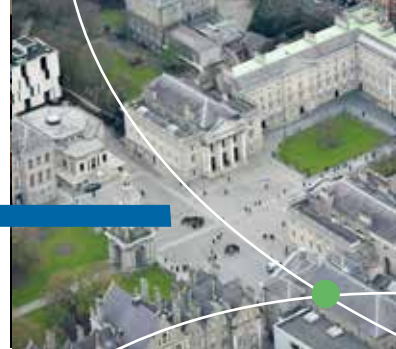


2020-2025

STRATEGIC PLAN



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

Community and Connection



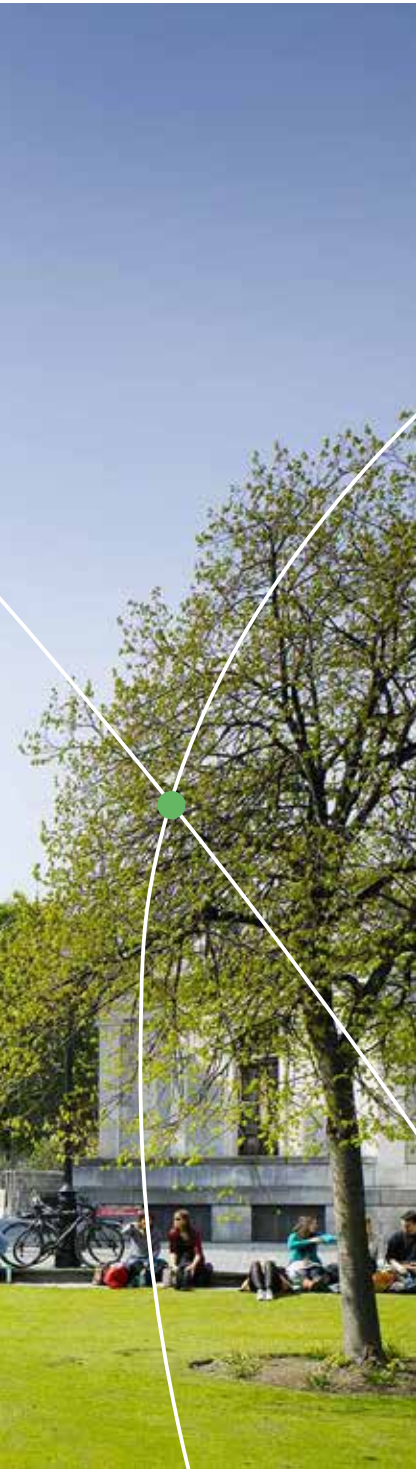
STRATEGIC PLAN
2020 — 2025

Community and Connection



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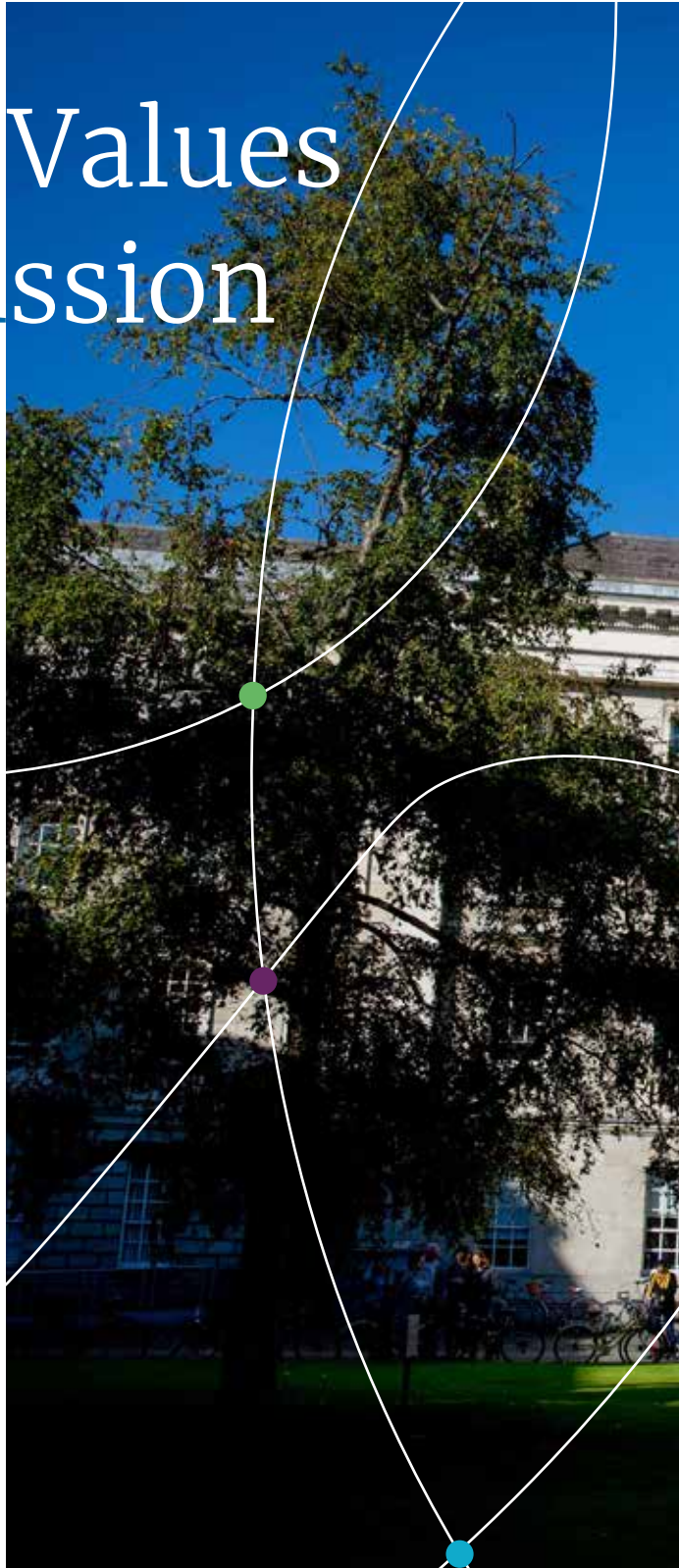




