



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

[www.tcd.ie/
teaching-learning/quality/](http://www.tcd.ie/teaching-learning/quality/)



Trinity College Dublin

Institutional Review 2020





2020

Institutional Review

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1 Introduction

As the leading institution among nine universities and 24 public higher education institutions overall in the Republic of Ireland, it is the first destination of choice for 16% of Irish school leavers, and its undergraduate places are 2.5 times over-subscribed.



As a global university, Trinity College is continuously developing and strengthening its international partnerships. Its imaginative and novel 2+2 Dual Degree with Columbia University across a range of subjects in the Humanities, Social Sciences and Sciences is just one example, as is the participation in CHARM-EU (CHallenge-driven, Accessible, Research-based, Mobile European University), one of the 17 pilot European University Alliances, built around challenge-based transdisciplinary programmes for reconciling humanity with the planet. The 26% of our students that come from over 120 countries outside of Ireland is a strong testimony to our attractiveness as a global destination.

Trinity College Dublin, the University of Dublin, was founded in 1592 by Queen Elizabeth I and is today Ireland's premier university. Situated on a historic campus in the centre of a vibrant modern metropolis, it is defined by a tradition of leadership, innovation and a determination to shape the future for the better. The College community draws inspiration from a strong sense of civic responsibility, pride in its achievements over centuries, and an inquisitive and entrepreneurial mindset in teaching, learning and research.

As the leading institution among nine universities and 24 public higher education institutions overall in the Republic of Ireland, it is the first destination of choice for 16% of Irish school leavers, and its undergraduate places are 2.5 times over-subscribed. Its strong commitment to inclusion and widening participation is reflected in over 20% of non-traditional students. Our pioneering Trinity Access Programmes (TAP) recently served as a model for a similar programme at the University of Oxford. Of our 18,900 students over 5,000 are postgraduates. Of those over 1,600 are currently undertaking PhD research.

As a research university Trinity is firmly focused on excellence and impact. It attracts over 50% of Irish ERC (European Research Council) awards and was ranked 28th in the world by the THE (Times Higher Education) Impact rankings 2019. In 2019, for the fifth year in a row, it was ranked Europe's leading University for producing entrepreneurs. Our transformative plans for a new Tech campus (Trinity @ Grand Canal Quay) 800 metres east of our main location will put the University at the heart of the city's Innovation District.

As an autonomous and self-awarding public university Trinity's institutional structures are equally characterised by academic self-governance and collegiate decision-making and by a commitment to efficient and effective management, transparency, accountability and value for money.

The University reacted to a sharp decline in public funding for Higher Education in the wake of the financial crisis after 2008 with a successful diversification of income streams, drawing especially on significantly increased Non-EU fees, but also improved research income, commercial revenue and philanthropic donations. Yet its funding per student is significantly lower and its staff:student ratios are significantly higher than in cognate institutions and international competitors. Its first ever Philanthropic Campaign, Inspiring Generations, launched in May 2019, has to date been highly successful in mobilising its global alumni network and raising more than €335million of its €400million target. However, given its current funding model with a high reliance on Non-EU student fee income, the Covid-19 crisis, which was at its height at the time of writing, poses particular risks and uncertainties.

I hope and trust that this Institutional Profile will provide a focused and informative introduction to our University and its many activities, achievements and ambitions in this year of its Institutional Review.

Professor Jürgen Barkhoff
Vice-Provost, Chief Academic Officer and Deputy President

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Ireland's Leading University

QS, Times Higher
Education and Shanghai
World University Rankings



Ireland's Most Innovative University

Reuters Most Innovative
European Universities 2019



**1st in Europe for
educating
entrepreneurs for the
5th year in a row**

Pitchbook Universities
Report 2019



**92nd in the
World for
Graduate
Employability**

QS World University
Rankings 2020

Fig. 1: Institutional
Differentiators

2 Mission, Vision & Strategic Plan (2020-2025) ‘Community & Connection’

Our Vision

We are a globally connected community of learning, research, and scholarship, inspiring generations to meet the challenges of the future.

Trinity College Dublin’s Strategic Plan 2020-2025 was launched on the 10th March 2020. It follows the highly successful 2014-2019 Strategic Plan that saw Trinity forge ahead in the face of the challenges of the Global Financial Crisis. Among the many actions and goals of the last plan that were successfully delivered were:

- Membership of LERU, the small, elite League of European Research Universities;
- Meeting targets for international students;
- Delivering the Trinity Education Project;
- Expanding the Ussher Assistant Professorships;
- Meeting commercial revenue targets;
- Achieving key sustainability goals;
- Global expansion of the Science Gallery Network;
- Financing E3, the Engineering, Environment, and Emerging Technologies institute; and
- Building the Trinity Business School.

Our Values

**Inquisitive
Pioneering
Responsible
Inclusive
Collaborative**

Key challenges that provided the backdrop to the strategic planning cycles of 2014 -2019 and 2020 -2025 and continue to impact on the quality and future of higher education and research in Ireland include:

- The lack of resolution to the funding crisis in higher education in Ireland that has seen a reduction in core grant funding of 40% compared to pre-2008 levels.
- The imposition of public sector employment constraints that have produced Staff:Student Ratios significantly less favourable than our comparator institutions.
- Changes in research funding away from primary research led by individual Principal Investigators and towards funding applied research and research centres.
- Responding to the impact of the Covid-19 challenge at institutional, sectoral, national and international level.

Our Cross-cutting Goals

We will foster an ever more diverse and inclusive student community.

We will support a transformative student experience.

We will practice next generation teaching and learning.

We will stand up for research, its quality and impact.

We will shape our organisation and focus research around the challenge of achieving a sustainable and healthy planet.

We will enrich and expand our global network.

We will develop and inhabit our space responsibly.

We will be a one Trinity community.

We will secure the financial basis for our future development.

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The title of the **2020-2025 Strategic Plan** is ‘**Community and Connection**’ reflecting our interdependence at home and abroad in working with others. It speaks to our engaged campus community of staff and students and it radiates outward to our global community of alumni, partner institutions and industry and creative collaborators. Key international network groups with which Trinity has proud connections and who influence Trinity’s strategies include: The League of European Research-Intensive Universities (LERU), the Coimbra Group, CHARM-EU Alliance, and the International Sustainable Campus Network. Our Research and Innovation agenda is influenced by, among others, the European Research Council, Horizon 2020, the Sustainable Development Goals, the European Institute of Innovation & Technology (EIT), as well as research funding bodies such as **Wellcome Trust**, the **Irish Research Council**, **Science Foundation Ireland**, and the **Health Research Board**.

Trinity’s strategic plan responds to the Higher Education Authority (HEA) national policy and regulatory framework as outlined in the **National Strategy for Higher Education 2030**, the **National Access Plan**, the **Gender Action Plan**, the **Human Capital Initiative**, and funding calls put forward by the **National Forum for the enhancement of Teaching & Learning** such as the **Strategic Alignment of Teaching & Learning Enhancement Funding 2019**. The Department of Education & Skills Higher Education System Performance Framework and Action Plan 2018-2020 and reforms to the Department of Justice & Equality’s Immigration Service Delivery that impact on eligibility for entry to study in Ireland also impact on strategies and planning.

Our CORE Mission

Civic Action

Through our teaching, research and public engagement, we courageously advance the cause of a pluralistic, just and sustainable society.

Organisation

We foster an effective and flexible organisation, which values all members of our community.

Research

Pursued at the frontiers and intersections of disciplines, our research benefits our students, Ireland, and the world.

Education

We challenge our students to think independently, communicate effectively, act responsibly, and develop continuously, equipping them for lives of active citizenship.

At a sectoral level, Trinity is active in campaigns to secure sustainable funding for higher education in Ireland, e.g. the (IUA) Irish Universities Association Save Our Spark campaign; and as a participant in sector-wide projects such as the IUA Enhancing Digital Teaching & Learning Project, the Human Capital Initiative and in national policy debates.

Integral to the launch of the Strategic Plan 2020-2025 are the:

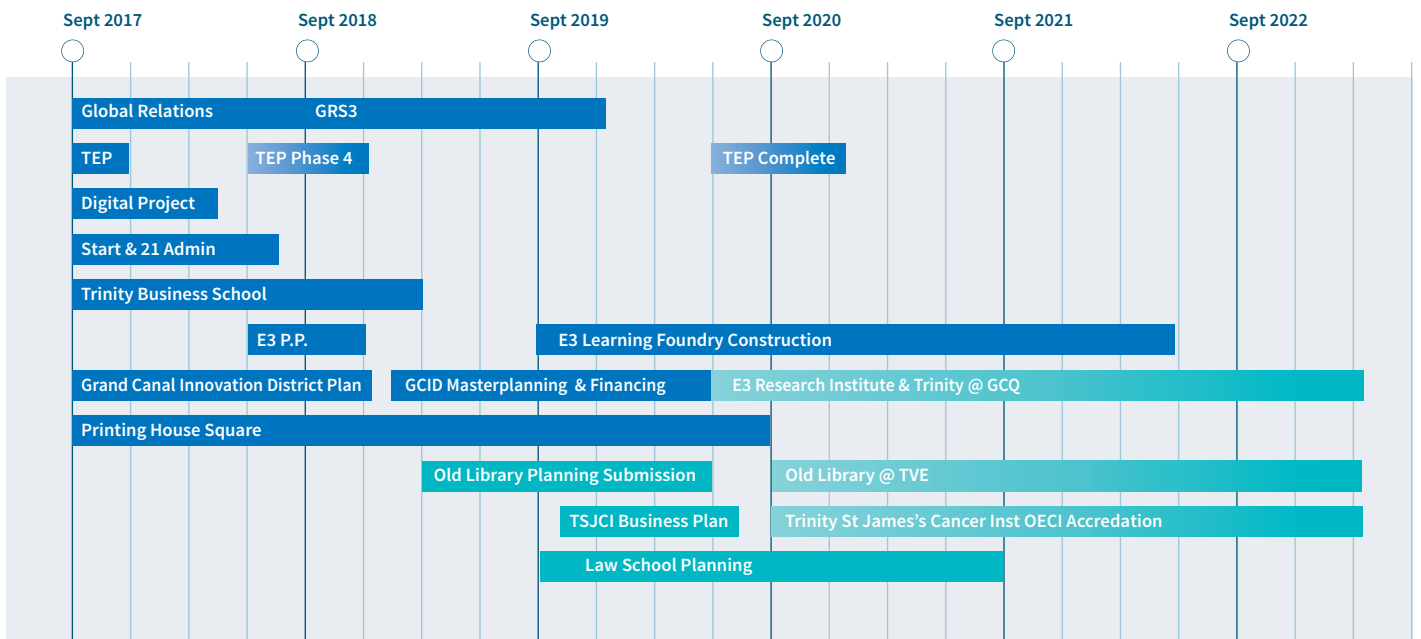
- Global Relations Strategy 3 (GRS3) published on 14 February 2019;
- Research Charter and Strategy published on 6 June 2019;
- Estates Strategy published on 21 November 2018 and the
- Inspiring Generations philanthropy campaign launched in May 2019.

The 'What We Do' and 'Timeline' graphics below provide a visual demonstration of Trinity’s currently active strategies which articulate the ambitious vision for the University for future generations. Work commenced in the period of the 2014-2019 Strategic Plan and continues in the 2020-2025 Strategic Plan and beyond.



Fig. 2: What we do

Timeline



3 Governance and Management Structures

Trinity College Dublin was founded in 1592 by the Royal Charter of Queen Elizabeth I and is recognised by the Government of the Republic of Ireland, through its designation under the **Higher Education Authority Act, 1971**, the **Universities Act, 1997** and the **Trinity College, Dublin (Charters and Letters Patent Amendment) Act, 2000**, and the **Qualifications & Quality Assurance (Education and Training) Act 2012**.

For most practical purposes, Trinity College and the University of Dublin may be regarded as one and the same institution. However, degrees are awarded by the University of Dublin, not Trinity College.

The Chancellor is the Head of the University of Dublin on ceremonial occasions and presides at meetings of the University Senate. The University Senate presides over official business of the University of Dublin including the formal conferral of all degrees. The Chancellor is also one of the two Visitors who hear appeals against decisions of the College Board and interpret the College Statutes.

Legal Framework of Governance

Trinity College Dublin is committed to maintaining high standards of corporate governance and has put in place the appropriate governance structures consistent with such objectives. The two legal references on which the decision-making structures of the College are based are:

- **The 2010 Consolidated Statutes of Trinity College Dublin and of the University of Dublin** (May 2019)
- **Trinity College Dublin Code of Governance 2013** (currently undergoing revision to align with the **Code of Governance for Irish Universities (October 2019)** as agreed with the Higher Education Authority and the Irish Universities Association.

Provost

The Provost is the Chief Officer of the University and a member of the Body Corporate. The role of the Provost is defined in the relevant legislation and in the Statutes (www.tcd.ie/registrar/statutes/) and the Provost is appointed after an election by academic staff and student representatives for a ten - year term. The Provost is supported in the execution of his duties by key College Officers including the Vice-Provost/Chief Academic Officer, the College Registrar, the Senior Lecturer/Dean of Undergraduate Studies, the Dean of Graduate Studies, the Dean of Research, the Vice-President Global Relations, the Bursar, the Chief Operations Officer, the Chief Innovation Officer, the College Secretary and the Chief Risk Officer.

