic relationship with a shared vision for education, research and comparative strengths the question of coming together to offer a dual or joint degree may arise. (the first being two existing programmes coming together with graduates earning two degrees, the latter being a new programme specifically developed by the two institutions). The recent launch of the dual degree with Columbia University, (first cohort having started at Trinity in September 2018) is an example.



### Articulation Programmes

An articulation partnership is one where the standing of the universities may differ and high performing students who have completed a number of years of study in their “home” university can progress to Trinity and complete their degree.

### Mobility

Over the lifetime of the next strategy, we will work with Schools and Faculties to **expand the suite of mobility opportunities available**, to enable as many students as possible to undertake a substantial international experience. This will include student exchanges, short-term mobility opportunities, global internships and placements.

Co-ordinators at School level have also expressed concern about advising students in the absence of an in-depth knowledge of the institution and programme that the student plans to go into. Ideally, the overall agreement for incoming/outgoing students should be discussed/reported at **the Global Relations Committee** to ensure oversight of this activity. The development of an **integrated database** as part of a mobility toolkit similar to the one developed for partnerships will support data reporting.

Under the **Trinity Education Project**, the addition of approved modules widens opportunities for students spending a term/year in a University abroad and doing a combination of core and approved modules e.g. if spending one term overseas - 20 ECTS core and 10 ECTS approved. Students could also take summer programmes as approved modules (10 ECTS). This would enhance the potential for students to engage in student mobility. This is how many of our peer universities in Asia have increased their mobility metrics, while also offering options to students who cannot afford to travel overseas for longer periods.

In terms of **postgraduate mobility**, there are many informal Postgraduate exchanges across laboratories and in other areas. We are aware of many postgraduate students who engage in mobility but currently there is no clear mechanism to capture this figure. We plan to work with the Dean of Graduate Studies to encourage/support such mobilities (especially at PhD level) and capture data related to this activity.

### Non-EU Mobility

As noted above, non-EU exchanges have grown over the last number of years. The Global Relations Office is committed to continuing to expand this programme. Students travelling to Asia are given a bursary (Provost’s Asian Fund) which has been extremely well received as it helps to defray costs. To increase the number of exchanges and provide more opportunities for students to travel a **fund of bursaries and scholarships to assist students is included in the implementation plan**. This is an enabler of achieving the metrics desired. Alumni have been supportive in welcoming exchange students and this is seen as an extension of such engagement.

The non-EU exchanges signed at a University level mean that students from any School whose programme has been approved can travel. Unlike School based exchanges or the Erasmus exchanges, this can lead to mismatches in terms of student mobility, adding to capacity issues.

Student preference in terms of popular locations, institutional profile, strategic objectives and demand for exchanges in particular countries or regions are all important considerations in potential further expansion. The success of Schools such as Engineering, Law and Business in encouraging mobility indicates the important role Academic Advisors, Global Officers and champions play in encouraging and advising on student exchange.

We will significantly increase the number of student exchange places agreed with Trinity's most established student exchange partners, in popular destinations such as the United States, Canada and Australia and will continue to request student exchange agreements of suitable exchange partners.

### EU Mobility

Student and staff mobility has been enabled at an EU level under the **Erasmus programme** for the last 30 years with the activity primarily housed under the Academic Registry. Trinity participated in Erasmus since its beginning and over the years an increasing number of students have spent a term or year overseas typically in the Junior Sophister year. A year abroad is an essential component for students who study a language as part of their UG degree.

With the change in the 'old International office', the Erasmus lead moved to Academic Registry to administer the programmes. Academic Registry and the Global Relations Office have agreed that Commencing 2019/20, the strategy and policy component of Erasmus will be led by the Global Relations Office and the operational activity will continue to be managed by the Academic Registry with an appropriate governance structure.

One opportunity of note is the **European Universities network initiative**<sup>1</sup>. In 2017, the European Council called on Member States, the Council and the Commission to take forward a number of initiatives, including: *"strengthening strategic partnerships across the EU between higher education institutions and encouraging the emergence by 2024 of some twenty 'European Universities', consisting in bottom-up networks of universities across the EU which will enable students to obtain a degree by combining studies in several EU countries and contribute to the international competitiveness of European universities"*. In January 2019, Trinity as a member of LERU, signed an agreement with the University of Barcelona, Utrecht University, the University of Montpellier and Eötvös Loránd University as part of the European Universities Network initiative ([Charm-EU](#)).

Priority will be given to ensuring that GRO has the necessary knowledge and expertise, that our current Erasmus agreements are evaluated and that additional agreements particularly those with internship opportunities are developed. The Global Relations office also aims to address the imbalance in students' numbers on the Erasmus mobility programme, by increasing the number of students going outbound on this programme.

**Table 6**, summarises our ambitions in relation to having a more diverse portfolio of global collaborations and partnerships together with recommended actions and enablers to realise these ambitions.

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<sup>1</sup> The aim behind this initiative is to bring together a new generation of creative Europeans, who are able to cooperate in different languages, across borders and disciplines, to address the big societal challenges and skills shortages that Europe faces. Driven by high quality, these European Universities would attract the best students, teachers and researchers, making use of the most innovative pedagogies and digital technologies

The European Commission is currently consulting stakeholders at all levels. It is expected that the aim is to have circa 20 European Universities set up by 2024 with a pilot phase expected to consist of two calls (2019, 2020) run under Erasmus+, in synergy with FP9, structural funds and national funding. It is envisaged that 4-6 partners would be in each network with €20m available for first call and expected that circa 4 networks would be funded so €5m per network. As a member of LERU, we will prioritise the positioning of ourselves for this network call

Table 6: Global Collaborations and Partnerships								
	Overarching Objective / goal (incl. ref.)	Sub - Objective / goal (incl. ref.)		Action (s)	Risk reference (s)	Action owner (s)	Deadline date	RAG Status
					Cross reference to risk number(s) in divisional risk register	Use role (s) to specify owner(s)	Target date	Select from drop down list in each cell below: 1. Complete 2. On Track 3. Further attention 4. At Risk
1.1		To continue to develop and expand partnerships with targeted universities that satisfy a number of agreed strategic criteria to enhance high impact international collaborations	1.1.1	Work with Faculties and Schools to support the development of partnerships over the next five-year period. Consider expansion of partnerships that are already in existence and seek to deepen those strategically important. Consider such partnerships under the European Universities Network and with links already established under LERU. Take a strategic regional approach to partnership development ensuring diversity and a balanced portfolio of partnerships.		ADP/DoI		
			1.1.2	Develop closer alignment and collaborate with the office of the Dean of Research to align the relevant strategies to achieve agreed objectives around global research collaborations and partnerships. Work with the Office of the Dean of Research and Schools to consider joint programming and global mobility opportunities as an expansion of strategic research relationships (Bottom up approach)				
			1.1.3	Introduce a new role of School Director of Global Relations in each School, with the same status as Directors of Undergraduate Teaching and Learning, Research and Postgraduate Learning. The Vice President for Global Relations (VPGR) will put forward suggested nominees to this role. Once a nominee has been agreed, this role would be co-appointed by the Vice President Global Relations and the Head of School. This role would report to the Head of School and would be a member of the School Executive and International Committee. In small Schools with small complements of staff, some flexibility may be required.  We envisage that the appointee will be a staff member with seniority and with a remit to include: ensuring that the global relations strategy for the School synergistically aligns with the University Global Relations Strategy, supports the development of new innovative partnerships, leads on School engagement in encouraging and increasing global mobility opportunities, leads from an academic perspective on the programme mapping process for student exchanges (note this process is heavy from an administrative perspective and needs to be streamlined with the support of the Global Relations Office). A draft role description has been developed.				
			1.1.4	GRO will benchmark dual degree policies from other peer institutions and share best practice in relation to developing future dual degree programmes.				
1.2		Increase in number of global mobility opportunities to students eligible to participate in outward mobility from current 30% to 50 % by the end of five years.	1.2.1	Significantly increase the number of student exchange places with key partners, offering 6-30 places per annum. The foundations for this will be put in place through a Global Mobility Committee, currently being established. The Global Mobility Committee will also feed into the TEP Implementation Workstream 3, "Features" (Global Mobility being a feature of TEP).				