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Vision, Values and Mission





Our Vision

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

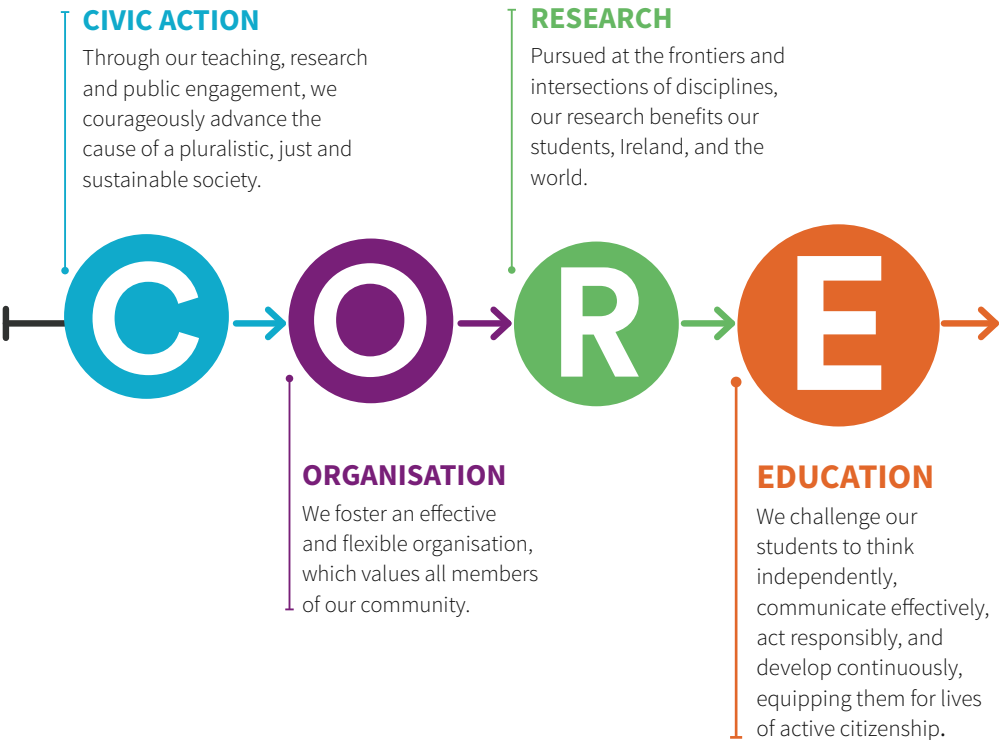


Our Values

Inquisitive
Pioneering
Responsible
Inclusive
Collaborative



Our CORE Mission





Introduction



This Strategic Plan will shape the future of this university to benefit Irish society and the wider world. The plan's title, '*Community and Connection*', reflects our conviction that, in an increasingly interdependent world, we need to work together more intensely and in new ways to address the formidable challenges facing us.

On behalf of all students, staff, and alumni, I thank those who have created this plan, including many colleagues and external advisors who were members of the various working groups. The strategic planning process was led by Chris Morash, Vice-Provost/Chief Academic Officer, until July 2019, and then by his successor, Jürgen Barkhoff, who brought the process to a successful conclusion. I thank them both for their skill and commitment. Geraldine Ruane, Chief Operating Officer, and Antoinette Quinn, Director of Human Resources, brought an essential emphasis on the role of professional staff with the '*One Trinity Community*' concept. The Chief Financial Officer, Peter Reynolds, and his team completed very important financial underpinnings of the plan on foot of which it was adopted by the Board in December 2019. By approving this Strategic Plan, the Board of the College takes the responsibility for ensuring it is implemented.

With this Strategic Plan, we aim to consolidate our achievements in several areas: participation and access, undergraduate curriculum reform, global relations and international student recruitment, research impact and the prioritisation of research themes, and financial sustainability.

This Strategic Plan also strikes out in new directions in response to new challenges. Chief among these challenges are those brought on by globalisation, technology, and environmental change. This Strategic Plan responds by proposing the E3 Institute in Engineering, Environment and Emerging Technologies; the development of an Innovation Campus at Grand Canal Dock; the creation of the Trinity St James's Cancer Institute; and the refurbishment of the Old Library and creation of a Research Collections Study Centre, alongside other initiatives that include a '*New Generations*' programme of academic staff recruitment and student scholarships.

It is also important that we address the global trend in reduced exchequer funding of higher education and research; reductions have happened in other countries too, though the reductions in Ireland have been more rapid than elsewhere in Europe. I believe Trinity has managed this financial situation well by the sustained efforts of the whole College community. However, there has been a cost in terms of global competitiveness manifested in the rankings. The key to overcoming this is in persuading the government to increase public funding for investigator-led research not only for the long-term benefits it brings to society but because it is the well-spring of innovation and a successful knowledge economy. We will

also continue our success in winning research funding from the European Commission programmes.

How we respond to challenges is conditioned by the values we hold. This new Strategic Plan articulates Trinity's values crisply in five words: inquisitive, pioneering, responsible, inclusive, and collaborative. Our vision continues to emphasise being a university of global consequence, but is now strengthened by better articulating what that means, including the aim of 'Inspiring Generations' to meet the challenges of the future through research and scholarship. I welcome these changes to the values and vision because they strengthen Trinity's mission as a research university.

Being a research university comes with great responsibilities. It means a commitment, first and foremost, to the value of new knowledge — a passion for creating it, and passion for sharing it with others through publication via various means, including Open Access, where the fruits of research and scholarship are disseminated to benefit society, and have impact on public policy and public life. Being a research university also means embodying the idea that universities are a partnership in learning between staff and students. And most importantly, research universities stand up to those who say we have had enough of experts and thereby call into question the validity of using knowledge to advance the cause of a pluralistic, just and sustainable society.