Board

The Board is the governing authority of Trinity College Dublin, the University of Dublin. The Chairperson of Board is the Provost. Information on Board meetings, agendas, minutes, scheduled meetings and membership can be found on the Board website (<https://www.tcd.ie/committeepapers/board/papers/>).

The five principal committees of Board, are:

- Audit Committee
- Estates Policy Committee
- Finance Committee
- Human Resources Committee
- Library and Information Policy Committee

University Council

The University Council is the academic council of the University, and subject to financial constraints, is responsible for College's academic affairs including curriculum development and academic appointments. The five principal committees of Council, are:

- Graduate Studies Committee
- Global Relations Committee
- Research Committee
- Student Life Committee
- Undergraduate Studies Committee

Information on Council meetings, agendas, minutes, scheduled meetings and membership can be found on the Council website (<https://www.tcd.ie/committeepapers/council/papers/>).

Compliance Committees are committees that report to Board or jointly to Board and Council and that have a compliance function. They usually fulfil a legal requirement. The Compliance Committees of Board & Council are:

- Coiste na Gaelige
- Equality Committee
- Quality Committee
- Safety Committee
- Remuneration Committee

Trinity is an autonomous institution with academic self-governance and collegiate and devolved decision making. The majority of members of Board and Council are elected from within the College community, Deans and Heads of Schools are also elected on 3 - 5-year terms. The **Management Structures Handbook** outlines all the governance and decision-making bodies in Trinity, their Terms of Reference and the reporting relationships to each other.

Governance of Capital Projects

Trinity delivers all major capital projects in accordance with the Capital Appraisal Guidelines, Public Spending Code, EU and Irish procurement, planning, safety and building regulations, and the Capital Works Management Framework as set out by the Government Construction Contracts Committee (GCCC). The central department associated with governance of all capital projects is the Programme Management Office (PMO) which continually reviews all capital projects with a view to establishing confidence in project delivery with a focus on budget, programme and the RAID Log (Risk, Actions, Issues and Dependencies) and adherence to College processes, procedures and government legislation.

The PMO serves as the Secretariat for the Capital Review Group which meets on a monthly basis to provide university management oversight on projects over a €50,000 capital spend threshold. Projects are delivered via a Stage-Gate process with a thorough review before the project is permitted to enter the next Stage-Gate and draw down the associated funding.

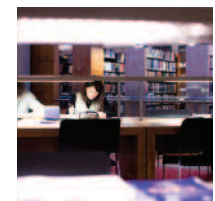
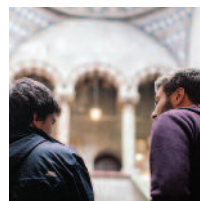
Each major capital project over €500,000 threshold also establishes a Steering Committee with an independent Chair. This Steering Committee provides an additional layer of oversight and approval within the project.

The Capital Review Group structure was reviewed by Indecon in 2017 and a favourable report was provided to the Board in relation to Trinity's governance of capital projects.

Board has approved an independent Monitor for each Major Capital Project. The Chair of the Project Steering Group (Project Executive) is also an external appointment.

Faculty & School Structures

The University comprises three academic Faculties - (i) Arts, Humanities and Social Sciences, (ii) Engineering, Mathematics and Science and (iii) Health Sciences. Its 24 Schools are the drivers of teaching and research in the College and build their 5-year strategic plans on the basis of the College's Strategic Plan. Each Faculty is managed by a Faculty Dean, supported by a Faculty Administrator, Faculty Finance Partner and Faculty HR Partner. The Faculty Executive meets regularly and comprises the Heads of relevant Schools, Directors of Faculty affiliated Trinity Research Institutes (TRIs), research and support staff representatives and student representatives (undergraduate and postgraduate). Responsibility for finance, staffing and quality has been devolved to the Faculty Deans.



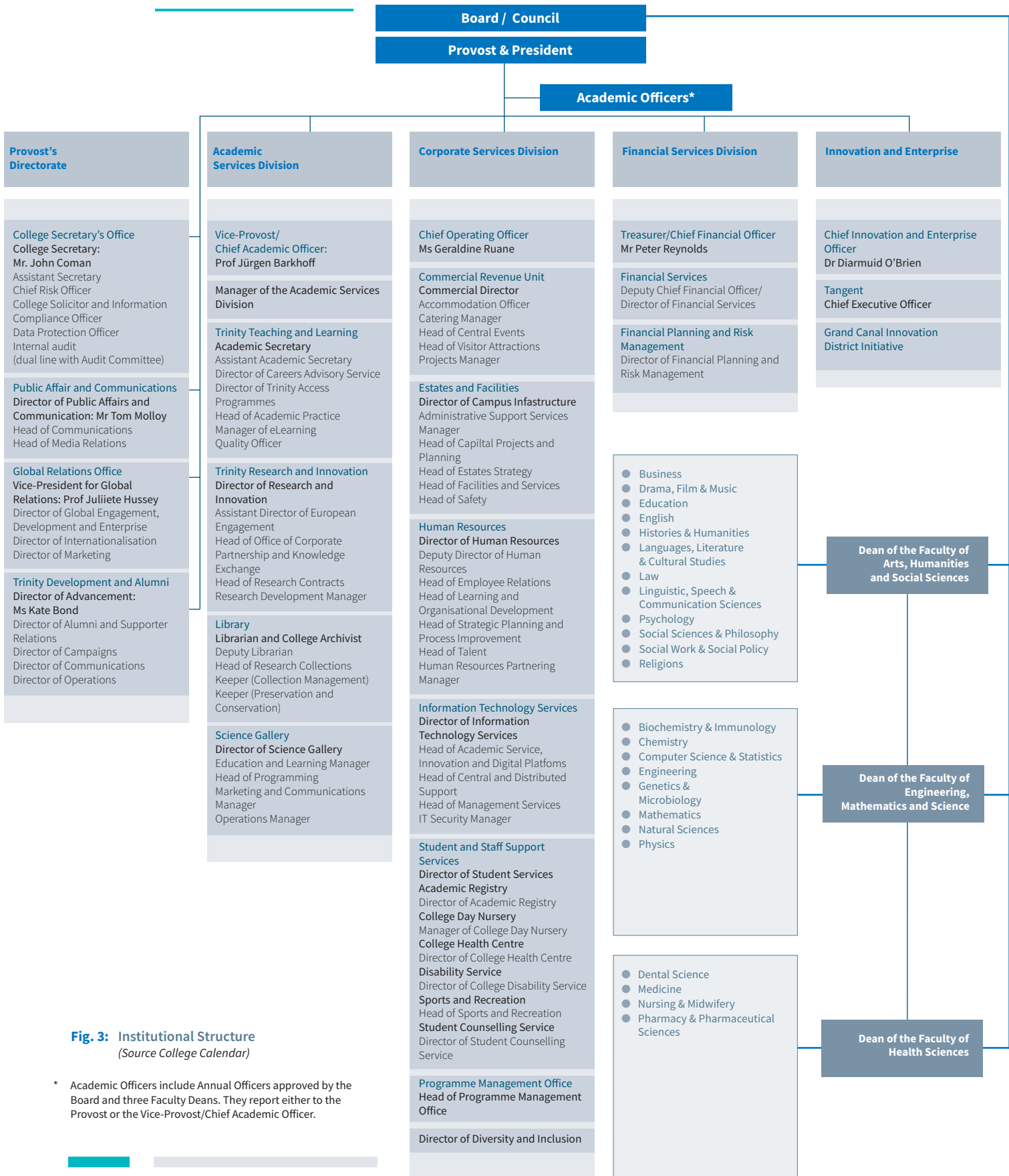


Fig. 3: Institutional Structure
(Source College Calendar)

* Academic Officers include Annual Officers approved by the Board and three Faculty Deans. They report either to the Provost or the Vice-Provost/Chief Academic Officer.



The organisational design of the new institution was influenced by Oxford, Cambridge and continental precursors, but from the beginning it was an autonomous corporation governed by 'Provost and Fellows', committed to teaching and to scholarship, the first and (as it turned out) only college of the degree awarding University of Dublin.

Research Structures

There are five Trinity Research Institutes (TRIs), 49 Trinity Research Centres and several Trinity-led Research Consortia and Inter-institutional Research Groupings. The five TRIs are:

- CRANN** – Centre for Research on Adaptive Nanostructures and Nanodevices
- TBSI** – Trinity Biomedical Science institute
- TCIN** – Trinity College Institute of Neuroscience
- TLRH** – Trinity Long Room Hub Arts & Humanities Institute
- TTMI** – Trinity Translational Medicine Institute

The three Science Foundation Ireland (SFI) funded inter-institutional Research Groupings are:

- ADAPT** – Centre for Digital Content Technology
- AMBER** – Advanced Materials and Bio-engineering Research
- CONNECT** – Research Centre for Future Networks and Communications

(For more in Trinity Research structure see <https://www.tcd.ie/research/structure/>).

External Participation in Governance & Management

- External Chairs - All compliance committees of Board (apart from the Quality Committee, that is chaired by the Vice-Provost/Chief Academic Officer) have an External Chair; all Major Capital Project Steering Groups have an External Chair; some Trinity Research Institutes have External Chairs e.g. Trinity Long Room Hub;
- External membership: The College Statutes provide for College Board having two external members, one of which is a ministerial appointment; Finance Committee has three external members, all Major Capital Projects have an Independent Monitor and SFI funded Research Centres involve partner HEIs in their governance and management;
- Advisory Bodies - there are a wide range of external advisory bodies across all levels of Governance and Management in College, ranging from the **Provost's Council** to Scientific and/or Industry Advisory Boards in Trinity Research Institutes and Trinity Research Centres. The **Trinity Foundation**, the **Hamilton Maths Institute** and **TILDA** (The Irish Longitudinal Study on Ageing) have a **Patient and Participant Involvement Working Group (PPI)**, and several Trinity Schools all have External Advisory Boards.

4 Approach to Quality



Fig. 4:
Do-Check-Act-Plan
Strategy

The Quality Committee chaired by the Vice-Provost/Chief Academic Officer is a compliance committee of the University Council and College Board. The Terms of Reference (ToR) and membership of the Quality Committee were reviewed in 2017/18 and approved by College Board in November 2018. The **Framework for Quality** graphic provides an overview of the institution level quality fora and was updated in October 2018 and again in April 2020.

The Quality Policy Statement was approved in December 2018 and acts as the umbrella policy for activities conducted under the Framework for Quality in Trinity College Dublin. Trinity's strategies, people, regulations, policies and procedures act as enablers to the Framework and provide the link to the strategic management of the institution. Key processes that support the quality assurance of teaching and learning and the student experience include:

- External Examiner Process;
- Module and Programme Evaluation Process – UG, PGT;
- National Student Survey – Student Survey.ie formerly ISSE Undergraduate (UG), Postgraduate Taught (PGT), Postgraduate Research (PGR);
- International Student Barometer (ISB-UG, PGT, PGR);
- Professional & Statutory Body Accreditation Reviews;
- Student participation on Class, Programme, School, Faculty and Institutional committees;
- Progression and Retention Data;
- Staff:Student Ratio Data;
- Annual Faculty Quality Report;
- Annual Institutional Quality Report;
- National and International Good Practice;
- Risk Management.

The full range of quality review procedures are accessible on the Quality Office website.

- **Schools** (March 2018 revision)
- **Academic Programmes** (October 2019 revision)
- **Administrative Units** (October 2017 revision)
- **Trinity Research Institutes** (2015)
- **Dual and Joint Awards Programmes** (June 2019).

Trinity has enhanced the provision and publication of quality assurance outcomes to internal and external stakeholders. This includes the publication on the Quality Office website of:

- Quality Review Reports
- StudentSurvey.ie Reports (UG, PGT, PGR)
- Faculty Quality Reports
- Consolidated Quality Report
- Master-list of Academic Programmes that are subject to Professional & Statutory Accreditation Review.

Details of all International Education Partnerships and approved Education Recruitment Agents can be found on the **Global Relations** website. College Officers' Annual Reports such as the Senior Lecturer's Annual Report and Dean of Graduate Studies Annual Report also provide an assessment on the quality of educational provision, with reference to the student lifecycle data provided by the Academic Registry Annual Report.

The scope and complexity of Quality Assurance and Enhancement activity in Trinity has expanded since the last Institutional Review as outlined in Fig. 5 below. This has been driven by internal and external factors, such as:

- A change in Legislative Framework – Qualifications & Quality Assurance (Education & Training) Act 2012 and supporting quality assurance guidelines, codes and policies that introduced new responsibilities in terms of linked provider quality assurance, transnational provision and the international student experience, blended and online programmes, institutional research and research degree programmes. Going forward into the next strategic planning cycle, QQI will launch the International Education Mark (IEM), Trinity will be required to self-assess against a revised Code of Practice for the provision of programmes of education and training to international learners in order to apply for authority to use the IEM in international marketing and recruitment activities;
- Trinity’s Strategic Plan 2014-19 and the Global Relations Strategy 2 increased the number and variety of international partnerships that involved the design of due diligence processes in the development stage and added transnational quality reviews to the schedule of reviews for which Trinity is responsible. The Strategic Plan 2020-2025 provides for flexible learning and programme delivery in the areas of continuous professional development and micro-credentialing, that will require the design of quality assurance and recognition practices to implement into practice.
- Sectoral wide processes such as the introduction of the National Student Survey.ie (formerly known as ISSE- Irish Survey of Student Engagement) introduced under the HEA National Strategy 2030; the enhancement to this in the Postgraduate Research National Student Survey.ie introduced in 2017/18; and the International Student Barometer. All Irish Universities participate in the surveys outlined providing an opportunity to benchmark at a sectoral level in terms of the student experience.