			1.2.2	Identify the minimum number of student exchanges required from the eligible student cohort for 50% outward mobility and then strategically engage with key universities in deepening exchange partnerships. Seek to increase the type of mobility opportunities such as research placements, internships for credit and approved modules and short term programmes which could be recognised as part of the undergraduate programme as promoted through the Trinity Education Project.				
			1.2.3	Approve a number of programmes for each university exchange to establish and track a baseline. We suggest that this number of exchanges per programme is limited and assessed when a Student Exchange Agreement is set up and reviewed every 3 – 5 years. Academics will then be familiar with a number of universities and can advise accordingly.				
			1.2.4	Introduce optimum structures and processes in relation to Erasmus activity. We have agreed with Academic Registry to implement some immediate changes. Strategy and policy development will be led by the Global Relations Office, with the operational and processing elements managed by the Academic Registry. The focus will be having a clear governance structure with agility to respond to the demands and reporting requirements.				
			1.2.5	Develop expertise in Erasmus funding particularly around capacity building (KA2) and Non-EU Erasmus+ mobility (KA107) to ensure that Trinity can benefit strategically from this funding provision.				
			1.2.6	Proactively support outward mobility of students, academics, staff and researchers through the implementation of appropriate support structures aligned to the Erasmus + EU programme.				
1.3		Global Mobility Data: Develop an integrated database as part of a mobility toolkit similar to the one developed for partnership to support data reporting.	1.3.1	Work with colleagues across Trinity to scope and develop an integrated database and mobility toolkit to enable a more coherent approach to this domain of internationalisation.		ADP/BPDM		
			1.3.2	Work with the Academic Registry in particular to include clear guidelines on mobility for Trinity staff, partner universities and incoming/outgoing students. These guidelines will document a more streamlined process to admissions in this area which the Academic Registry are actively working towards with support from the Global Relations Office. (SITS inclusion necessary)				
			1.3.3	Work with Schools to capture postgraduate student mobility and develop means to encourage and promote this activity across the institution.				
			1.3.4	Work with AR to ensure that there is appropriate reporting both internally and externally in relation to global mobility				

### 2.3 Ambitions towards a more diverse Global Student Community

To date, Global Relations has focused primarily on non-EU student recruitment. Our aim in the next strategy is to continue to maintain the growth achieved to date, which by the end of GRS2 will have reached approximately 3000 students and work with the Schools to deliver the additional students over the lifetime of the next strategy.

There has been discussion with the Vice Provost/CAO and Deans around the growth plans and increases in numbers across all schools in order to identify where we can recruit non- EU students to and where we need to focus post-graduate recruitment.

We are mindful of the growth plans of E3, Business School and Medicine and if we are to pursue this strategy, further discussion will need to take place with the growth areas to ensure resources are maximised effectively and integration is enhanced across the activities. This growth does not include any from partnership activity that we have committed to. Therefore, we envisage that the total number by the end of the next strategy will be higher than outlined in the growth areas but cannot estimate by how much as this point.

It must be noted that the commitment to increase partnerships of all levels will result in additional students. However, at this point we cannot quantify further. This is further discussed in Section 2.5 of the document.

In terms of an approach to the Non-EU market, the focus will continue on Tier 1 countries and additional resources will be put into these markets given the growth trajectory in the next few years. This aligns to trends forecasts included in the British Council report: “The shape of things to come: higher education global trends and emerging opportunities to 2020”, where it forecasts that tertiary enrolments are expected to rise across most countries to 2020, but at a slower rate than previous decades (1.4 per cent per annum compared to 5–6 per cent per annum). This is expected to lead to increased competition between peer universities to attract international students.

Much of the experience gained to date in recruiting students from outside of Europe will be useful in our engagement with Europe and domestically. The competitive domestic market (including Northern Ireland) requires an increased focus on what differentiates a Trinity education. We propose to use the same model as we use for international markets, which seeks to promote the values of a Trinity education through frequent engagement with guidance counsellors, visits to schools, city/county open days, alumni panels and a focused digital marketing campaign.

As part of GRS3, it is proposed to extend the current non-EU student recruitment and marketing activity to support **EU postgraduate and undergraduate student recruitment, including domestic with a particular focus on developing a digital marketing strategy**. There is currently one recruitment officer housed in the Marketing team who focuses on Ireland and while this role addresses EU queries, there is currently limited capacity to actively recruit from Europe. To enable any further impact on this competitive market this unit will need to be appropriately scaled-up and structured to deliver the agreed ambition and integrated with the International Student Recruitment team. The proposed plan in relation to building capacity in the current Marketing division has been incorporated into the implementation plan.

One key area to be considered in relation to having a more diverse student body is the Trinity Scholarships programme. Many of the leading universities that we are competing with have generous scholarship options. Scholarships ensures that Trinity attracts the very best students from across the world, regardless of their financial circumstances. It enhances the student body with diverse

geographic and social backgrounds which in turn contributes to 'internationalisation at home' opportunities for all Trinity students such as opportunities for engagement with global perspectives.

Scholarships and student support are one of the pillars in the Trinity Campaign and this has created an opportunity to assess what has happened with scholarships over the past ten years. For the campaign, it has been recommended to reassess how we look at and promote scholarships and the offering made to donors. It is envisaged that Global Relations will support the work of Trinity Development and Alumni in relation to this activity.

Table 7, summarises our ambitions in relation to having a global student community together with recommended action and enablers to realise these ambitions.

Table 7: Global Student Community – Towards a more diverse student community								
	Overarching Objective / goal (incl. ref.)	Sub - Objective / goal (incl. ref.)		Action (s)	Risk reference (s)	Action owner (s)	Deadline date	RAG Status
					Cross reference to risk number(s) in divisional risk register	Use role (s) to specify owner(s)	Target date	Select from drop down list in each cell below: 1. Complete 2. On Track 3. Further attention 4. At Risk
2.1		To continue to build a sustainable recruitment strategy attracting students from a portfolio of different markets domestic, (EU and Non-EU) through a <b>targeted, data-driven approach to market planning and resource allocation.</b>	2.1.1	Continue to actively engage with schools to consider and agree appropriate recruitment strategies (including ambitions) for individual markets based on categories of prospective international students (EU and Non-EU), profiles of student values, desires, study interests, age and an analysis of market research already done or future research such as that carried out by the Knowledge Partnership. The future composition of the student body profile aligned to the various institutional strategies will support this ambition.		ADR/DoI		
2.2		To continue to reduce the reliance on any one region so as to minimize the impact of international, financial, political, or social events on the Global Relations strategy.	2.2.1	Diversifying the student body in addition to growth plans for international and European students’ impacts on the delivery of and demands on student and central support services at an institutional level. Service provision is a key enabler for additional activity and engagement with student and central services and support areas continues to be important. (ISB 2018 results will give current data to show areas needing development in student & central support services) We will continue to develop a sustainable student recruitment growth strategy for the International Foundation Programme, expanding opportunities that have been developed in Tier 2 and Tier 3 emerging markets.  Continue to work with the VPCAO’s office on the annual integrated strategic planning process to ensure that all areas impacted by a change in the composition of the study body are part of the planning process (Faculties, Schools, as well as student and central support services such as Careers, Library services, Student Counselling, Health Services and Accommodation.		ADR/DoI		
			2.2.2	In advance of a full scoping exercise in relation to the European market, we have developed a draft European student recruitment strategy and continue to do some initial market testing by attending identified recruitment fairs. We have recently attended international high school fairs and postgraduate student fairs. These events allow us to target both EU and Non-EU students based in those markets.  We are also actively developing a network of international high schools based in EU countries and targeting key influencers such as guidance counsellors through newsletters and engagement at conferences such as those organised by the Council of International Schools. Feedback from the events suggest growing interest in Trinity at both undergraduate and postgraduate levels as students are evaluating alternatives to the UK in the context of Brexit. At undergraduate level, students and counsellors have articulated challenges for undergraduate recruitment such as the timelines around CAO offers and assessment of the international baccalaureate.				