I look forward to working with the whole College community and all its supporters and collaborators to make the ambitious goals of this Strategic Plan a reality.

Yours sincerely,

Patrick Prendergast

PROVOST & PRESIDENT

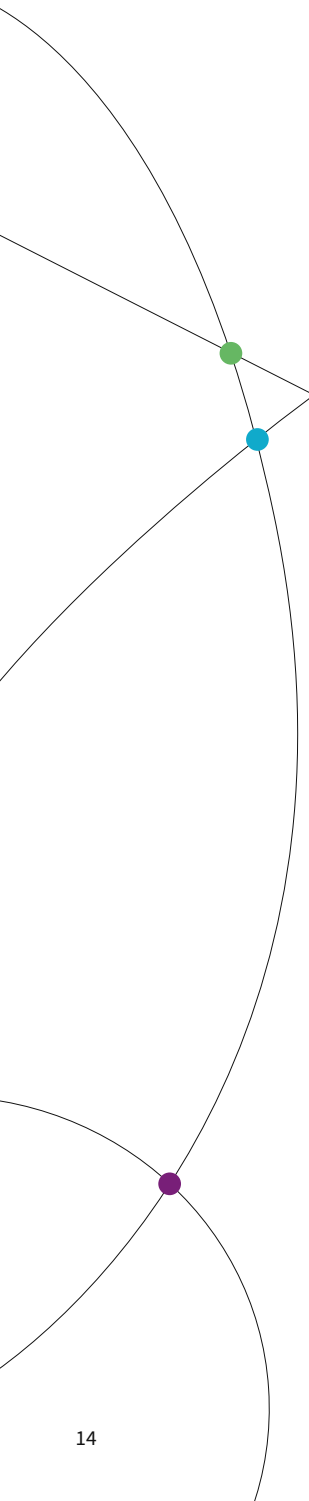


Towards 2025: Community and Connection





Towards 2025: Community and Connection



There is a small, unassuming building, tucked away on the grounds of Birr Castle, technically part of the Trinity campus, that can provide us with a way of understanding the place of Trinity College Dublin as Ireland's leading research university today. Its origin can be traced back to 1845 when William Parsons (Trinity graduate and later Chancellor of the university) built the largest telescope in the world, the 'Leviathan of Parsonstown', on the grounds of his castle. It is from here that a small community of ground-breaking scholars unravelled the spiral structure of galaxies and traced the moons of Jupiter. The Leviathan of today is the LOFAR radio telescope. It is made up of a digital network of antennae, spread across the entire continent of Europe. A LOFAR node sits by the ruins of the old Leviathan at Birr Castle, and Trinity's innocuous little building services it. And herein lies its message to our university community in the 21st century: growth and progress today are not about getting bigger, they are about being more connected.

We in Trinity know this. Inhabiting a 44-acre heritage campus in a compact, low-rise city centre is very different from operating a campus on a green field site, where expansion means filling the open spaces. The main Trinity campus, clustered around five squares and two playing fields, is a space in which every square metre matters. Living and working on a campus such as ours is a constant reminder of the lesson that resonates in so many ways around our planet today. In a finite world, growth and development can no longer be about moving into uninhabited territories, as if there will always be more land; today, development is about connecting, about living responsibly with the resources we have and will bequeath to future generations. For the Trinity community, being part of a connected world will involve understanding our global relationships and responsibilities in a new way, not least in our pursuit of the most ambitious philanthropic campaign in Irish history, 'Inspiring Generations', which will mobilise our 140,000 alumni and our supporters worldwide to raise €400m to take the university to its next stage of development.