Enhanced scope of Institutional QA & QE

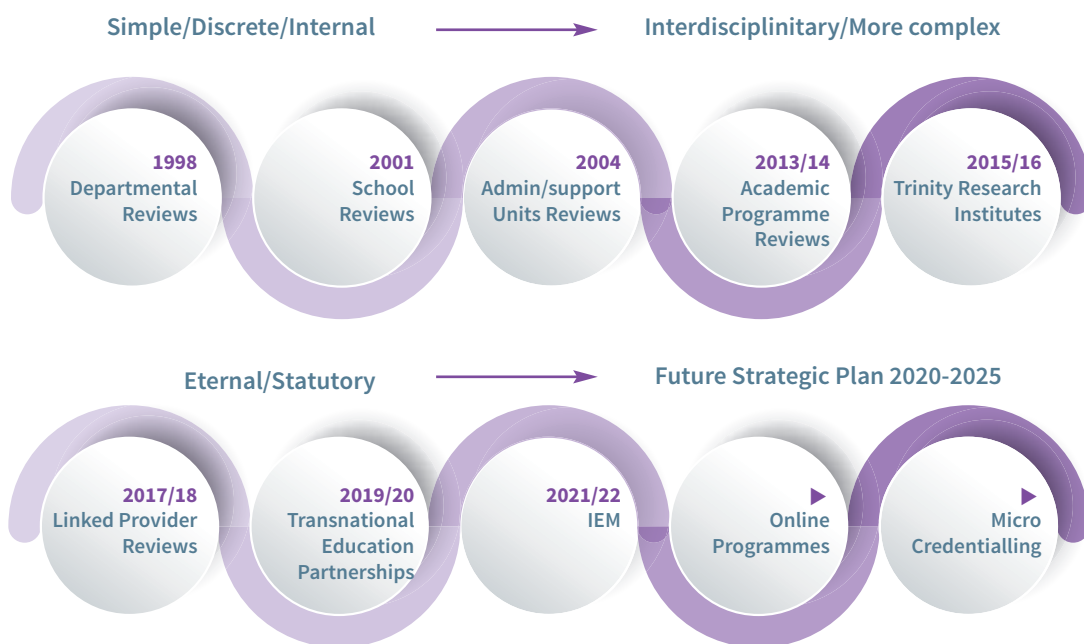


Fig. 5: Scope of Quality Assurance & Quality Enhancement
(Source Quality Office)

www.tcd.ie/teaching-learning/quality/



Quality & Risk Management¹

The Annual Faculty Quality Reports were introduced in 2015/16 and recognized as a good practice example in the QQI Quality of Higher Education Insights Report 2017 (pg. 23). They provide for a bottom-up approach that identifies risks and issues for escalation to College level committees. Trinity has developed a Risk Management Framework, and from 2019/20 Schools and units are required to consider and address, where feasible, quality related risks identified through quality or accreditation reviews, data from student evaluations, and other media.

The Quality Office

The role of the Quality Office is to ensure that Trinity is aligned to national and international standards for quality and supports the engagement of staff, students and stakeholders in quality assurance and quality enhancement activity.

Enhancement²

External Examiners play a key role in the quality assurance of teaching and learning, adherence to academic regulations, and maintenance of academic standards. All new Course Proposals are sent for external review prior to final submission to Academic Council for approval.

Quality Reviewers from comparator institutions across the world are invited to review Trinity Schools, academic programmes, Trinity Research Institutes and administrative units.

Professional Registration and Statutory Accreditation Bodies provide an external assessment of quality from the point of view of graduate knowledge, and skills and competence from an industry/vocational perspective.

External Stakeholder in Quality Assurance and

- 1 QQI Core Statutory QA Guidelines 1.1 (d)
- 2 QQI Core Statutory QA Guidelines 10.3



5 Research Profile

Trinity's Research Charter and Living Research Excellence Strategy

Trinity's first ever Research Charter and Living Research Excellence Strategy were launched in June 2019.

The Research Charter: seven core principles

The seven core principles which form Trinity's Research Charter:

1. Cherish academic freedom, diversity of scholarship, and pursuit of truth.
2. Position research at the heart of Trinity.
3. Foster and grow research talent.
4. Harness our collective expertise for the greater good.
5. Broaden our local and global impact.
6. Engage profoundly with our publics.
7. Stand up for research.

Standing up for research

The development of the Charter and Strategy reinforced that the work of a university in standing up for research is never finished. We need to constantly and persistently ensure that adequately resourcing excellent research is always on the agenda of politicians and decision-makers. This is not just about accessing the necessary resources to conduct excellent research, it's about showing how and why research matters to the wider society.

We have to constantly make the case for basic research as well as applied research. We must show how all the different elements of research are part of an interdependent system. We need to make the case for working outside the constraints of limited priorities and allowing discovery to follow its own path.

Research Policies

Research in Trinity is guided by a variety of different policies, both internal and external and include those listed below at the following link <https://www.tcd.ie/research/dean/research-policies/>

- Academic Freedom
- Good Research Practice
- Guidelines on Managing Research Grants
- Policy, Practice and Regulations on Intellectual Property
- College Ethics Policy
- GDPR (General Data Protection Regulation)
- Trinity Research Centres

Trinity Research Institutes, Centres and Groupings Policies: <https://www.tcd.ie/about/policies/assets/pdf/Trinity-Research-Institute-Policy-2018-final.pdf>

- Policy on Trinity Research Institutes: Formation, Oversight, Operation and Financial Arrangements.

Trinity has identified key institutional research priorities articulated as Trinity Research Themes. They are cross-disciplinary and collaborative and respond to major societal trends and challenges.

Research is a core part of our mission in Trinity and is carried out across all three faculties. Trinity researchers work at individual and collective levels, develop and disseminate original knowledge for its own sake as a contribution to the body of knowledge, as well as for the purposes of addressing significant challenges facing the world. Trinity has deep discipline expertise as well as a strong focus on interdisciplinary collaborations.

Embracing the past, looking to the future

Our vision is to engage in research with the quality, intensity, depth, diversity, and openness that leads to fundamental breakthroughs and new understandings

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Fig. 6: College Research Themes
(Source Office of the Dean of Research)

Trinity research centres, of which there are more than 50, are the smallest formal scale at which collaborations occur at the University. There are 18 themes which bring researchers together at a larger scale. The five Trinity Research Institutes (**CRANN**³, **TBSI**⁴, **TCIN**⁵, **TLRH**⁶ and **TTMI**⁷) are more formal structures for focusing on areas of great strength in the University. Trinity also currently hosts three SFI Research Centres (**AMBER**⁸, **ADAPT**⁹, and **CONNECT**¹⁰), and is a major participant in many others. The University is involved in a range of other significant initiatives. These are all listed on pages 8 and 9 of the **Living Research Excellence Strategy**. The strategy also gives details of some of the newer large-scale University initiatives (see pages 12, 13 and 14 of the Research Strategy).

The Library is central to much of the research we do in Trinity. Dating back to the establishment of the College in 1592 it is the largest library in Ireland. It has over 6 million printed volumes with extensive collections of journals, manuscripts, maps and music reflecting over 400 years of academic development. Trinity also has newer cultural institutions that play a part in research, including the Science Gallery and the Douglas Hyde Gallery. The Science Gallery is growing its research activities and is also at the heart of Science Gallery International – a global network that grew from the efforts here in Trinity.

Research Key Performance Indicators are outlined in §12 (Table 13) of this Institutional Profile

3 Centre for Research on Adaptive Nanostructures and Nano Devices
 4 Trinity Biomedical Sciences Institute
 5 Trinity College Institute of Neuroscience
 6 Trinity Long Room Hub Arts & Humanities Institute
 7 Trinity Translational Medicine Institute
 8 Advanced Materials and Bioengineering Research
 9 ADAPT-Centre for Digital Content Technology
 10 CONNECT-Research Centre for Future Networks and Communications

6 Innovation and Entrepreneurship

Innovation and entrepreneurship is a fast-growing mission for universities globally and one in which Trinity excels, both in terms of commercialising ground-breaking research and educating students to be creative and entrepreneurial. See Fig. 7 Enabling Research from Concept to Impact.

Trinity generates a fifth of all spin-out companies in Ireland and interacts with 400+ industry partners annually, ranging from multinationals to Irish SMEs and startups. In 2018/19 Trinity researchers won almost a third of all SFI/Enterprise Ireland Technology Innovation Awards (TIDAs) which fund the development of innovative projects with strong commercial potential. For the fifth year running, Trinity was ranked 1st in Europe for producing entrepreneurs by Pitchbook. Between 2006 and 2019 Trinity graduates raised US \$4.1 billion in funding across 228 companies. Trinity is the only European university in Pitchbook's Top 50 for producing venture-backed entrepreneurs from its undergraduate programmes. Trinity's student accelerator, LaunchBox, has been very successful, since its inception in 2013, LaunchBox has created 81 startups that have gone on to raise over €9.5 million in funding and investment and 130 full-time jobs.

Trinity's Ideas Workspace: Tangent

This year Trinity integrated its innovation and entrepreneurship programmes and initiatives in a new cutting-edge innovation space, Tangent, Trinity's Ideas Workspace. Supported by the University's Innovation Partner, Bank of Ireland, Tangent will invest €6 million in aspiring innovators and entrepreneurs by

2020. The new facility, open to students, staff, alumni, entrepreneurs and innovators, has been designed to foster the creation of ideas, with co-working flexible workspaces and event space.

Trinity's existing student accelerator and mentorship programmes, including LaunchBox, Blackstone LaunchPad, the Innovation Academy, and the Women Who Wow mentorship programme, are now located in Tangent, together with new ventures, Tangent Pioneers, an international accelerator programme, and Entrepreneurs in the Arts, a mentorship programme for Trinity's Arts & Humanities students.

Tangent also co-locates Trinity's EIT Knowledge Innovation Communities (KICs – which are large-scale, Europe-wide innovation communities, funded by the European Institute of Innovation and Technology (EIT) to develop innovative products and services, launch new companies, and train new generations of entrepreneurs.

Tangent, in partnership with HEA initiative, Springboard+, launched a new regional Postgraduate Certificate in Innovation and Enterprise Development in Waterford, Tipperary, Cavan and Longford. In 2018/19, 100 students participated in the inaugural Provost's Innovation Challenge, a hackathon around Homelessness; and in January 2020, students from the E3 schools - Engineering, Computer Science and Statistics and Natural Sciences participated in the inaugural Trinity Synergy Challenge with Non Government Organisation, Médecins Sans Frontières (MSF).



Fig. 7: Enabling Research from Concept to Impact (Source Trinity Research & Innovation)

www.tcd.ie/teaching-learning/quality/

7 Educational Awards & Programme Information

To Act Responsibly

- I act on a basis of knowledge and understanding
- I am self-motivated and able to take responsibility
- I know how to deal with ambiguity
- I am an effective participant in teams
- I have a global perspective
- I am ethically aware

Graduate Attributes

To Develop Continuously

- I have a passion to continue learning
- I build and maintain career readiness
- I am committed to personal development through reflection
- I am building confidence to take measured risks
- I am capable of adapting to change



To Think Independently

- I have a deep knowledge of an academic discipline
- I can do independent research
- I can think creatively
- I can think critically
- I appreciate knowledge beyond my chosen field
- I can analyse and synthesise evidence

To Communicate Effectively

- I am able to present work through all media
- I am an expert in the communications tools of my discipline
- I can connect with people
- I can listen, persuade and collaborate
- I have digital skills
- I have language skills

Fig. 8: Trinity's Graduate Attributes

Trinity College Dublin is committed to providing a transformative student experience through the delivery of education programmes and awards that supports the development of the full potential of our students. At all levels, teaching in Trinity is research-led, and students are enabled to develop their research skills and encouraged to drive their own research agenda, be it with the final year capstone project as the culmination of their undergraduate studies, through the integration of innovation and entrepreneurship programmes at undergraduate and postgraduate level, through enhanced opportunities for mobility or through employability award programmes in partnership with leaders in industry and professional sectors. The learning outcomes of all programmes delivered by Trinity College are focused on the attainment of key transversal skills articulated in the graduate attributes above.

Trinity's education provision is unique in that it spans from level 5 to level 10 in the **National Qualification Framework**. Trinity's access programmes aim to provide that transformative experience to those for whom a higher education at university would previously have been deemed unattainable through for example, factors such as disability (DARE) or socio-economic

status (HEAR). Trinity offers pathways to study to those entering higher education as mature students (Mature Entry Route), transitioning from further education (FETEC) or seeking to return to work or change career (Springboard Programme).