				At postgraduate level, we are likely to face strong competition from UK universities who are indicating plans to more actively target EU students and investing in their international recruitment and marketing budgets to counteract the potential challenges posed by Brexit. We anticipate based on initial market testing, that strategies such as engagement with education agents and relationship building with schools that have proved successful for Non-EU recruitment strategy will be applicable within European markets.				
			2.2.4	Work with Trinity Development and Alumni as part of the philanthropic campaign to develop a comprehensive scholarship programme to attract and support talented students.				
			2.2.5	Striving for a more global university with higher levels of diversity will require a review of current processes around institutional planning and support structures such as offers around cultural diversity programmes through the equality office, post-sessional English for students should there be a demand and specific programmes for visiting students.				
			2.2.6	Ensuring internal admissions processes and resources follow best practice within a holistic admissions strategy continues to be important. Access to the appropriate systems and a more integrated approach to admissions between Global Relations and Academic Registry is proposed.				
			2.2.7	To further implement efficiencies regarding application, we propose that the Recruitment Officers be given delegated authority to make conditional offers to students (full-degree and visiting) based on clear and transparent admission requirements, as this appears to be the norm internationally. Note: Discussions have commenced with Academic Registry in relation to this item.				
			2.2.8	Following the success of Global Officers in promoting the student experience and enhancing internationalisation at the School level, explore this model for other administrative areas such as Academic Registry and Student Services.				
			2.2.9	Work with Marino Institute of Education on increasing diversity of the student body through the International Foundation Programme.				
			2.2.10	To have closer integration of the management of the marketing function between the student recruitment and marketing teams as per Non-EU student recruitment strategy.				
2.3		To promote the Trinity education in the domestic market through a targeted marketing campaign similar to those adopted in our international markets.	2.3.1	This will allow a more planned and agile approach to recruitment activities. We envisage that there would be a central marketing team including digital marketing expertise led by the Director of Marketing to support all student recruitment strategy.		DoM/IMM		
			2.3.2	Prioritise investment in digital marketing to increase our presence and review the best structure for this activity.				
			2.3.3	To have an enhanced Data Analytics function to support strategic initiatives of Partnerships and Recruitment teams in generating market intelligence and monitoring future trends will be important.  To have applications/offers/acceptances and any other data required reported to the International Committee every two months so that planning of marketing activities is more targeted and effective. To work with agents such as the Knowledge Partnership on growth plans/proposals as required				
2.4		To enhance the alignment between the partnerships, recruitment, international student experience and marketing functions to ensure	2.4.1	We propose a restructure of the Global Relations Office to facilitate and streamline this additional activity. We propose that all recruitment activity including visiting students (domestic, EU and Non-EU) fit in under the recruitment pillar and that student mobility		Dol		



		that these activities are supported in an integrated manner.		fits in under partnerships – there will be some slight overlap between them but the simple structure of having two Associate Directors reporting into the Director of Internationalisation will facilitate coherence.				
			2.4.2	To have a stronger and more focused International Committee with Global Directors as members and to ensure coherence all global relations activities. A draft remit for the reconfigured international committee has been developed.				

### 2.3 Increasing and leveraging our Global reach and impact

We are an institution that has a global outlook and growing global reach. Global Relations' travel schedule is intense and last year alone over 30 universities outside of Europe were visited to discuss active or potential student exchanges and deeper partnerships. We hosted visits from over 70 partner universities/institutions in the same timeframe. The sustained and ongoing travel schedule, which is often led by the Provost to partner universities around the world, is critical to deepening relationships at the research and faculty level. It allows us to review activities currently in place and expand those proving successful. The Global Relations strategy will continue to support the global reach of the University's engagement commitments. It is expected that travel will continue, particularly to the European market over the course of the next strategy to realise our ambitions.

A coherent and integrated approach to all travel planning is now in place. This year we have had a stronger relationship with TDA, with dedicated Alumni events in Chicago and Boston prior to our US Open Days, which TDA also attended. Our alumni continue to be a great resource at our large US Open Day events and at our Information evenings. The Alumni panel is a vital pillar of all our Trinity events and student engagement peaks during this part of the presentation. Furthermore, recruitment alumni ambassador roles in the US have been developed and the recruitment team assisted TDA in compiling a briefing pack for each ambassador. TDA has rolled out this initiative and these ambassadors will assist the recruitment teams not only with Information evenings but also with college fairs and potential student outreach initiatives.

The Global Relations Office will continue to strengthen the links between Global Relations, Trinity Development and Alumni and Trinity Research and Innovation through the Director of Global Engagement, Enterprise and Development.

[Table 8](#), summarises our ambitions in relation to leveraging and increasing our global reach and impact with a particular focus on Europe and unlocking research collaboration with associated funding.

Table 8: Increasing and leveraging our Global Reach and impact								
	Overarching Objective / goal (incl. ref.)	Sub - Objective / goal (incl. ref.)		Action (s)	Risk reference (s)	Action owner (s)	Deadline date	RAG Status
					Cross reference to risk number(s) in divisional risk register	Use role (s) to specify owner(s)	Target date	Select from drop down list in each cell below: 1. Complete 2. On Track 3. Further attention 4. At Risk
3.1		To leverage our research and educational networks and successes to date and continuously review opportunities to be part of new strategic networks that add value such as LERU and the soon to be launched European Universities Network.	3.1.1	Seek to grow and strengthen our global reputation and profile. Work collaboratively with and align to the strategies of the academic and administrative units across the Institution: TDA, Dean of Research, Dean of Graduate Studies, I&E Hub, TR&I, Careers Advisory Service, the Library.		VPGR/Dol		
3.2		To proactively continue to actively support the activities across the institution, which help and strengthen our profile and rankings internationally.	3.2.1	To implement a coherent and integrated approach to all high-level institutional travel planning. The mobility and partnerships integrated database and toolkits will support this planning activity. The reconfigured International Committee should have oversight of these plans to ensure coherence and integration as necessary.		Dol/ADR/ADP/DGE		
			3.2.2	Work with Alumni and Development to ensure that support for students in terms of mentoring and financial support to take up international opportunities is a component of the large- scale philanthropic funding campaign.				
			3.2.3	Build on the Global Officer experience working across teams such as TDA and the Careers Office on initiatives such as the Alumni to Student Mentoring programme, building alumni links for School advancement and career mentoring opportunities for students.				
			3.2.4	Work with academic colleagues to help foster collaboration and synergies with research and industry partners that help transform ideas and practices into new technologies and innovations with global impact and application. Use the knowledge and learnings from work carried out by Knowledge Partnership to facilitate this collaboration.				
			3.2.5	Continue to strengthen the links between Global Relations, Trinity Development and Alumni and Trinity Research and Innovation through the Director of Global Engagement, Enterprise and Development. There will be an initial focus on Asia: industry engagement leading to funded research and provision of internships, business development/consultancy, and engagement with alumni in the region.				
			3.2.6	Engage with IUA, Education Ireland and other relevant national bodies and seek to ensure that national and international strategy reflects and supports Trinity's strategic needs and strengths.				