Our three priorities are as follows:

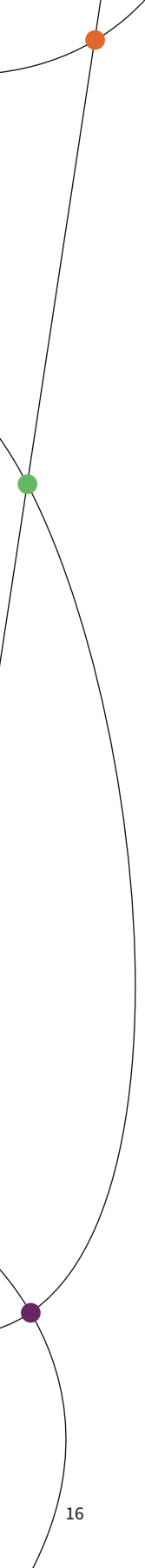
Priority 1: Diversity and the student experience

Thinking about Trinity in this way raises questions about the kind of university we strive to be and the optimum composition of our student body over the next five years and beyond. Having one of the best-educated workforces in the world has played no small part in Ireland's dramatic transition to an innovation economy over the past thirty years. We will need to maintain this success story in the years from 2020 to 2025 with an expected increase of around 12% in the number of students enrolled in Irish higher education by 2025. In Trinity, we will play our part to meet that demand and, based on a programme-by-programme analysis, we are projecting that our student population will grow from just over 18,000

in 2018 to approximately 21,500 in 2025. Such growth will be carefully managed across the different categories of students with a policy of resourced, strategic development which positions us to explore ever more creative options to meet the changing demands of an evolving student demographic. Above all, we are determined to ensure that such growth will not compromise the students' learning and access for all students, undergraduate and postgraduates alike, to individual attention and top researchers, to personal guidance and first-rate supervision. To that end, **we have an ambitious plan to hire new and additional academic staff across the faculties in key areas to bring down the overall student to staff ratio from its current high levels to 16:1.**

In a national context, where government policy values internationalisation, we are proud that our sustained efforts to bring students from around the world to Trinity play a substantial role in the €386m that international students contribute as export income to the Irish economy on an annual basis. However, in terms of what internationalisation means for the student from Singapore or from Sligo in the seminar room in Dublin, there is an aspect that needs to be better articulated that is not purely economic. Having a diverse mix of students learning together speaks strongly to our deeply-held value of being an inclusive community, and we think about socio-economic diversity and geographical diversity as part of the same strategic goal. So, for instance, **our Trinity Access Programmes will be instrumental in increasing the percentage of our undergraduate students from non-traditional backgrounds in higher education to 25% by 2025**, joining the 30-35% of students from outside the EU who will be part of our student population at that point. At the same time, we will, over the next few years, be developing with partner universities around Europe, one of the pioneering new European universities, CHARM-EU, in which students can build their degree by moving seamlessly between five different institutions. Fostering a diverse, globally-connected





student community is equally rooted in our core values of inclusivity and collaboration. Today, Trinity's identity as a globalised university maps on to the place of Ireland as one of the most globalised countries in the world of the 21st century.

Our student population will be changing in other ways, as the percentage of postgraduate students on campus will exceed 30%, moving us closer to comparable research universities in Europe and across the world. To prepare for this change, we will, over the next five years, fundamentally renew our postgraduate experience, both in our taught programmes and for our research students, and will develop a suite of new programmes linked to pioneering research initiatives.

The evolution of Trinity as a research university will also be a response to the recognition that the nature of work is changing radically, perhaps more radically than at any time in recent human history. An OECD report from 2018, *The Future of Education and Skills: Education 2030*, puts it like this: "We must prepare our students for jobs that have not yet been created, for technologies that have not yet been invented, to solve problems that have not yet been anticipated." At an undergraduate level, by 2020, the Trinity Education Project will have completed a major renewal of our undergraduate curriculum, instilling the graduate attributes of thinking independently, communicating effectively, acting responsibly, and developing continuously – precisely those future-proofing qualities that graduates will require. **We will continue the pedagogical renewal of the Trinity Education Project with our students as partners in learning and will also prepare our students for this new world of work with ambitious new programmes** such as those associated with our E3 (Engineering, Environment and Emerging Technologies) initiative, which, from 2022, will be housed in a new kind of physical learning environment, the Martin Naughton E3 Learning Foundry. Likewise, Tangent, Trinity's Ideas Workspace, will continue to ensure that we are among the leading universities in Europe for producing entrepreneurs, following through on the Irish government's *National Strategy for Higher Education to 2030*, which pointed to the universities as the seedbed of Irish innovation.