The **Trinity Access Programme (TAP)** provides a benchmark for access models in Ireland and the UK, where in May 2019, Oxford University announced a major access initiative modelled on the Trinity Access Foundation Course for low-income students.

The **Trinity International Foundation Programme** was developed in support of Trinity's Global Relations Strategy. The programme is delivered by Marino Institute of Education (MIE) in collaboration with Trinity and has helped students in countries where the terminal exam for second level education is not recognised as meeting the eligibility standards for third level education in Ireland e.g. the Middle East and South East Asia. 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). In 2018/19 students were registered from 14 countries.

The standard duration for undergraduate programme in Ireland is the four-year Honours Bachelor Degree (NFQ level 8-240 ECTS). However, as can be seen from Table 1 below, Student Body by Course Type, there are entry and exit routes at Certificate and Diploma level below NFQ level 8. Integrated Programmes are of five-year duration, i.e. enter to a four-year bachelor's degree programme with an option to exit with a Master-level qualification on successful completion of year five. Typically, integrated programmes are in fields with external accreditation such as Engineering and Pharmacy.

At postgraduate level, taught Masters' programmes are typically of one-year duration (NFQ level 9-90 ECTS). However as can be seen from the Table 1 below, Student Body by Course Type, there are entry and exit routes at Certificate and Diploma level below NFQ level 9.

Trinity offers research degree programmes at Masters (NFQ level 9) and Doctoral-level (NFQ). Doctoral programmes include a small number of taught Professional/Clinical programmes and one validated Performance Doctorate. The standard duration of Masters by Research programmes is two- years, while for Doctoral programmes it is four-years full-time or six-years part-time.

Student Group	Course Type	2018/19	2017/18	2016/17 2	015/16
Undergraduate	Visiting / for credit only	1085	1,090	926	985
	Certificate	42	10	0	0
	Diploma	95	90	136	159
	Professional Diploma	7	10	35	40
	Bachelor	10,617	10,497	10,370	10,352
	Integrated	1,375	1,328	1,218	1,147
Total		13,221	13,025	12,685	12,683
Postgraduate	Visiting / for credit only	92	74	86	64
	Certificate	318	281	300	251
	Diploma	260	294	298	278
	Module - Standalone	57	46	117	0
	Higher Diploma	58	59	63	62
	Taught Masters	2,735	2,596	2,436	2,385
	Research Masters	74	69	75	85
	Research Doctorate	1,333	1,365	1,338	1,464
	Professional/Clinical Doctorate	124	136	123	124
	Performance Doctorate	19	17	10	8
	Structured Doctorate	52	57	44	48
	Higher Doctorate	0	0	1	0
Total		5,122	4,994	4,891	4,769
Foundation Certificate		64	62	54	59
Total Grand Total		64	62	54	59
		18,407	18,081	17,630	17,511

Table 1: Student Body by Course Type
(Source Academic Registry Annual Report)

Profile of Education Provision

Table 2 below offers an overview of Trinity's programme provision¹¹. A Table of Degrees Awarded by Trinity College Dublin, the University of Dublin can be found in the **College Statutes** (pp. 163-167).

	Programme	Number
Undergraduate		328
Postgraduate Taught		255
Postgraduate Taught Doctorates		12
Postgraduate Research		128
Total		723
NFQ Level	Undergraduate Programmes Description	Number
5	Foundation Certificate	1
6	0	0
7	Certificate	1
	Diploma	5
	Validated Diploma	1
	Bachelor	1
	Collaborative Bachelor	1
8	Professional Diploma	2
	Bachelor	300
	Validated Bachelor	6
	Collaborative Bachelor	3
9	Integrated	4
N/A	Foundation Certificate	3
Total		328
	Postgraduate Taught Programmes	
8	Certificate	3
	Higher Diploma	4
9	Collaborative Certificate	1
	Collaborative Masters Manipal University	1
	Certificate	20
	Diploma	37
	Higher Diploma	1
	Integrated	1
	M.Sc.	1
	Masters	168
	Validated Masters	7
	Module - Standalone	11
Total		255
	Postgraduate Taught Doctorates	
10	Professional/Clinical Doctorate	3
	Structured Doctorate	8
	Validated Performance Doctorate	1
Total		12
	Postgraduate Research Programmes	
9	Postgraduate Research Masters	53
10	Postgraduate Research Doctorate	72
	Postgraduate Higher Doctorate	3
Total		128

11 A full list of programmes by Faculty and School will be made available as an appendix to the Institutional Self Evaluation Report.

Table 2: Profile of Education Provision
(Source Academic Registry Annual Report)

Profile of provision with other parties¹²

In recent years Trinity has expanded the provision of programmes of education with partners nationally and internationally through a range of arrangements: validation, collaboration, articulation, dual and joint degrees (taught) and research programmes through European consortia.

Our European Universities Alliance CHARM-EU, one of 17 Erasmus+ funded alliances under the first pilot programme 2019 will be the focus of new interdisciplinary and challenge-based pedagogical models of delivery in the life of the Strategic Plan 2020-2025. Our partners in the CHARM- EU alliance are the Universities of Barcelona, Montpellier, Utrecht and ELTE (Budapest).

Partner Institution	Country	Partnership	Discipline Type	14/15 Student no's	15/16 Student no's	16/17 Student no's	17/18 Student no's	18/19 Student no's
Technological University Dublin (formally DIT)	Ireland	Joint Award	Nutrition & Dietetics Bachelor	87	87	94	97	92
Queen's University Belfast and University College Dublin	Ireland	Joint Certificate	Innovation & Entrepreneurship	19	19	19		19
Institut National des Sciences Appliquees de Lyon (INSA)	France	Double Degree	Engineering		8	11	8	9
Polythea Consortium	Europe	Joint Research al Research	Doctor					5
Beijing Foreign Studies University	China	1+1+1	All AHSS Masters	N/A	N/A	N/A	2	3
Minzu University	China	Collaborative Agreement (1+1+1)	All AHSS Masters Programmes	N/A	N/A	N/A	N/A	2
University of Science and Technology Beijing (USTB)	China	Articulation programme (2+2)	Physics	N/A	N/A	N/A	N/A	To start in Sep 2019
University of Michigan – Shanghai Jiao Tong University Joint Institute	China	3+2.5+0.5	Engineering	N/A	N/A	N/A	N/A	To start in Sep 2019
Thapar Institute of Engineering & Technology	India	Articulation Programme (2+2)	Engineering and Computer Science	N/A	8	18	50	65
Singapore Institute of Technology	Singapore	One year top up Joint Physio programmes Programme (TNE)	Physio & Occup.	135	111	140	155	151
			Therapy, Rad. Therapy	N/A	N/A	25	59	75
Columbia University	United States	Dual Degree (2+2)	English Studies, History, European Studies and Middle Eastern and European Languages and Cultures	N/A	N/A	N/A	N/A	39
Columbia University	United States	Dual Degree (2+2)	History of Art and Architecture; Film Studies;	N/A	N/A	N/A	N/A	To start in Sep 2020
Manipal	India	Articulation	Engineering	N/A	N/A	N/A	N/A	To start in Sep 2020
CHARM-EU Alliance	Europe							

(Sources Annual Institutional Quality Reports to QQI 2014/15 -2018/19; Global Relations Annual Report 2018/19)

Table 3: Profile of Collaborative Provision with Other Education Institutions showing Registered Student Numbers 2014/15-2018/19

12 QQI Core Statutory QA Guidelines 10.2

8 Trinity Student Profile

18,407 REGISTERED STUDENTS

97
ONLINE



13,285
UNDERGRADUATES

5,122
POSTGRADUATES



16,509
FULL-TIME*

1,596
PART-TIME*



60%
FEMALE

40%
MALE

Fig. 9: Trinity's Student Profile for 2018/19

* Excludes students validated for another institution

The College's Strategic Plan aims to increase the percentage of under-represented groups registered on undergraduate courses to 25% by 2025. In 2018/19, these groups consisted of students who are admitted under the Mature Student Dispensation Scheme; the TAP Foundation Courses for Mature Students and Young Adults; the DARE Scheme (Disability Access Route Education) and the HEAR (Higher Education Access Route) scheme. In 2018, 22% of new entrants to Trinity were from these groups. Furthermore, as can be seen from Table 4, Trinity also provides entry routes on a local and national level from further education (FET) to higher education (HE) and it partners with 39 DEIS (Delivery Equality of Opportunity in Schools) primary and secondary level schools for an in-depth outreach programme aimed at increasing progression to post-secondary education.

Entry Route	2018/19
HEAR - Full Points	37
HEAR - Concession on points	107
HEAR/DARE/FET/AFS*	10
DARE (students with a disability) *^	247
Mature Students (mature dispensation & mature nursing)	168
Mature students: TAP Foundation Course	13
Mature students: CDETB - Pearse College Foundation Course	4
Mature students: CDETB - Plunket College Foundation course	5
Young Adults TAP Foundation Course	26
Young Adults CDETB Liberties Liberal Arts	13
Young Adults CDETB Rathmines	1
Total for alternative entry routes	631
Total CAO Entrants	2,867
Total as a % of new entrants	22%

Table 4: Alternative Entry Route - admissions 2018/19

Notes 10 students (18 in 2017, 11 in 2016) satisfied the entry criteria for the HEAR scheme and are being supported by TAP as 'HEAR eligible' students but were admitted through either the DARE/FET/AFS entry routes.
 *Includes merit and reduced points.
 ^ Represents entry routes only (excludes students who subsequently register with the Disability Service post entry).
 (Source Senior Lecturer's Annual Report 2018/19).

Student Body by Mode of Attendance 2018/19-2015/16

Mode of Attendance /Student Group	2018/19				2017/18				2016/17				2015/16			
	F	UG	PG	Total	F	UG	PG	Total	F	UG	PG	Total	F	UG	PG	Total
Full-Time	64	13,078	3,367	16,509	62	12,877	3,171	16,082	54	12,489	2,937	15,480	59	12,440	2,934	15,433
Part-Time	0	76	1520	1,596	0	64	1,613	1,705	0	87	1,677	1,764	0	116	1,684	1,800
Validated for Another Institution	0	67	81	148	0	84	65	149	0	109	58	167	0	127	63	190
On-line	0	0	97	97	0	0	99	99	0	0	102	102	0	0	88	88
Module Standalone	0	0	57	57	0	0	46	46	0	0	17	117	0	0	0	0
Grand Total	64	13,221	5,122	18,407	62	13,025	4,994	18,081	54	12,685	4,891	17,630	59	12,683	4,769	17,511

Trinity's student body has in recent years maintained a constant proportion of 58-60% female and 42-40% male.

Table 5: Student Body by Mode of Attendance
(Source Academic Registry Annual Report)

Student Body by Gender 2018/19-2015/16

Student Group /Gender	2018/19			2017/18			2016/17			2015/16		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Undergraduate	7,839	5,382	13,221	7,624	5,401	13,025	7,438	5,247	12,685	7,342	5,341	12,683
Postgraduate	3,133	1,989	5,122	3,022	1,972	4,994	2,943	1,948	4,891	2,816	1,953	4,769
Foundation	37	27	64	42	20	62	31	23	54	41	18	59
Grand Total	11009	7398	18,407	10,688	7,393	18,081	10,412	7,218	17,630	10,199	7,312	17,511

Table 6: Student Body Gender Profile
(Source Academic Registry Annual Report)

Student Group / Fee Status	2018/19			2017/18			2016/17			2015/16		
	EU	Non-EU	Grand Total	EU	Non-EU	Grand Total	EU	Non-EU	Grand Total	EU	Non-EU	Grand Total
Undergraduate	11,544	1,677	13,221	11,487	1,538	13,025	11,361	1,324	12,685	11,422	1,261	12,683
Postgraduate	3,743	1,379	5,122	3,797	1,197	4,994	3,929	962	4,891	4,030	739	4,769
Foundation	64	0	64	61	1	62	54	0	54	59	0	59
Grand Total	15,351	3,056	18,407	15,345	2,736	18,081	15,344	2,286	17,630	15,511	2,000	17,511
Year on Year Increase	2%			3%			1%					

Table 7: Student Body profile by EU and Non -EU Fee Status
(Source Academic Registry Annual Report)

Notes Table 5 above gives information on student enrollment in flexible modes of delivery. The predominant mode of participation in undergraduate provision is full-time/face to face with < 1% of students participating in part time/remote studies. This increases in the postgraduate cohort where in 2018/19 30% of PG students study part-time and another 0.5% are enrolled in online programmes.

80 International Foundation Programme Students from 14 countries

2894 Non-EU Students on Campus

1063 from the USA

495 from India

335 from China

Trinity’s successive Global Relations Strategies have been key to the attainment of Trinity’s strategic objectives as a global university. The aims of the current Global Relations Strategy are to continue to enhance diversity across the student community by continuing to expand non-EU student numbers with a stronger focus on EU-student recruitment particularly to postgraduate programmes. The growth in international student numbers is outlined in Fig. 11.