## 2.4 Enhancing the Trinity Student Experience

Student experience is core to our mission and reputation. All areas should be focused on enabling Trinity to achieve its vision of being ‘a university of global consequence’. Collaborative work between Global Relations and the wider institution is crucial to highlighting key factors essential to positive student experiences. All areas of student services support the student experience in various ways through the provision of services such as the Health Centre, Counselling, Disability Service, Student Learning and Development etc. Central services such as Accommodation, Estates and Facilities, IT Services, Careers Advisory Service also support the academic mission and the student experience and should be resourced appropriately to deliver the services required. Working collaboratively through committees such as Student Life Committee and the Cultural Diversity Advisory Group enables us to work on initiatives to respond in an effective way and develop actions to enhance the international student experience across the institution. We will also continue to develop our relationships with external actors such as IUA, Department of Justice and Equality, Irish Naturalisation and Immigration Service and Irish Council for International Students in order to work towards maintaining an enabling environment for international students.

Table 9, summarises our ambitions in relation to enhancing the student experience.

Table 9: Enhancing the Trinity Student Experience								
	Overarching Objective / goal (incl. ref.)	Sub - Objective / goal (incl. ref.)		Action (s)	Risk reference (s)	Action owner (s)	Deadline date	RAG Status
					Cross reference to risk number(s) in divisional risk register	Use role (s) to specify owner(s)	Target date	Select from drop down list in each cell below: 1. Complete 2. On Track 3. Further attention 4. At Risk
4.1		To work in conjunction with academic areas to localize strategies that support the integration of all students, whether based in Dublin or abroad, into the global Trinity Community.	4.1.1	A review of the Global Officer model in place at School level as we expand our efforts to the European markets. These roles support and enhance the student experience of all students and contribute to internationalisation activities within Schools.		SEGOM/DoI		
			4.1.2	To continue to develop initiatives for the Global Room as a unique space and hub of key strategic value to enhancing the international student experience at Trinity while also being a space for all students with an international outlook, and encouraging activities to promote integration opportunities for students.				
4.2		To work collaboratively with colleagues in the core administrative units to support and enable growth strategies through the implementation of appropriate processes, systems, policies and systems.	4.2.1	A renewed focus on relevant student supports is necessary to ensure that students are adequately prepared for all mobility experiences. Proactively supporting inbound and outbound students through development of pre-departure and post-return programmes to maximise benefit of mobility experience In addition, development and provision of diversity training for academic and support staff and examining development of similar programmes aimed at students to create support them to develop intercultural/global skills. This work would be across teams in GR, between support services and Schools and on the staff side, in conjunction with HR and Equality & Diversity Office.  Closer collaboration with Dean of Students/Transition to Trinity Officer on developing orientation activities to cover complete student life-cycle including pre-departure orientation for students on mobility programmes.		SEGOM/ADP/DoI		
			4.2.2	To review supports to minimise integration challenges generally, and in particular if students are joining in third year from another institution e.g. working with the Schools & support services on tailored orientation programmes offered on a phased basis				
			4.2.3	Support the work of CAPSL in providing training related to internationalisation in teaching and intercultural competency training.				
			4.2.4	Promotion of the Trinity Education as part of the global education and student experience in all markets facilitated through the Customer Relationship Management tool. This will involve closer cross-team collaboration to reflect student experience/activities.				

## 2.5 GRS3 student and income projections

Following a presentation of the proposed GRS3 Strategy to the Executive Officer Group in April 2018, it was agreed that the Vice-President for Global Relations would work with the Vice Provost/CAO, Deans and Financial Services Division to model some scenarios of non-EU growth.

### 2.5.1 Growth modelling

In order to model this potential growth and plan what programmes the additional students might be recruited to, Global Relations reviewed all the School plans submitted via the Faculty Offices.

At the EOG meeting of 19 June 2018, a scenario reaching 21,530 students by 2023/24 was proposed by identifying School development plans (E3, Business School, Medical School). This proposal was supported. It should be noted that, at this point four years ago, we did not envisage partnerships that are now in place such as Columbia, USTB etc. Development plans along with new programme development, particularly in relation to postgraduate programme development, may lead to considerably more students, but we are not able to quantify at this point. We will continue to scope partnerships with leading universities, work with and support Schools to avail of opportunities aligned to the College and GRS3 strategy.

In June 2018, Board noted and approved the direction of the proposed strategy subject to the approval of an implementation plan.

The next section outlines the implementation plan submitted and approved by Board in December 2018.

# Implementation Plan



## Section 3: Context for implementation plan

Board on 27 June 2018 considered a proposal for the next iteration of the Global Relations Strategy (GRS3). For Trinity, being a global university is about **pursuing strategies that engage Trinity with the world**. In light of the experience to date and based on the recommendations from the mid-term review to consolidate and incorporate EU activity, we have proposed to consider **global engagement more holistically**.

The implementation plan includes a summary of the projected incremental income and expenditure (pay and non-pay costs) over the 5 year strategy from 2019/20 – 2023/24. While continued growth in Non-EU students and revenue remains a strong ambition, this strategy **introduces new areas of engagement in addition to expansion of current areas**. A summary of the main ambitions over the next five year strategy are:

### By 2023/24

- **Student Numbers EU and Non-EU**
  - Increase number of Non-EU students
  - Increase the EU numbers
  - The result would bring the current student body from 18,081 (17/18) to 21,530 by 23/24
- **Outward Mobility: EU and Non-EU**
  - Increase the number of undergraduate students engaging in mobility from 30% to 50% (approx. 1400 annually by 23/24). This will be achieved by increasing the number of opportunities for students including the number of Student Exchange Agreements (SEAs) and by expanding the number of students within the main SEAs (super partnerships in terms of mobility).
- **Partnerships: EU and Non-EU**
  - An expansion in the current partnership activity to:
    - Dual and Joint Degrees: 1 per Faculty or where appropriate 2 of either type
    - Articulation agreements: 3 per Faculty

## Section 4: Implementation Plan – Key Points

While continued growth in Non-EU students remains a strong ambition, this strategy also proposes to:

- identify and develop new partnerships particularly with **European Universities**,
- expand **overall mobility**,
- increase **marketing and recruitment activities** in Ireland and the EU.

The new activities under this strategy will require initial investment.

These include developing capacity and expertise in Europe and leveraging funding opportunities, promoting undergraduate and postgraduate programmes in Europe to drive applications from the wider region. While student mobility was included in the previous GR strategies, the considerable planned increase means that we need to strengthen capacity in this area. Many of these “new” activities to Global Relations will not result in direct increases in non-EU fee income but are important in the overall reputation building of Trinity and seen as essential components of a Global University.

Executive Officers Group and the Planning group were asked to consider the implementation plan based on the GRS3 strategy as previously presented and the options for funding the incremental costs associated with GRS3 additional activity. These discussions informed the plan presented to the Finance Committee. The implementation plan presented, was supported by EOG, Planning Group and was approved by the Finance Committee meeting, 23 November 2018.



### **GRS 3 Incremental Income and Costs**

The implementation plan represents the outcome of discussion and work by the Global Relations Office, Vice Provost/CAO, Academic Services Division Finance Partner, the Faculty Deans, the Financial Services Division and office of the Chief Operating Officer. Particular attention was given to the Development plans already in place (E3, Medicine, Business School), keeping costs to a minimum and avoiding duplication in the resource ask as well as ensuring clarity around the deliverables.