Our strategic response to the needs of a rapidly changing world of work has two further cornerstones. Firstly, we will meet a manifest and growing demand among alumni, life-long learners and our staff by **offering more short-cycle courses and by exploring micro-credentialing strategies over the next few years** that will bring new types of learners into the university. **Secondly, we will develop and implement a comprehensive digital learning strategy** which will put in place policies and structures to create an agile and adaptive core for a new technologically advanced learning environment.

Priority 2: Research for impact and sustainability

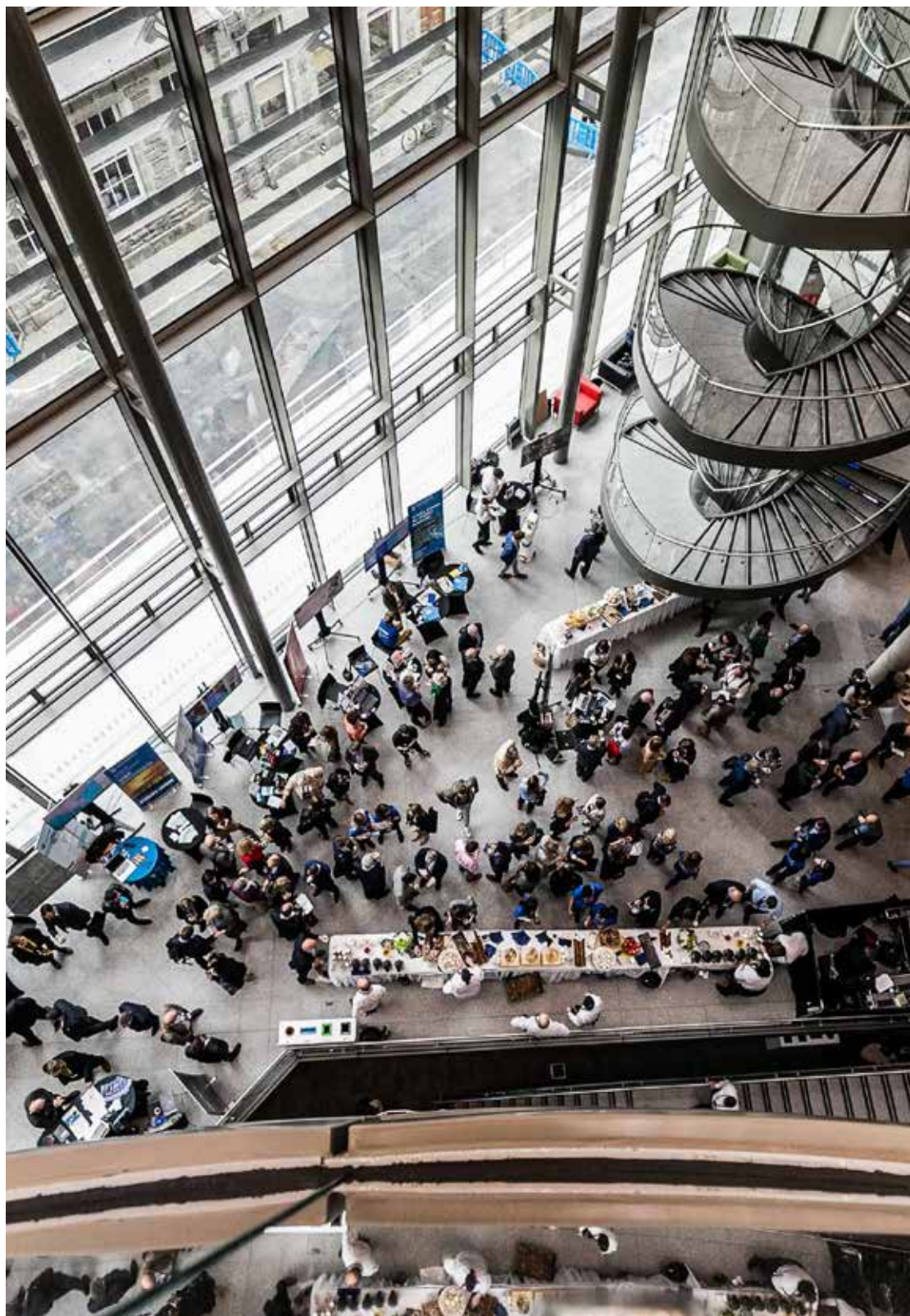
As Ireland's leading research organisation, we position "research at the heart of the university" and will "stand up for research", as articulated in our recent Living Research Excellence Strategy.