Another key strategy has been to develop and expand the number of student exchange agreements with leading universities globally. Global Mobility is defined as any international experience that is closely aligned to a student’s programme of study, approved as a formal mobility programme by the relevant School and normally at least four weeks in duration¹³. By 2025, Trinity will ensure that 50% of the graduating undergraduate cohort will have had an international experience as part of their programme. [GRS3]

The diversity of Trinity’s student profile has also benefitted from a growth in transnational education partnerships as summarised in Table 3, p.19 which has provided for student mobility including for periods of study across partner institutions in Europe and in non-EU jurisdictions. The Global Relations Strategy 3 aims to further develop opportunities for dual and joint programmes with universities globally and continues to develop partnerships based on articulation arrangements. Countries from which Trinity attracts non- EU applicants are ranked in Table 9.

26% of the student body are from outside of Ireland, from more than 120 countries

Fig. 10: International Student Numbers (Source Global Relations Annual Report 2018/19)

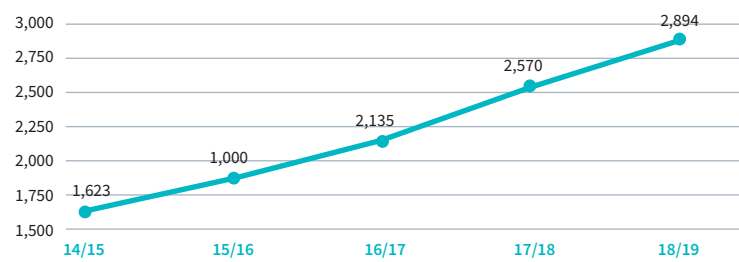


Fig. 11: Non-EU students on campus (Non-EU fee status HEA Return 2018/2019) (Source Global Relations Annual Report 2018/19)

*It should be noted that the student numbers presented, represent on campus students only and do not take into account Singapore Institute of Technology: 151 students or 11 on-line students.

	2014/15	2015/16	2016/17	2017/18	2018/19
No. of Junior Sophister students who availed of mobility opportunities	726	812	784	831	931
Percentage availing of Student Mobility	26.77%	29.89%	28.77%	30.29%	33.94%

Table 8: Summary of all UG Mobility 2014/15 to 2018/19 (Source Global Relations Annual Report 2018/19)

Country of Domicile	Undergraduate	Postgraduate	Total
USA	323	778	1101
India	405	127	532
China	283	68	351
Singapore	11	235	246
Canada	51	155	206
Malaysia	17	100	117

Table 9: Country of domicile Non-EU students where the total is n >100 (Source Academic Registry Annual Report 2018/19)

13 Some clinical placements within the Faculty of Health Sciences are of two weeks in duration but contribute to the student’s programme of study to such an extent that they are included in this definition. Other such exceptions may also be considered following careful consideration by the School in consultation with the Vice President for Global Relations

9 Staff Profile

Trinity Staff Profile

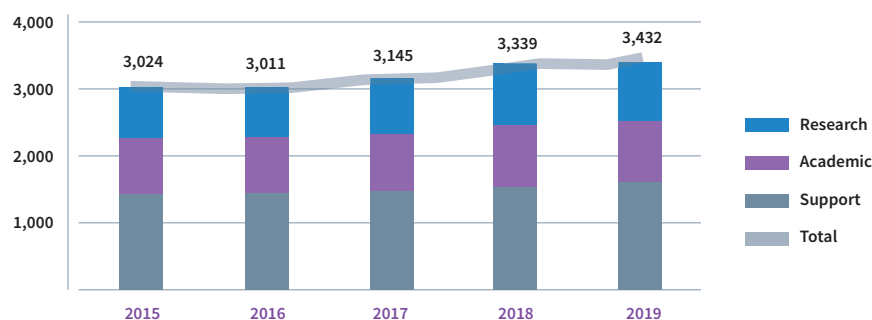


Fig. 12: Trinity's Staff Profile

3,432 FTE staff
(March 2019)
+13% since 2015

- ↑ Academic, Research, Senior Management & Admin staffing levels increasing
- No significant change in Buildings & Services and Library staff
- ↓ Technical staff decreased since 2015

Staffing levels
per Job Category

+16% Academic
and Research

+11%
Professional,
Admin and
Support

FTE	2019	2018	2017	2016	2015	Var %
Academic Management*	36	36	36	36	36	-
Academic	872	859	800	764	758	+14%
Research	867	855	776	714	730	+19%
<i>Subtotal</i>	<i>1,774</i>	<i>1,750</i>	<i>1,612</i>	<i>1,515</i>	<i>1,413</i>	<i>+16%</i>
Senior Management	95	84	83	79	63	+52%
Admin	916	862	820	872	779	+18%
Buildings & Services	401	397	386	393	405	-1%
Library	112	112	107	107	109	+4%
Technical	133	134	136	136	143	-7%
<i>Subtotal</i>	<i>1,658</i>	<i>1,589</i>	<i>1,533</i>	<i>1,496</i>	<i>1,500</i>	<i>+11%</i>
Total Trinity	3,432	3,339	3,145	3,011	3,024	+13%

405 additional
staff over 5 years

- ↑ 16% Increase in Faculties. 316 additional staff since 2015
- ↑ 9% increase in Divisions. 92 additional staff since 2015

Faculties: +16%

Divisions: +9%

FTE	2019	2018	2017	2016	2015	Var	Var %
Faculties	2,313	2,273	2,111	2,003	1,997	316	+16%
Divisions	1,119	1,066	1,034	1,008	1,028	92	+9%
Total	3,243	3,339	3,145	3,011	3,024	408	+13%

Notes

* 36 Academic Management posts shown separately to Academic staff numbers include: 24 Heads of School, 3 Deans, VP for Global Relations, Dean of Research, Dean of Graduate Studies, Senior Tutor, Senior Lecturer, Registrar, Senior Dean, Junior Dean, Dean of Students.

The following Senior posts are classified with the Senior Management job category on the CorePersonnel system: Provost, Vice-Provost / CAO, Bursar.

Trinity like all Irish High Education Institutions has faced challenges following the imposition of public service employment controls as a result of the Global Financial Crisis and a 40% reduction in core grant funding from pre-2008 levels.

Fig. 12 shows that staffing levels have increased steadily each year in Trinity in line with growth in student numbers and other key activities such as Research and Global Relations. Research staffing has grown by 19% in the period 2015-2019 which demonstrates a strong track record in attracting research funding. Academic staffing has grown by 14% in the same period due to targeted initiatives such as the Ussher Assistant Professor programme, which introduced 40 new posts across all Faculties. This was funded by commercial revenue and demonstrates Trinity's success in attracting top new talent.

The professional and support staff cohort has increased by 11%, primarily through new posts in key areas of growth such as Global Relations, the Commercial Revenue team and in Trinity Research and Innovation.

The University's growth is evident in academic, research and administrative staff as seen in Fig. 13. Staffing levels in library, technical and building and services areas have remained steady maintaining a stable cost base.

5 year overview per Job Category

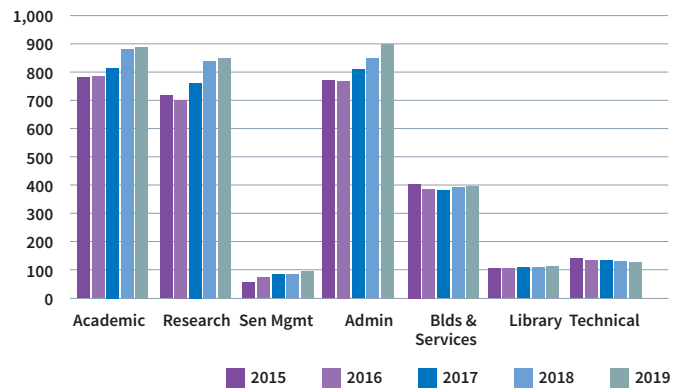


Fig. 13: Five- year overview by job category

The growth in the Management and Administrative staff cohort has been primarily in the middle and senior level posts. This is consistent with the nature of the work. The new posts are tasked with delivering projects such as systems improvements; in governance-related work, or in revenue generation. As systems and processes improve, the need for staff at junior level has eroded as demonstrated in the decrease in staff at Executive Officer level

Staff FTE: Management and FTE

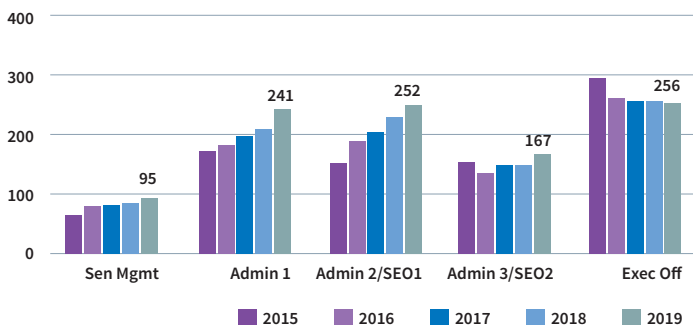


Fig. 14: Staff FTE Management & Administrative

Staff FTE by employee status

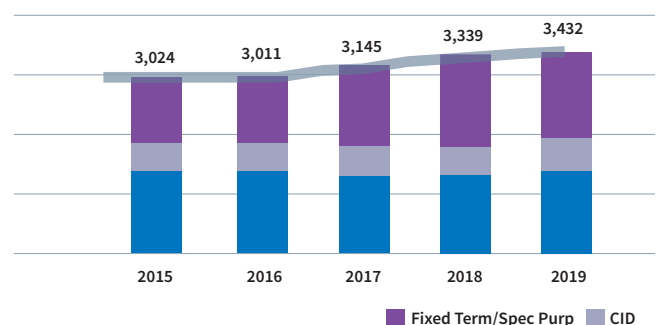


Fig. 15: Staff FTE by Employee Status

The number of staff with permanent status, or on Contracts of Indefinite Duration (CID) has gradually increased each year. The number of staff engaged on fixed term contracts is significantly greater than previously. This is mainly related to the nature of the work, e.g. research or project-related work which requires fixed term contracts.

2019 and aims to be successful in an application for a Silver Athena Swan Award in the life of the 2020-2025 Strategic Plan. To support this objective, Trinity appointed a Vice-President Equality, Diversity and Inclusion in September 2019.

Academic Staff by Grade

Staff by gender 2019

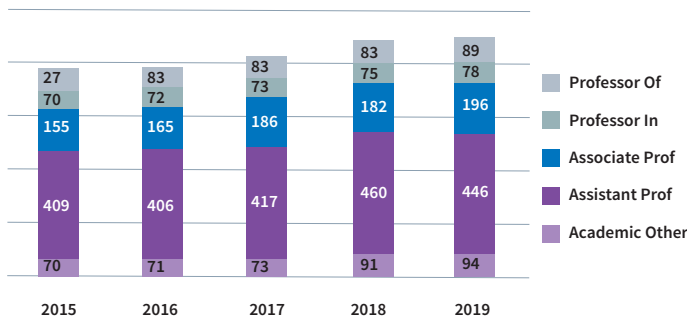


Fig. 16: Academic Staff by Grade
Source HR Metrics Report 2018/19)

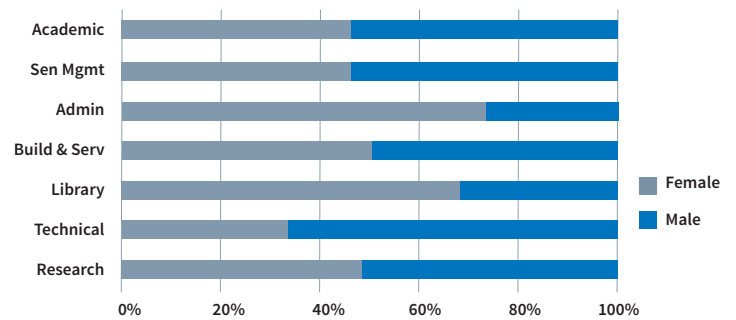


Fig. 17: Staff by Gender
Source HR Metrics Report 2018/19)

The growth in academic staff is reflected at all levels of the academic career ladder, as seen in Fig. 16 above, with new posts created at Assistant Professor level. Career progression is evident as promotions have facilitated additional posts at senior levels.

Staff: Student Ratio (SSR)

Trinity gained an Athena Swan Bronze Award in July 2015, the first Irish university to do so. Trinity developed the Trinity Gender Action Plan in response to the HEA Report on Gender Equality in Irish Higher Education Institutions, June 2016. 30% of full Professors in Trinity are female with an aim to raise this to 40% in the life of the Strategic Plan 2020-2025. Trinity was successful in renewing its Athena Swan Bronze Award in May

Staff:Student Ratio data is regarded as an indicator of quality in higher education and is an indicator in ranking schema used by international ranking agencies. Trinity's SSR has been impacted negatively since 2008 following a significant reduction in government funding. Table 10 below outlines Trinity's SSR at College and Faculty levels from 2014/15 to 2018/19. While some movement in the right direction is apparent at College level, at School and discipline level SSRs vary broadly in both directions positively and negatively. The Strategic Plan 2020-2025 commits to invest resources to reduce the SSR ratio to 16:1 by 2025.