### **GRS3 Income 2019/20 – 2023/24**

The GRS3 strategy includes the development plans of the Schools, bringing in incremental income through student fees. All income projections are based on projected student numbers for each Faculty, which have been agreed by the Faculty Deans and are in some cases based on an external assessment of the environment (e.g. E3), experience from the first two phases of the GRS and existing capacity. As stated previously, GRS3 presents a scenario of reaching an overall composition of 21,530 students by 2023/24 and of continuing to scope and deliver partnerships with leading universities.

The financial information presented was based on the incremental income from fees related to the increase in student numbers from the end of GRS2 to the end of GRS3 and the incremental costs (staffing and non-pay). Student numbers were based on those presented to Planning Group, June 2018. For the purposes of revenue, we took into account a model that encompasses all uplift in revenue due to the increase in student numbers (Non-EU and EU, UG, PGT and PGR), taking into account all UG revenue (student charge, RGAM and Grant in Lieu of Fees (GILF).

In relation to RGAM, we applied a weighting to each Faculty, depending on whether the student is UG, PGT, PGR (EU and Non-EU). AHSS is allocated the Non-Lab /Non-fieldwork weighting, FoHS allocated a lab weighting and FEMS allocated a field-work weighting. The final, fully calculated figure is likely to be higher.

Income included a high-level estimate of RGAM figures but **does not take account of the following potential scenarios:**

- The reduction in the overall RGAM grant due to the increase of ‘grant in lieu of fees’(GILF) element (i.e. increasing EU UG students)
- The reduction in Trinity’s share of the RGAM due to growth in the other 6 universities (i.e. our share of the grant has declined year-on-year for the past 9 years)
- A reduction in the RGAM base price due to increasing numbers of students in the system
- Potential changes to the Government’s third level funding policy / strategy e.g. inclusion of the IoTs

### **GRS 3 Costs 2019/20 – 2023/24**

Incremental costs for the GRS3 strategy were submitted. The plan includes provision for additional staffing within a new GRO structure as well as proportionately increased expenditure over GRS2 in key areas such as marketing and agent commission payments. There is also provision for a scholarship programme to promote recruitment and to support mobility. All costs are directly aligned to the objectives as articulated in the strategy.

In relation to the agent commission/fees, we proposed that E3 agent fees are paid for from the E3 Business Case. Using this model, GRS costs would be reduced. We further proposed that this is subject to an annual review along with all activities within the scope of GRS3 and is explored further under **Section 3**. This approach has been supported and approved by both the Planning Group and Finance Committee and is further explained in the costs section 2.2 below.

With the increase in student numbers and overall student composition reaching 21,530 by 2024, there is likely to be an impact on student and other central services. According to Corporate Services Division, for every 1000 additional EU students and non-EU students, an additional budget is required for student

health, counselling and disability and for every 1000 additional non-EU students. This has been factored into the calculations.

## 4.1 Funding request

An overall summary of income and costs for GRS3 was presented with income projections based on a **phased achievement** of the GRS3 ambition.

The plan includes provision for additional staffing within a new GRO Structure as well as proportionately increased expenditure over GRS2 in key areas such as **agent commission payments, marketing and professional costs**. There is also provision for a **scholarship and bursary fund** to promote recruitment and to support mobility.

### 4.1.1. Pay

The increase of students from around the world is thanks to sustained engagement by the Global Relations Team, academics and professional administrative staff from schools on recruitment and partnerships activity. Recruiting additional students to Trinity over the duration of GRS3, on top of the already sharp increase over GRS2, is by itself a stretch requiring additional resources in order to deliver. GRS3 clearly articulates the objectives of increasing engagement with Europe and increasing student mobility from 30% of eligible undergraduate students to 50% by 2023/24. While the results of further engagement with Europe and European funding applications may lead to success in terms of support for mobility, there is additional focus on increasing numbers of students going outside the EU also.

Following discussion at the Executive Officers Group meeting on 19 June 2018, further engagement regarding the size and scale of new posts in the Global Relations Office structure was requested. A review of the proposed additional roles was completed and all these were brought through a job-sizing process with Human Resources. The additional posts presented were based on a combination of growth plans developed by the Faculties and the ambitions included in GRS3. Additional staff are directly aligned to the increased activity and are phased in accordingly.

We believe however, that there needs to be flexibility to adapt these plans and should be subject to review on an annual basis as outlined in **Section 5 (Reporting and Governance)**. In this regard, it will be important to have an annual review of the staffing and structure of the Global Relations Office to enable agility and responsiveness to the internal and external environment. We have already started this process with a restructure of the Partnerships and Mobility function and will also consider the roles and responsibilities associated with the additional activity across the teams (See [Appendix 3](#) for a description of the current functions).

### **New Key posts and expansion of existing posts to support GRS3**

The plan includes provision for additional posts, and an expansion of existing posts, within a new GRO structure ([Appendix 4](#)), directly aligned to the objectives as articulated in this strategy which includes the enhancement of the digital marketing function and European activity. Given the close engagement and collaboration necessary between Global Relations and Academic Registry regarding student admissions and processes associated with student recruitment (including study abroad and exchanges), the plan also includes a strategic post based in Academic Registry to strengthen and enhance these activities for the benefit of our students. We are currently piloting this initiative and have reassigned one of our staff to Academic Registry.

The success of GRS3 will be impacted by the quality and experience of professional staff in the Global Relations Office, who will effect the implementation of GRS3 and support the overall University strategy. We recommend that to attract staff to the proposed positions, all new posts are contracted to the end of GRS (2023/24). Furthermore, to retain the talent already in place, we recommend that existing contracts be extended to the end of GRS3. We conducted a small-scale benchmarking exercise, which outlines that our GRS operation in some areas is smaller than that in other universities with similar student populations and internationalisation objectives.

#### **4.1.2 Non-Pay**

There will be an increase in non-pay costs from GRS2 to GRS3 in key areas such as **agent commission payments, the scholarship and bursary programme, marketing** and **professional costs**.

##### **Agent Commission**

In the last two GR strategies, little provision was included for agents' commission/fees, as their significant role in recruiting students from key markets in Asia was yet to be realised. Education agents typically receive 10% of the tuition fee and only receive commission when the student registers. In GRS2, the agent commission was fully charged against the GRO budget and treated as an operational cost.

The increased budget factors in a modest but steady increase in students entering via agents over the five years of GRS3, along with provision for the payment of India's Goods and Services tax (GST) to our Indian agents. This budget **excludes** agent fees for the School of Business (separate business plan).

We propose that the costs associated with recruiting students to E3 programmes are charged to the E3 budget allocated for this purpose. This approach is currently used for the School of Business for PG students and would have the impact of reducing the projected GRO costs. There would however, need to be an annual review mechanism in place **to track and monitor this activity**. We recommend the activation of a University wide agent portal in SITS to assess, monitor and manage this activity and the Chief Operating Officer has tasked her office to look into this.

##### **Scholarships and Bursary Programme**

The Global Relations' current budget allocation for scholarships for 18/19 is insufficient. In a competitive international student recruitment environment, universities use scholarship funds strategically as a marketing tool to maximise applications and acceptances. Therefore, we proposed a fund to provide scholarships annually in addition to funding to support strategic priorities highlighted in GRS3. As noted in the paper to Board in June 2018 priorities in GRS3 include increasing mobility for all students, increasing the number of Non-EU students by the end of the five years, and developing strategic alliances through dual degrees with leading universities globally. Scholarship provision is an industry norm, particularly where collaborative partnerships are in development.

Scholarships will also be used to:

- attract high achieving students to Trinity and compete with peer universities around the world for these students,
- build campaigns that will raise brand awareness,
- promote diversity with financial aid and scholarships,
- support outward mobility by Trinity students through travel bursaries.

A detailed breakdown of the incremental scholarship costs was provided to Board members. Global Relations has identified a number of mechanisms to build the required fund, partially through GRS3 budget, the TDA fundraising campaign and additional income generated through the International Foundation Programme (IFP), which is currently outside the BBM model.

**IFP:** It was agreed by Finance Committee (26 November 2018) that a % of the additional income generated via IFP would be used for GRS strategic initiatives such as scholarships. IFP has finished the 17/18 financial year with a cumulative surplus. This is due to exceeding the registration target set for 2018/19 entry onto the IFP. Finance Committee approved that 25% of the IFP 17/18 surplus (50% of the return to Trinity) be used for this purpose. This reduces the costs for 2019/20. Thereafter, we have given a conservative estimate of surplus per annum to 2023/24.

**TDA:** Global Relations and TDA are in ongoing discussions to identify opportunities that require a scholarship/bursary that could be funded partially through the TDA fundraising campaign. TDA have **committed to partially funding for mobility opportunities**.

We recommend a yearly review of this activity, as we anticipate an increase from TDA following the launch of the Campaign in April 2019 and continued success with the IFP programmes, which could mean less dependency from the GRS budget to offset these costs.

### **Marketing**

Overall, the non-pay budget request for 18/19 increased.

The International Marketing plan, reflects recruitment priorities and sets out activities which supplement and support direct recruitment activity and travel in priority regions identified in the GRS3. While in the recent past there has been significant marketing activity to promote Trinity to non-EU students, there has been very limited domestic and EU Marketing activity. It should be noted that the **costs for domestic and EU marketing activity were not factored in as part of GRS1 or 2**, and this enhanced activity has now been incorporated into the overall GRO budget request, representing a substantial increase in the GRO costs.

Key items that will lead to this increase include:

- Project to get Customer Relations Management up and running for EU and domestic markets (currently only used for Non-EU)
- Student Ambassador programme
- Irish, UK and EU recruitment including portals, print material and digital advertising, fairs, open days

### **Professional Costs**

Professional costs include salaries for our staff based in China, USA and India and were incorrectly allocated to pay rather than non-pay. We have projected that these costs will increase incrementally **over the life-time of GRS3**. Global Relations is undertaking a review of the service providers used overseas in an effort to maintain cost efficiencies. The costs outlined are based on our existing providers and may be subject to changes throughout GRS3.

## **Section 5: Reporting and governance**

Reporting and governance of the delivery of the Global Relations Strategy has largely been focused on financial return and student numbers. GRS3 includes other desired outputs in terms of types of partnerships, number of students engaging in mobility, global alumni and research engagement as well as relationships with scholarship bodies and other metrics that portray the benefits of internationalisation to Trinity as a whole. Of particular note is the fact that it includes engagement in the EU and strengthening relationships with leading European Universities, expanding the number of

Erasmus agreements, increasing the number of students engaging in Erasmus and by promoting undergraduate and postgraduate programmes in Europe to drive applications from the wider region. It is noted, that many of these “new” activities to Global Relations will not result in direct increases in fee income but are important in the overall reputation building of Trinity and essential components of a Global University.

We recommend that an effective implementation and review structure be established with progress monitored through a reconfigured International Committee chaired by the VPGR and that an **annual report** on all internationalisation activities (within the scope of the Global Relations Office) be presented to Planning Group that goes to Board. As is the case now, we will continue to report on a six-monthly, to Finance Committee on the progress of the implementation plan.

It should be noted, that while the Global Relations Office is part of the Provost’s Directorate, it is a cost centre within the Corporate Services Division. The BBM model and Development plans (E3, Business and Medicine) allocate agreed shares of funding to identified support services (CSD, ASD and FSD) and academic units and these numbers were incorporated into the calculations. It will be important that all income and costs associated with the composition of the student body and GRS3 are considered as part of the annual review and strategic planning process.

## Section 6: Risk Register

Key risks are included in the current GRO risk register and include key items such as internal infrastructure, external environment, staffing and financial aspect and outlines actions or activities required to further mitigate the risk presented. Whilst some of these risks are being actively addressed, we believe that others will continue to be high if the plan as proposed is not fully implemented. It should also be noted that many of the risks identified are owned by Units outside of the Global Relations Office. A review of the register together with action plans is ongoing with the Chief Risk Officer.

## Section 7: Summary and next steps

Overall GRS3 will deliver **additional income** when compared with a scenario where income from Non-EU student numbers stayed at the 18/19 expected baseline over the five years. We have demonstrated that the projected costs associated with additional activity (GRS3) can be fully funded from the CSD allocation, taking into account the mechanisms as presented for offsetting the costs within and outside of the BBM model, for example the IFP Programme.

The implementation plan as presented to underpin GRS3 to 2023/24 was considered by Executive Officers Group, Planning Group and approved by the Finance Committee Meeting 23 November and by Board in December 2018. GRS3 was launched 14 February 2019.

While we have achieved much in the past number of years, there are still many opportunities for expansion and growth to ensure that Trinity continues to play a role in forging crucial global relationships and building international outlook and awareness.



**Professor Juliette Hussey**  
**Vice-President for Global Relations**

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## Appendices

### Appendix 1: Draft Terms of Reference International Committee

#### 1. Objectives

The International Committee is an academic committee of the University Committee and reports directly to Council on matters relating to the international affairs of the University and progress in relation to the implementation of the Global relations strategy.

The former International Committee **(disbanded 11 February 2019)** comprised of the following members:-

- Vice President-Global Relations (Chair)
- Director of Internationalisation
- Senior Lecturer/Dean of Undergraduate Studies
- Dean, Faculty of Arts, Humanities and Social Sciences
- Dean, Faculty of Engineering, Mathematics and Science
- Dean, Health Sciences
- Dean of Graduate Studies
- Dean of Research (or nominee)
- Academic Secretary (or nominee)
- Associate Vice-President for Global Relations, Trinity Development and Alumni
- Council representative
- Chief Operating Officer (or nominee)
- Dean of Students
- Librarian and College Archivist (or nominee)
- President, Students' Union (or nominee)
- President, Graduate Students' Union (or nominee)

In attendance: Secretary to the Committee (Administrative Officer from International Division)

In January 2016, a Report to the Audit Committee on the Global Relations Strategy (GRSII) recommended that the International Committee should review its Terms of Reference to ensure clarity of its duties, responsibilities, reporting etc. and to satisfy itself that it is fulfilling its role. Following this report, the Committee agreed to convene a sub-group to review its Terms of Reference and governance (IC/15-16/020). The sub-committee commenced work in 2016 but held back on final recommendations pending the receipt of an external report prepared as part of the GRS Mid Term Review.

Following Board approval of Global Relations Strategy 3 in December 2018 and the approval to appoint a Director of Global Relations in each School, co-appointed by the Vice President Global Relations and Head of School, we sought approval to discontinue the International Committee in its current format and replace it with a **Global Relations Committee**, an academic committee of the University Council with attached terms of reference. This was granted (January 2019)

It is intended that the Global Relations Committee should extend its focus and reporting remit whilst ensuring that the Committee's focus and business is appropriate for its role as an Academic Committee of Council.

**Oversight of international objectives:** The duties of the International Committee are to be extended beyond oversight and monitoring of Trinity's strategic objectives as defined in the GRS to those within

the overall University strategic plan. This will ensure that the Terms of Reference allow the Committee holistic oversight of all internationalisation activities within the University including, but not limited to, those within GRS. The main objective of the Committee is to assist the University in fulfilling all its internationalisation objectives.