FACULTY	STAFF FTE	STUDENT FTE				Ratios 2018/19	Ratios 2017/18	Ratios 2016/17	Ratios 2015/16	Ratios 2014/15
	UG	PGT	PGR	Total						
AHSS	392.33	5701.97	2012.99	615.45	8330.41	21	20	21	22	23
FEMS	296.62	3632.47	463.31	677.89	4773.67	16	16	16	18	17
FHS	307.19	3254.52	640.75	334.00	4229.27	14	16	18	18	15
COLLEGE	996.13	12588.96	3117.05	1627.34	17333.35	17	18	19	19	19

Table 10: Staff Student Ratio 2014/15-2018/19 (Source Academic Registry)

www.tcd.ie/teaching-learning/quality/

10 Physical Infrastructure and Campus Development

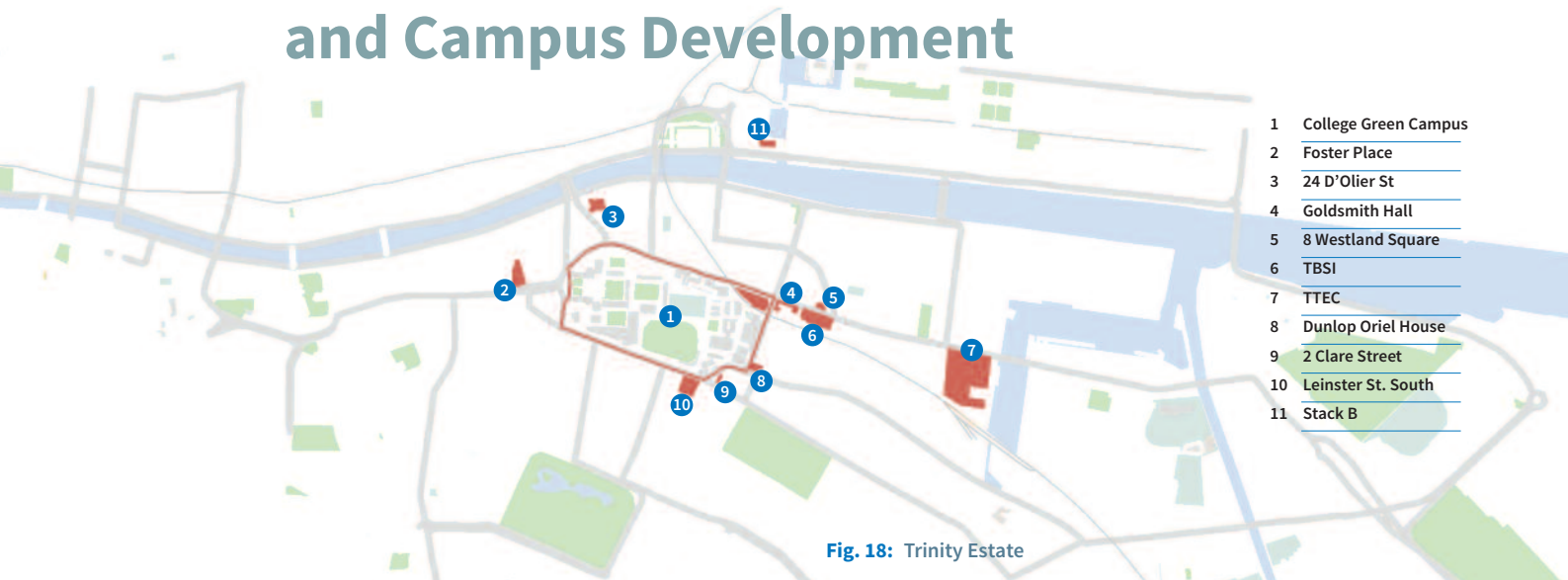
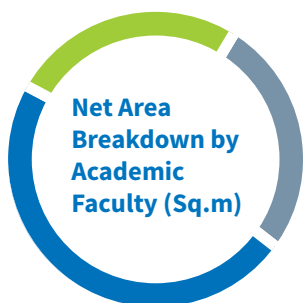


Fig. 18: Trinity Estate

The Trinity Community is fortunate to study and work in a unique campus setting made up of 319,313 sq.m. primarily located in the heart of the city, but also with distinctive satellite sites. Although the main campus has evolved over the last 428 years, it retains its original Elizabethan ethos of a residential Collegiate campus. Trinity’s campus has a rich architectural heritage and its evolution persists with new developments, such as the Trinity Business School and E3 Learning Foundry, allowing Trinity to keep pace with new initiatives and ways of learning.

The publication of the Estates Strategy followed a two-year process of analysis, stakeholder engagement and benchmarking that culminated in the development of an inaugural Estates Strategy that outlines the roadmap and priority projects that will underpin development and enhancement of the Trinity estate to meet the needs of students and staff.

The Estates Strategy includes detailed assessment of the condition, occupancy and suitability of spaces available for teaching, learning and research. College has engaged in a programme of capital projects aimed at renewal of the estate and enhancement of amenities available to students and staff.



21,296 - 26%
SCHOOL OF HEALTH SCIENCES

22,375 - 27%
FACULTIES OF ARTS, HUMANITIES AND SOCIAL SCIENCES

38,749 - 47%
FACULTIES OF ENGINEERING, MATHEMATICS AND SCIENCES



14,436 - 5%
AS NEW

52,928 - 17%
GOOD CONDITION

227,787 - 72%
MODERNISATION REQUIRED

19,932 - 6%
IN NEED OF REPLACEMENT

Fig. 19: Breakdown Trinity Estate by (a) Faculty and (b) by Building Condition¹⁴
(Source Estates Strategy)

RECENT AND CURRENT CAPITAL PROJECTS

Trinity Business School-completed

The Trinity Business School, a 14,000 sq.m. €80M project, was completed on time and opened on 22nd May 2019. Comprising lecture theatres, a 600-seat auditorium, Tangent entrepreneurial ideas workspace, the Business School, the new Trinity Boardroom, a 200 seat restaurant and refurbishments of 6 Georgian houses, this complicated project now sits well in the campus landscape with innovative and high-performing environmental credentials.

Printing House Square-Due 2020

Providing 250 bedrooms, space for Estates, Health Service, Retail, Sport and Disability Services, this 13,000 sq.m. €62M project is currently on budget and under construction on Pearse Street. It will provide street side retail opportunities to continue Trinity’s engagement with Pearse Street.

Arts Building Refresh-Phase 1 Complete; Phase 2

The 1978 Arts Building received a two-phase refresh over the summers of 2018 and 2019. Completing on programme and under budget, these badly needed refresh projects provide new carpet, furniture, increased openness and light in the floor plan layouts and lively new interior designs for student collaboration and use.

Martin Naughton E3 Learning Foundry-In Progress

This €80M project is a state of the art 6,086 sq.m facility based on the main Trinity campus which will deliver new teaching facilities and an innovative interactive learning space for undergraduate and postgraduate students. This project has benefitted from a philanthropic donation by the Naughton Family and is also in receipt of funding from the Higher Education Authority (HEA).

Old Library Redevelopment Project-In Design Phase

Focusing on conservation of the Trinity Old Library, and the unique and distinct collections, this project will also provide a Research Collections Study Centre that will improve access to academics and members of the public to study and view Trinity collections. Currently in the design phase this project will soon be lodged for planning.



- 1 Trinity Business School
- 2 Printing House Square
- 3 Arts Building Refresh
- 4 Martin Naughton E3 Learning Foundry
- 5 Old Library Redevelopment Project
- 6 Law School
- 7 Grand Canal Innovation District
- 8 Student Hub
- 9 Medium Voltage - Upgrade

Fig. 20

Infographic: Grand Canal Innovation District

Fig. 21
(Source Indecon Report)

€1.1 Billion

Capital investment in the Grand Canal Area



Up to **13,000** jobs during construction

2,450

jobs created on campus by TCD



400

start-ups on campus supporting up to 2,000 jobs



Commercial office space for an additional 3,200 jobs

Benefits over the 30 year appraisal period include:

€990 Million

€1.1 Billion R&D Income and Spillover Benefits



Additional GVA in Grand Canal Area



€232 Million in Income Tax receipts

1,500

students generate **€990 Million** in lifetime graduate incomes



Cost benefit findings indicate:

€3.2 Billion

Gross Benefit to the Economy

€910 Million

Net Benefit to the Economy

Benefit-Cost Ratio: **BCR: 1.4**



Law School-In Planning

Trinity is currently in strategic planning for new accommodation for the Law School, and initial studies are being conducted to compose a detailed business case for the University Board to consider.

Trinity's Future Vision- Grand Canal Innovation District

Trinity's most ambitious project to date is the Grand Canal Innovation District, it presents a clear strategy and road map to underpin the development and progression of TTEC (Trinity Technology Enterprise Campus) to ensure that Ireland has an innovation district to rival the best in the world.

The Grand Canal Innovation District, with a new Trinity campus at its centre, will act as a connector for Irish and multinational companies, academic researchers from both Irish and international universities, venture capitalists and start-ups as well as members of the local community. It has a projected cost of €1bn to construct and has received a commitment of €150M in Government support.

Student Hub-In Planning

Students voted in a referendum to pay higher fees to provide for a new student centre. Studies are currently underway to examine the scale, nature and design brief for this exciting addition to student and campus life.

Medium Voltage-Upgrade-completed

The University has a significant requirement for consistent and clean electrical power, and in 2016, commenced a full 'rewiring' of the main electrical cables around Trinity's 50-acre city centre campus. The €9M project was complete on time and under budget, with little or no unplanned disturbance to University business during the works. The final connection will be made to this network when Printing House Square comes online.



11 Finance and Sustainability

Overview

The financial environment in the intervening period since the 2012 Institutional Review has provided significant challenges to the University’s ability to plan strategically as a result of:

- Global economic uncertainty;
- Limited visibility on the levels of future government funding;
- Reliance on Exchequer funding for core and research funding;
- Uncertainty around the re-introduction of tuition fees;
- A lack of a dynamic State funding model;
- No agreed framework for renewal and resilience provisioning;
- Barriers to recovering the full economic cost of key activities;
- Increased competition in student and staff recruitment;
- External factors influencing student and staff retention;
- Prevailing low interest rate environment has significantly eroded interest income for the University in recent years and presented further challenges in terms of sourcing income generating investment assets ;
- Brexit;
- COVID-19 virus.

The University’s focus on key strategies to generate non-Exchequer income (Fig. 23) has delivered significant improvements. However, whilst our financial performance is strengthening, there are still significant challenges in achieving long term financial sustainability. The COVID 19 virus was unprecedented and is expected to have a deleterious impact on Trinity’s commercial revenue and global recruitment targets that underpin our strategic objectives.

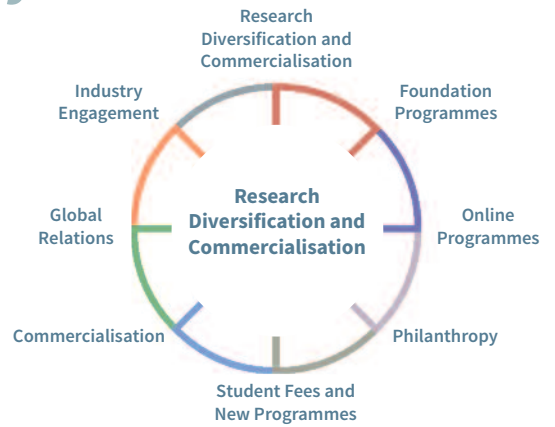


Fig. 22: Income Generation & Diversification Strategies
Source Financial Services Division

In the financial year 2018/19 we saw continued improvements in the consolidated financial position of the University and its subsidiaries with the achievement of a surplus for the second financial year in a row. Given the financial challenges that the University has encountered over the last number of years, it is satisfying to see that the non-Exchequer income generating strategies (post-graduate and international students, commercialisation, philanthropy, research and industry engagement) have continued to deliver improvements. However, while our financial performance is strengthening, there are still major challenges in achieving the income required for a globally-competitive research university.

Significant additional funding will be required from the Government to address the shortfall in public funding per student (which is only 40% of 2008 levels) and to meet anticipated growth in demographic and participation rates.

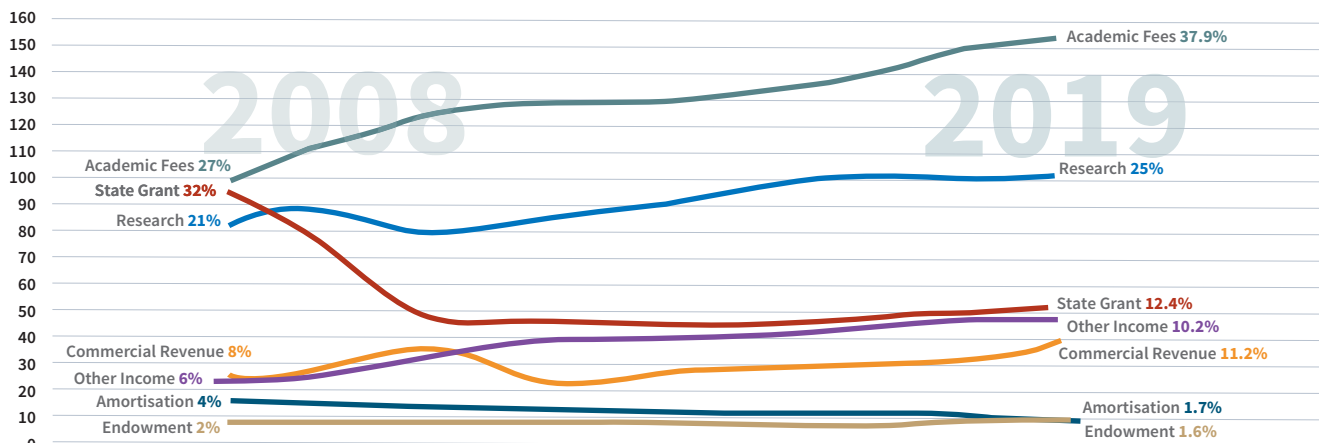


Fig. 23: Income Streams 2008-19 (Source Financial Services Division)

Exchequer income has declined from 70% of the University's total income in 2008 to 39% in 2019 and the financial outlook for the University will continue to remain uncertain unless the Government commits to long-term funding or lifts the cap on undergraduate student fees. Furthermore, a globally-competitive research university needs a national Research & Development funding environment where its academic staff can compete for research contracts: Ireland's public funding of research has fallen by 21% since 2008.