**Removal of GRS Business Planning:** As an Academic Committee of Council, the functions of the International Committee relate to strategic concerns rather than operations, business planning and finances. The GRS business plan and finance is, reported to Finance Committee and via that route, to Board.

**Advisory and Strategic Role:** The proposed terms of reference for this new committee include an advisory role for Faculties/Schools as they formulate and implement their global relations strategies. The Committee is also to be given a formal role in evaluating the strategic risks and merits of proposed partnerships prior to execution. All Faculty and University Memoranda of Understanding and Student Exchange Agreements will be approved in principle by the Committee before signing.

This will ensure that the Committee is more actively engaged in actual strategic activities across the University and that its expertise is utilised when making key strategic decisions regarding global relations activities and travel planning.

**Formal reporting to, and from, the Committee:** The Current Terms of Reference allow the Committee to request reports as required from Global Relations. It is proposed that this be extended so that the Committee may also request reports from academic and administrative areas on all aspects of the University's global relations activities. Furthermore, it is proposed that the Committee collate a Global Relations Annual Report based on the global relations activities discussed at the Committee to give a full picture of global relations activity across the University during the year. This is to be submitted to Council at the end of each year.

### **Membership**

The proposed Terms of Reference ensures that the Committee includes key stakeholders that will ensure that it is effective in its functioning and avoids overlap/duplication. It is proposed to include School Directors of Global Relations and keep Faculty Deans informed of the activities of the Committee via membership of the Director of Global Relations on the School Executive Committee and circulations to Council. It is further proposed, to invite additional members to join the Committee who will strengthen the Committee's expertise in the areas of alumni engagement, industry engagement, and student support.

**Quorum and Attendance:** Attendance has been an issue for the Committee in the past and the proposed Terms of Reference propose that the quorum for holding a meeting of the Committee be formally set as 50% of members plus either the Chair or the Director of Internationalisation. Furthermore, in order to ensure that meetings are effective and have those with the ability to act upon actions in the room, the sub-Committee proposes that the practice of allowing Committee members send nominees in their place be **discontinued**.



## Appendix 2: Draft Role Description

### **Role and Responsibilities: School Director Of Global Relations**

The Director of Global Relations will have delegated responsibility for the development of academic external relations on behalf of the School. The Director will be *ex officio*, be a member of the School's Management Executive, they will develop strategic partnerships with external academic, philanthropic and industry partners in research and education. The Director of Global Relations will have a role in encouraging and facilitating student mobility and the development of academic partnerships, particular in supporting the Global Relations Office to focus on the most relevant potential partners based on School links. The Director of Global Relations will also be responsible for embedding Trinity's philanthropic and alumni engagement Campaign messages within their School in order to ensure all staff are on message and will report back to senior College staff.

The responsibilities of the Director of Global Relations will include:

#### **1. At College Level**

- 1.1 Representing the School on the appropriate College-wide fora; coordinating liaison between the School and the Vice President Global Relations and the Global Relations Office.
- 1.2 Representing the School with external bodies in matters relating to developing and synergising strategic external academic, philanthropic, industry and research partnerships as appropriate.
- 1.3 Representing the School in relation to external support for cross-school, relationships with international universities and research partners
- 1.4 Represent their School within Trinity's Campaign and ensure strong communications across all staff and issues and challenges fed back to TDA

#### **2. At School Level**

- 2.1 Establishing & Chairing a Global Relations subcommittee for the School which also discusses all issues relating to the Campaign
- 2.2 Developing of a global relations strategy for the School, which synergistically aligns with College Global Relations Strategy and other relevant strategies e.g. research strategy
- 2.3 Facilitating the linkage of, and co-ordination between, School and College policy in relation to Global Relations and liaising with the Vice President Global Relations, the Global Relations Office and Trinity Development and Alumni.
- 2.4 Making recommendations to the Head of School and School Executive regarding the allocation of School resources to Global Relations, Development and Alumni.
- 2.5 Publishing an annual global relations report for both internal/external partners.
- 2.6 Supporting the School in the development of new innovation partnerships.

2.7 Working towards the establishment of research/innovation agreements with international partners

2.8 Working with TDA to identify prospects and potential projects, attend philanthropic meetings, assist in developing proposals and support international alumni engagement

### **3. Student Recruitment**

3.1 Developing the knowledge of existing international markets

3.2 Participate in the non-EU recruitment process as appropriate

3.3 Work towards the development of new markets in association with the College Global relations Office

3.4 Support the Schools strategic aims in international student recruitment

#### **Appointment**

The Vice President Global Relations will put forward suggestions for this role, which will be discussed. Once a nominee has been agreed, the role will be co-appointed with the Head of School. The role will report to the Head of School. The term of appointment will normally be two years, renewable for a further two. The Director will be a full-time member of the academic staff of the School. The Director will be an *ex-officio* member of the School Executive and the College Global Relations Committee.

## Appendix 3: Summary of Global Relations Office Functions

The Global Relations Office is one of the gateways between Trinity College Dublin and our global community of students, institutional partners, academic collaborators and alumni network. As Ireland's oldest and highest-ranking university, Trinity strives to educate global citizens who will shape the world's future through research impact, study abroad opportunities, cultural exchange and international collaborations. Our office is committed to strengthening Trinity College Dublin's global profile through student recruitment, supporting academic and student mobility, building strategic partnerships with peer universities around the world and encouraging international alumni engagement, while also working to create a positive experience for all international students who choose to study at Trinity.

The Global Relations Team is led by the Vice-President for Global Relations Prof Juliette Hussey. It is split into 3 main divisions:

1. Marketing
2. Internationalisation
3. Global Engagement, Development and Enterprise

### *1. The Marketing Team*

#### *1.1 Trinity Identity and increasing its awareness*

This includes increasing the awareness of the quality of our education and research among key stakeholders including potential students, parents, guidance counsellors and partner universities. This is achieved through the development of key messages, videography, photography, visuals and digital campaigns based on those outlined in the Trinity brand guidelines document.

#### *1.2 Developing and managing Trinity's reputation*

This includes developing Trinity's reputation as a world leader in education and research among potential students, influencers and peer universities through the articulation and management of the University's identity, to ensure they are delivered consistently to all markets and audiences.

#### *1.3 Strengthening engagement*

This includes working with Schools and Faculties to develop meaningful messaging for target audiences is key as well as strengthening our relationship and engagement with our alumni and current students, to build their support as informed advocates and ambassadors for the University.

#### *1.4 Student Recruitment Marketing*

We promote the University and encourage high quality undergraduate and postgraduate applications nationally and internationally as outlined in the University's Strategy 2014-2019, the Global Relations Strategy 3 and the business plans for Schools and Faculties. In addition, we promote mobility objectives through targeted marketing campaigns to Trinity students to promote the wide variety of mobility opportunities available. The use of videography, social media and digital marketing activities are central to student recruitment marketing.

### *2. The Internationalisation Team*

The Internationalisation team is led by the Director of Internationalisation, Fedelma McNamara, and

consists of the following areas:

- The International Recruitment team,
- The International Partnerships and Mobility team,
- The International Student Experience team (including the Global Officers team),
- The Operations team.

### 2.1 The International Recruitment Team

The International Recruitment team reports into the International Student Recruitment Manager, Declan Coogan. The team consists of 5 Regional Officers based in Dublin responsible for different international markets. Activities focus on recruiting students from their specific geographical areas through the development of market intelligence, strategic recruitment plans adapted to different cultures, frequent visits and relationship building with key stakeholders such as students and their families, school counsellors, universities, government bodies and education agents. We have staff based in priority growth markets such as India, the USA and China. The international recruitment team's strategy is supported by the Marketing team.

### 2.2 The international Partnerships and Mobility Team

The International Partnership and Mobility Team reports into the International Partnerships & Study Abroad Manager, Niamh Burke. The team consists of a manager and 6 staff.

The team focuses on:

- development of collaborative teaching partnerships (International Partnerships Officers),
- student mobility outbound (Student Mobility Officer),
- visiting students inbound (Study Abroad officers).

The International Partnership and Mobility team undertakes travel to partner universities overseas, international education conferences, and when supporting the Vice President for Global Relations / Provost / others on high level delegation trips outwards. The team also have overall responsibility for hosting visits inwards to Trinity at a variety of levels.

### 2.3 The International Student Experience Team

The International Student Experience team is managed by Louise Staunton, International Student Experience and Global Officer Manager. This team consists of a manager and a Student Liaison Officer who manages the Global Room. The team focuses on the delivery of a quality student experience through liaison with key stakeholders within Trinity and externally, and providing a specialized service to international students in Trinity through the International Student Support hub at the Global Room.

The Global Room is a central element of International Student Experience and is managed by this area. This is a student support hub and event space for all students, with a focus on the international student community. The Global Room team provides advice and support to international students on all aspects of life at Trinity. The activities and events in this multi-functional space encourage and facilitate students to meet and connect in a way that contributes to the positive integration of all students at Trinity.

A team of 22 student ambassadors support the activities of the Global Room and bring an important student voice and perspective to its activities. The Global Room team coordinates and delivers campus tours to introduce prospective students to Trinity, welcome new students to Trinity through a Meet & Greet Programme; provides visa / immigration advice; delivers orientation for international students; and hosts and organises 300+ student-focused events and information sessions annually. It is also involved in

student welfare support, crisis management and aspects of student accommodation allocation in conjunction with the Accommodation Office.

## 2.4 The Global Officers Team

The Global Officer team reports to the International Student Experience and Global Officer Manager, Louise Staunton. Global Officers work between the Global Relations Office and the 8 schools and 1 Faculty to which they are assigned. The team consists of a manager and 6 Global Officers.

Their objectives vary but their work is predominantly to support internationalisation at School level;

- contribute to student recruitment or partnership development/support,
- deliver marketing and event initiatives,
- deliver international student support at School level,
- alumni and advancement activities,
- international student experience and student support within their schools.

## 2.5 The Operations Team

The Operations Team consists of Data and Business Planning and Office Administration and comprises 4 staff.

The Data and Business Planning strand is led by Michelle Garvey. It focuses on the following areas:

- Business Planning and Review for Global Relations,
- Collation of data for college committees and external bodies,
- Review and reporting on student numbers and income data,
- Administration and review of CRM data.

The office administration team is led by Audrey Févry. It focuses on the following areas:

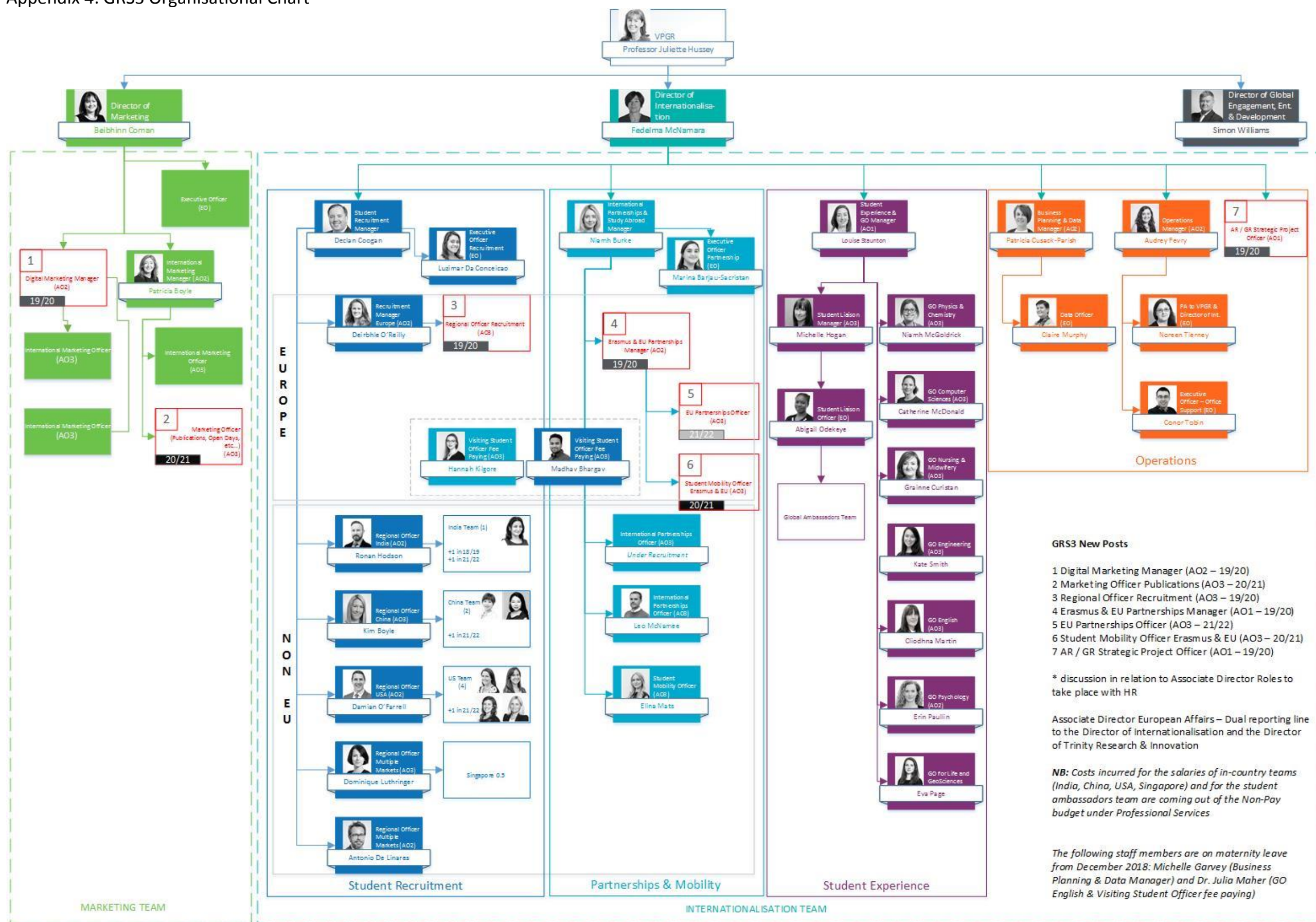
- Office expenditure budgets and forecasting,
- Space management, office set-up and equipment,
- Management of HR Processes,
- Coordination of Training and Development activities,
- Purchase order management for GRO,
- General support for the Global Relations Office.

## 3. *Global Engagement, Development and Enterprise*

This strand is led by Simon Williams, Director of Global Engagement, Development and Enterprise, and focuses on identifying and engaging new opportunities for Trinity College Dublin that arise from global engagement, and managing these on behalf of the relevant Trinity offices - Global Relations Office (GRO), Trinity Research and Innovation (TR&I) and Trinity Development and Alumni (TDA).



## Appendix 4: GRS3 Organisational Chart





Trinity College Dublin  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

# Global Relations Office Publication



[www.tcd.ie/globalrelations](http://www.tcd.ie/globalrelations)

[https://www.tcd.ie/globalrelations/assets/Resources%20pdf/Trinity\\_Growing\\_Globally\\_2019\\_Web.pdf](https://www.tcd.ie/globalrelations/assets/Resources%20pdf/Trinity_Growing_Globally_2019_Web.pdf)