We will look to invest strategically in the University's infrastructure to underpin our growth and to drive future

success. As outlined in the University's Strategic Plan 2020-2025, we will continue to focus on income generating strategies and delivering further returns from our ongoing investment in capital programmes. We remain committed to improving the financial position of the University while remaining completely focused on the University's mission to deliver quality student experience, quality teaching and quality research.

Table 11 sets out a summary of key performance indicators (KPIs) and shows performance against the 2019 targets as set out in the University's 5-year strategic plan 2014-2019.

Key Performance Indicators (KPIs)

	FRS 102						Irish GAAP
	Target 2019	RAG Status	2018	2017 restated	2016 restated	2015 restated	2014
EBITDA ¹ as % of income	6.0%	A	3.6%	3.1%	2.5%	-0.8%	-3.1%
Total Surplus as % of income ²	3.0%	A	3.6%	3.1%	2.5%	-4.3%	-7.1%
Exchequer/Non Exchequer Income ³	40:60	G	40:60	41:59	43:57	44:56	45:55
Pay/Non Pay Ratio ⁴	65:35	A	71:28	71:29	72:28	71:29	72:28
Pay as % of Operating Income	65%	A	69%	69%	69%	72%	74%
Net Assets	€800m	G	€169m	€169m	€169m	€815m	€909m
Endowment Fund Value	€180m	G	€169m	€169m	€169m	€169m	€165m

- 1 Earnings before interest, tax, depreciation, once off impairments and amortisation.
- 2 Income before unrealised gains/losses and amortisation.
- 3 Exclude State funding for pensions, SUSI payments and amortisation of capital grants (sector agreed).
- 4 Exclude depreciation, once off impairments and interest costs.

Table 11:

Finance KPIs 2014-2019
Source Financial Services Division

While progress has been made against each of the KPIs above, in particular those within the University's control, the pay ratio remains a challenge due to the fixed nature of pay costs, which are increasing due to increments and additional resources required to deliver new strategic activity.

Table 12 below sets out the financial targets as outlined in Goal 9 of the Strategic Plan 2020-25.

Financial KPIs	Target 2025	2019	2018	2017 restated	2016 restated	2015 restated
EBITDA ¹ as % of income	8.0%	3.5%	3.6%	3.1%	2.5%	-0.8%
Total Surplus as % income ²	1.0%	1.4%	0.2%	-1.0%	-2.8%	-4.3%
Exchequer/Non-Exchequer Income ³	35:65	39:61	40:60	41:59	43:57	44:56
Net Assets	€800m	€818m	€812m	€811m	€805m	€815m

- 1 Earnings before interest, tax, depreciation, once off impairments and amortisation (to cover annual costs associated with the capital investment programme)
- 2 Income before unrealised gains/losses and amortisation
- 3 Excludes State funding for pensions, SUSI payments and amortisation of capital grants (sector agreed)

Table 12:

Finance KPIs 2020-2025
Source Financial Services Division

12 Institutional KPIs

Trinity Strategic Plan outlines 116 specific goals, actions and targets to deliver the nine overarching goals to be achieved in the period 2020-2025. Responsibility for the delivery of many of these are embedded in other key institutional strategies such as the Global Relations 3 Strategy; the Estates Strategy; and the Living Research Excellence Strategy and Research Charter. Headline targets include:

Quality of the Student Experience of Teaching & Learning

- Reduce the student:staff ratio to 16:1 by 2025, from a 2017/18 baseline of 18:1.
- Implement a full-spectrum digital learning strategy by 2022.
- Develop new support technologies and an enhanced Learning Management System by 2023 supporting our learners whether on or off-campus.

Composition of the Student Body

- Increase the number of postgraduate students and pursue strategies that will see Trinity's student profile shift to more than 30% postgraduate by 2025.
- Increase the number of non-EU postgraduate taught students by 42%.
- By 2025, 30-35% of students will come from outside of Ireland, up from a 2016/17 baseline of 24%.
- More than double to 90 the students annually progressing from Further Education into programmes in Trinity by 2025, up from 40 in the 2016/17 baseline figures.
- Students who have entered Trinity via the Trinity Access Programmes or the national HEAR and DARE schemes and other under-represented groups will make up 25% of our undergraduate populations.
- Further diversify the international student body with an additional 1,000 non-EU students, bringing their overall number to 4,000 by 2025.

Trinity Estate

- Open Printing House Square in 2020, providing 250 more student beds and a student welfare centre, and build at least 350 additional new affordable student accommodation spaces by 2025 in Dartry.
- Play a key role, as part of Dublin's new Innovation District, in transforming Dublin into the top 20 of innovation cities globally by 2030.

Sustainability

- Engage our global network of alumni and supporters in raising €400m in philanthropic funding and 150,000 volunteer hours as part of the Inspiring Generations Campaign.

Our Organisation

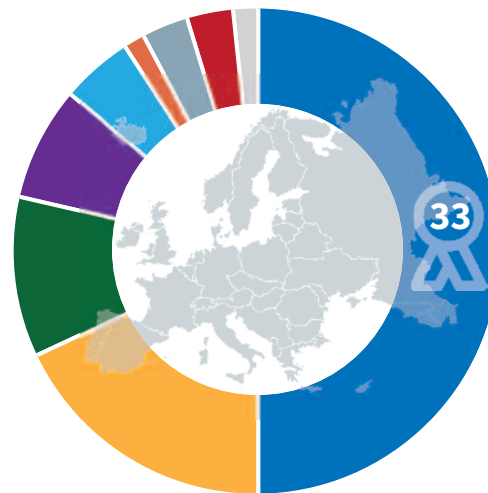
- Achieve an Athena SWAN Silver award by 2025.
- Ensure that at least 40% of Chair Professors will be female in Trinity by 2025.

(Source Strategic Plan 2020-2025)

Research Indicators¹⁵

As a research - intensive university, Trinity monitors its research performance and impact internally and externally against national and international comparator institutions and networks.

Table 13 reports on the key research activity and innovation output parameters for Trinity. It is reported on a quarterly basis and is prepared and managed by the University's Research and Innovation Unit. It includes the number and value (€) of research grants from two of the largest funding sources, the European Commission and Science Foundation Ireland, along with other international and national sources. The innovation outputs include the leading indicator of invention disclosure and lagging indicators of licences and company spin outs. Industry cash awards, which are also a key measure of the University's success in transferring technology, are also captured.



	PI
Trinity	33
UCD	12
NUIG	7
UCC	5
RCSI	3
DIAS	1
UL	2
NUIM	2
DCU	1
TOTAL	66

Trinity’s success with the European Research Council H2020 2014-19 PI Awards only (no PoC and no partner)

Trinity has 17% of academic university faculty nationally and won 50% of ERC grants in Ireland since 2014.

Fig. 24:

Trinity’s performance in ERC H2020 2014-2019 PI Awards benchmarked against Irish Universities.

KPIs	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Annual Target
# H2020 applications	191	282	202	218	208	230	162
Value of H2020 applications	€125.9m	€201.8m	€154.2m	€135.6m	€145.6m	€170.9m	€970m
Value of H2020 awards re. above applications	€18.8m	€23.7m	€24.0m	€19.9m	€23.5m	€15.9m*	€22.0m
Value of H2020 contracts signed	€9.7m	€22.1m	€32.2m	€13.1m	€25.3m	€27.1m	-
# SFI applications	158	146	163	167	146	209	-
Value of SFI applications (direct costs)	€131.0m	€101.1m	€157.5m	€139.6m	€67.1m	€136.4m	-
Value of SFI contracts signed	€19.6m	€55.4m	€46.5m	€43.8m	€19.4m	€83.3m	€54m
# International applications	125	146	92	149	131	153	109
Value of International applications	€47.0m	€50.0m	€42.0m	€39.0m	€45.3m	€48.5m	€40.2m
Value of International contracts signed	€7.4m	€7.31m	€18.7m	€20.1m	€12.5m	€20.6m	-
# national (ex SFI) applications*	679	783	600	703	765	724	-
Value of national (ex SFI) applications*	€71.0m	€89.0m	€53.0m	€125.0m	€125.0m	€80.2m	-
Value of EI Innovation Partnerships signed*	€784k	€822k	€1.2m	€1.1m	€1.4m	€785k	-
Impact indicators							
# Invention Disclosure Forms (IDFs)	58	53	60	61	80	62	70
# Patent Applications	23	18	17	18	19	13	22
# Licenses	31	23	34	13	27	16	24
# Campus companies	4	3	2	2	5	4	5
Industry Cash Awards (€)	€3.4m	€2.5m	€4.5m	€4.5m	€6.0m	€2.2m	-
# Industry Cash Awards >25k cash	51	55	92	61	61	67	55
Trinity Ranking THE	138	161	>200	117	120	164	-
Trinity Ranking QS	71	78	98	88	104	108	-

Table 13:

Research KPIs 2013/14-2018/19 (Source Trinity Research & Innovation)

Trinity Rankings

Trinity Rankings Agencies

QS World University Rankings

(Quacquarelli Symonds) Reputation, Citations (Elsevier's Scopus), Internationality

THE World University Rankings

(Times Higher Education) Reputation, Citations (Elsevier's Scopus), Income, Internationality

The Leiden Ranking

(CWTS Leiden Ranking) Number of academic publications by volume and citation impact/scientific collaboration

Academic Ranking of World Universities

(Shanghai Ranking Consultancy) Nobel/Fields Medal Awardees, Highly-Cited Researchers, Publications in Nature/Science

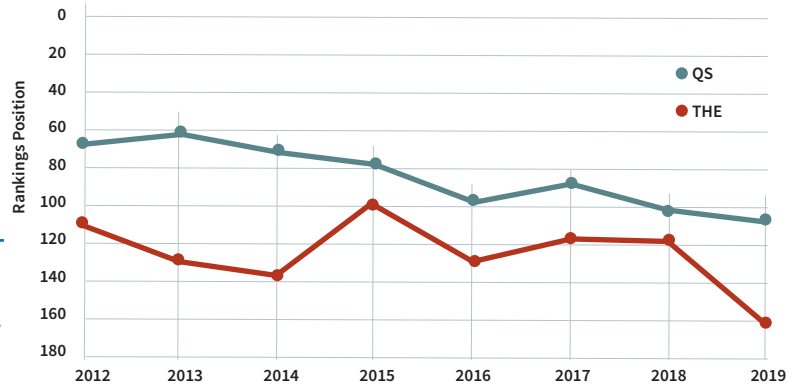


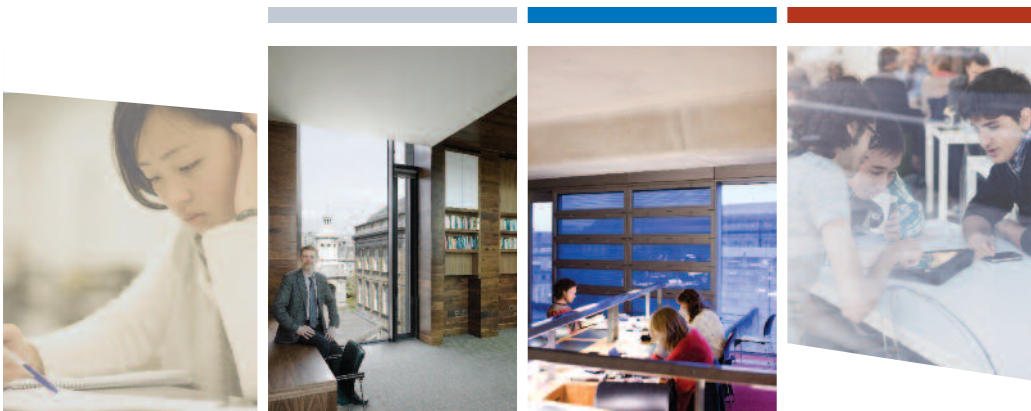
Fig. 25:

Trend in Trinity Rankings 2012-2019/20 (Source Trinity Research & Innovation)

Trinity Rankings 2012 to 2019/20

The Times Higher Education (THE) World University Rankings uses five broad indicators to rank universities across the globe in teaching, research, citations (impact of scholarly outputs), industry income and international outlook. The ability of a HEI to perform research and the concomitant production of scholarly output is strongly correlated to the amount of income to which a university has access. Although investment in third-level education by the Irish government (as measured by % of GDP invested in Research) and the accessibility of research income is poor in Ireland, Trinity continues to perform at a level far exceeding its means. This is testament to the quality of the research community at Trinity and the dedication of our Faculty.

Fig. 25 outlines the decline in Trinity's rankings covering the period from the global financial crisis to the present, at a time when our research parameters, as outlined in Table 13 and Fig. 24 have all increased. This is because Trinity is being overtaken by countries who continue to invest in education.



Trinity continues to perform at a level far exceeding its means

www.tcd.ie/teaching-learning/quality/

13 Relationship with other agencies at Institutional level¹⁶

As Ireland's oldest university and as a global university, Trinity has an extensive range of relationships, this chapter outlines some of the key relationships at institutional level.

IRELAND

Higher Education Authority (HEA)

The HEA is the statutory body with responsibility for the allocation of public funding, effective governance and regulation of higher education institutions and the higher education system more generally. Trinity works closely with the HEA in relation to equality of access initiatives, internationalisation, research, capacity building, the provision of statutory statistical information and data collection, higher education funding initiatives and supporting the implementation of national higher education goals.

Quality and Qualifications Ireland (QQI)

Trinity engages regularly with QQI in relation to its role promoting quality and accountability in education and training services in Ireland. A number of Trinity staff collaborate with QQI and contribute to the development of national policy and guidelines in relation to quality standards within the higher education sectors in Ireland.

Irish Universities Association (IUA)

The IUA is the university representative and advocacy organisation, acting as the collective interface between the university sector and the government. Among other roles, the IUA supports the university sector in developing sectoral policies and strategies and advocating on behalf of universities to maximise the contribution of higher education in all its dimensions to society and the economy. Trinity staff members are widely represented within the IUA's Council and various sub-groups, committees and working groups. The Trinity Provost is Chair of the IUA Council for 2020.

National Research Agencies

Trinity works closely with several national research funding organisations in relation to active research bodies and funded centres. These include Science Foundation Ireland (SFI), the Irish Research Council (IRC) and the Health Research Board (HRB).

Key Regional Partners

Trinity has several key regional relationships, through which it engages with stakeholders. These include Dublin City Council and the Dublin Chamber of Commerce among others.

Linked Providers

Trinity works closely with validated service providers such as Marino Institute of Education, the Lir Academy of Dramatic Art and the Royal Irish Academy of Music which provide student teaching and oversight activities encompassing a commitment by both organisations to work together on academic programme development, research, enterprise support, quality reviews and internationalisation. Graduates from these recognised programmes then receive a University of Dublin accredited award.

Professional, Regulatory and Statutory Bodies (PRSBs)

- Association of Chartered Certified Accountants (CAA)
- Association of MBAs (AMBA)
- Association of Occupational Therapists of Ireland (AOTI)
- Chartered Accountants of Ireland (ACA)
- Chartered Institute of Management Accountants (CIMA)
- CORU (Regulating Health and Social Care Professionals)
- Dental Council of Ireland
- Engineers Ireland (EI)
- Institute of Biomedical Science
- Institute of Chemistry Ireland (ICI)
- Institute of Physics (IoP)
- Irish Institute of Psychoanalytic Psychotherapy (IIPP)
- Irish Medical Council (IMC)
- Irish Society of Chartered Physiotherapists
- Irish Taxation Institute (ITI)
- Mediator's Institute of Ireland (MII)
- Pharmatrain
- Psychological Society of Ireland (PSI)
- The Nursing and Midwifery Board of Ireland (NMBI)
- The Teaching Council

16 QQI Core statutory Guidelines 10.1

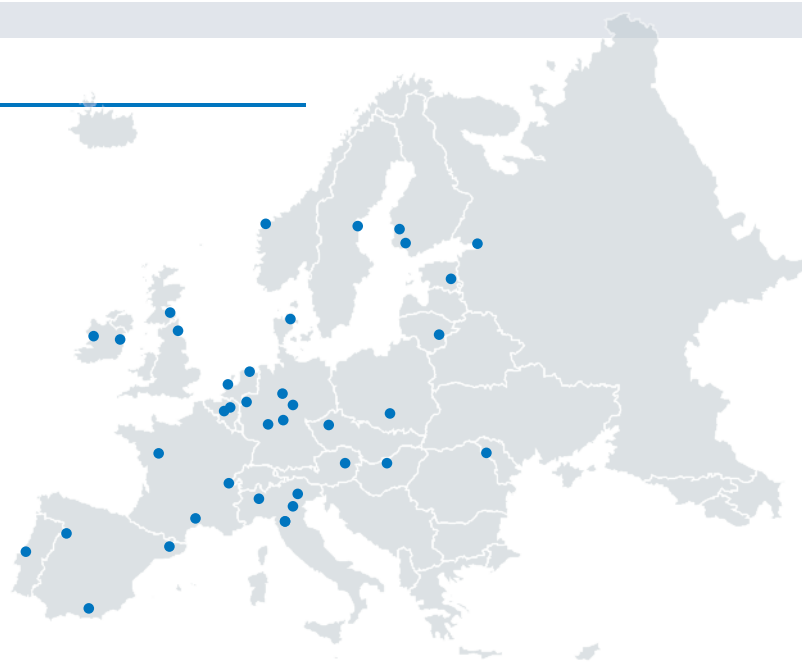


Fig. 26:

Coimbra Group Network
(Source Coimbra Group www.cominbra-group.eu)

International LERU

The League of European Research Universities (LERU) is a network of 23 leading research universities located in 12 European countries. LERU is a respected voice in the European higher education area and is committed to upholding sound conditions for research, especially basic research, and teaching and is a major stakeholder in the formulation of European research policy. Trinity joined LERU in 2017 which provides an opportunity for Trinity to influence EU policy funding programmes for the research area such as:

- Horizon 2020
- Open Science
- Open Innovation
- Erasmus+

Coimbra Group

Founded in 1985 the Coimbra Group is an association of long established European multidisciplinary universities of high international standard. The network is committed to creating special academic and cultural ties in order to promote internationalisation, academic collaboration, excellence in learning and research and service to society. It is also the purpose of Coimbra to influence European education and research policy and to develop best practice through mutual exchange of experience. The network is made up of 40 universities from across Europe, 23 countries with 1.4 million students, 226,000 staff and a multi-billion Euro annual research budget. The latest overview in 2014 showed that 36,000 students (16% of all Erasmus+ movements) had undertaken mobility to/from Coimbra Group universities.

Consortia related student 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).

CHARM EU

In June 2019 Trinity College Dublin was announced as one of the higher education institutions that will pioneer a “European University” alliance. Trinity is one of only two Irish institutions selected for this new EU initiative that will enhance the quality and attractiveness of European higher education and boost co-operation between institutions, their students and staff. As part of CHARM-EU (Challenge-driven, Accessible, Research-based, Mobile European University), Trinity will form part of an inter-university campus around which students, doctoral candidates, staff and researchers can move seamlessly. Alliance members will pool their expertise, platforms and resources to deliver joint curricula or modules covering various disciplines. These curricula will be very flexible and allow students to personalise their education, choosing what, where and when to study to get a European degree. All European Universities in the alliance share a long-term strategy to promote European values and identity. They will also contribute to the sustainable economic development of the regions where they are located, as their students will work closely with companies, authorities, academics and researchers to find solutions to the challenges their regions are facing.

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International Sustainable Campus Network (ISCN)

Trinity College Dublin joined the International Sustainable Campus Network (ISCN) in February 2018 to participate in a global exchange between campus sustainability leaders to further best practices. In signing the charter at a ceremony that kicked off the annual Green Week, Trinity became the first Irish university to be accepted for its commitment to the ISCN's sustainability goals whose global forum of 80 members represent top-tier colleges and universities from over 30 countries across the Americas, Europe, Asia, Africa and Australia. This forum supports leading colleges, universities, and corporate campuses in the exchange of information, ideas, and best practices for achieving sustainable campus operations and integrating sustainability in research and teaching.

Joining the ISCN represents the next step in Trinity's long-standing desire to promote sustainability and encourage its staff and students to live more sustainable lives. The Green Campus Committee, populated by students and staff alike, was established in 1993 and the Sustainability Policy was formally adopted by the College Board in 2008. An Taisce (The National Trust for Ireland) certified Trinity as a Green Flag campus in 2013, while the College Strategic Development Plan (SDP) 2014-2019 incorporated sustainability actions and initiatives into strategic college management and operations. Additionally, to drive this commitment, the Provost's Advisory Committee on Sustainability and Low Carbon Living was established in 2017 and staff and students have signed up to Sustainability Networks to act as ambassadors.

Trinity College Dublin made significant gains recent years including a decrease in paper use by 50% since 2011, a reduction in water consumption of 41% since 2010 and a 26% improvement in energy efficiency since 2008



Appendix 1 – Abbreviations/Acronyms

Abbreviation/Acronym	Full Name
Admin	Administration/Administrative
AFS	Admissions Feasibility Study
AHSS	Faculty of Arts, Humanities and Social Sciences
AMBER	Advancing Materials and Bioengineering Research
Blds & Srv/ Build & Serv	Buildings and Services
bn	billion
CAO	Central Applications Office
CASA	the Consortium for Advanced Studies Abroad
CDETB	City of Dublin Education and Training Board
CHARM-EU	CHallenge-driven, Accessible, Research-based, Mobile European University
CID	Contracts Indefinite Duration
CRANN	the Centre for Research on Adaptive Nanostructures and Nanodevices
DARE	Disability Access Route to Education
DCU	Dublin City University
DEIS	Delivering Equality and Opportunity in Schools
DIAS	Dublin Institute of Advanced Studies
DIT	Dublin Institute of Technology
E3	the Engineering, Environment, and Emerging Technologies institute
EBITDA	Earnings Before Interest, Tax, Depreciation, once off Impairments and Amortisation
ECTS	European Credit Transfer and Accumulation System
EI	Enterprise Ireland
EIT	the European Institute of Innovation & Technology
ELAN	European Liberal Arts Network
ELTE	Eötvös Loránd University Budapest
EU	European Union
Exec Off	Executive Officer
F	Foundation
FEMS	Faculty of Engineering, Mathematics and Sciences
FET/FETAC	Further Education Council/Further Education and Training Awards Council
FHS	Faculty of Health Sciences
Fig.	Figure
FTE	Full Time Equivalent
GAAP	Generally Accepted Accounting Principles
GCCC	Government Construction Contracts Committee
GDP	Gross Domestic Product
GDPR	General Data Protection Regulation
GCID	Grand Canal Innovation District
GRS3	Global Relations Strategy 3
GVA	Gross Value Added
H2020	Horizon 2020
HEA	Higher Education Authority
HEAR	Higher Education Access Route
HEI	Higher Education Institute
HRB	Health Research Board
IDF	Invention Disclosure Form
IEM	International Education Mark
INSA	Institut National des Sciences Appliquées de Lyon
IRC	Irish Research Council
ISB	International Student Barometer
ISCN	International Sustainable Campus Network
ISSE	Irish Survey of Student Engagement

IUA	Irish Universities Association
KICs	Knowledge Innovation Communities
KPI	Key Performance Indicator
LERU	League of European Research Universities
M/m	million
MIE	Marino Institute of Education
MOU	Memorandum of Understanding
MSF	Médecins Sans Frontières
NFQ	National Qualifications Framework
NGO	Non-Governmental Organisation
NUIG	National University of Ireland Galway
NUIM	National University of Ireland Maynooth
PGR	Post Graduate Research
PGT	Post Graduate Taught
PMO	Programme Management Office
PoC	Proof of Concept
PPI	Patient and Participant Involvement Working Group
Prof	Professor
QQI	Quality and Qualifications Ireland
QS	Quacquarelli Symonds
QUB	Queen's University Belfast
R&D	Research and Development
RAID	Risk, Actions, Issues and Dependencies
RCSI	Royal College of Surgeons Ireland
Sch	School
SDP	College Strategic Development Plan
Sen Mgmt	Senior Management
SEO	Senior Executive Officer
SFI	Science Foundation Ireland
SITS	Strategic Information Technology Systems
SME	Small to Medium Enterprises
Spec Purp	Special Purpose
sq.m./sq.m	square metres
SSR	Staff: Student Ratio
SUSI	Student Universal Support Ireland
TAP	Trinity Access Programme
TASSEP	Trans-Atlantic Science Student Exchange Programme
TBSI	Trinity Biomedical Sciences Institute
TCD	Trinity College Dublin
TCIN	Trinity College Institute of Neuroscience
TEP	Trinity Education Project
THE	Times Higher Education
TIDA	Science Foundation Ireland/Enterprise Ireland Technology Innovation Awards
TILDA	The Irish Longitudinal Study on Ageing
TLRH	Trinity Long Room Hub
ToR	Terms of Reference
TRI	Trinity Research Institutes
TSJCI	Trinity St. James's Cancer Institute
TTEC	Trinity Technology Enterprise Campus
TTMI	Trinity Translational Medicine Institute
UCC	University College Cork
UCD	University College Dublin
UG	Undergraduate
UL	University of Limerick
USTB	University of Science and Technology Beijing
VP	Vice President/Vice Provost
VP/CAO	Vice Provost/Chief Academic Officer



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

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