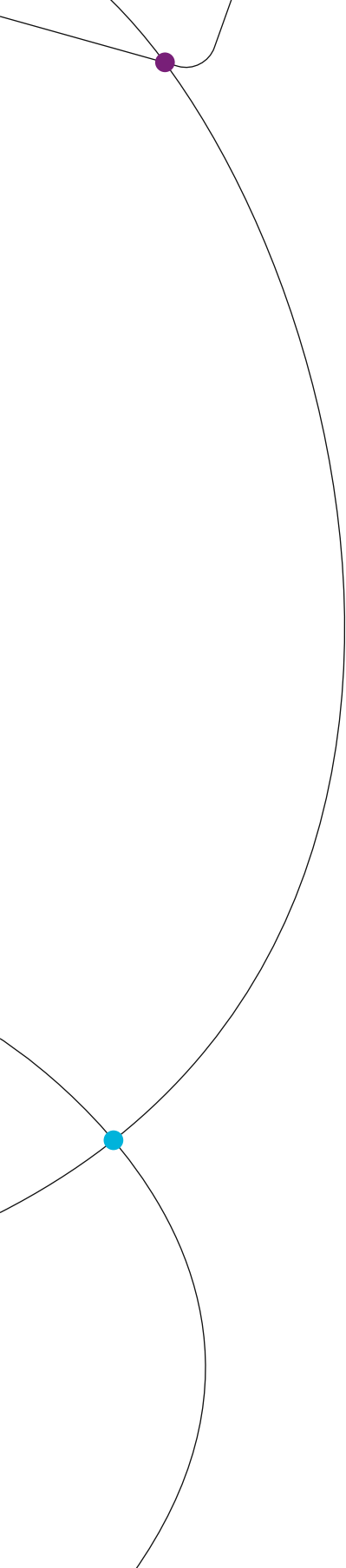
Over the next five years, we will be taking a leadership role nationally and internationally to ensure that the research environment allows transformative research to thrive, for the benefit of society. We will be campaigning for better funding for investigator-led research in the sciences, social sciences and in the arts and humanities; sufficient research overheads from research funders to make excellent research sustainable; more Ph.D. scholarships and more funding opportunities for individual principal investigators. We will make the case for diverse and nuanced ways of measuring research excellence and impact, particularly in the arts and humanities, where investment in staff will continue to develop one of Trinity's traditional strengths. Finally, we will significantly increase our partnerships with industry. In this respect, Trinity will be central to delivering on the promise of the national *Innovation 2020* strategy, which takes as its keynote a vision focusing on excellence, talent and impact in research to make Ireland a global innovation leader.



The Board of Trinity College Dublin

The major capital projects that will dominate the next five years signal our intent to be a research university of global consequence. Each development has been carefully deliberated on to make sure it will allow us to use our space more efficiently, weaving the campus more deeply into the fabric of a sustainable city. The university's Old Library lies at the heart of the campus and attracts over one million visitors annually; it is also home to one of the world's great collections. Over the next five years, **work will begin on a major conservation project for the Old Library, enabled by philanthropy**, which will include a new Research Collections Study Centre that will greatly facilitate researchers' opportunity to perform ground-breaking scholarship in the humanities and social sciences.





To the east of the main campus, we will be part of a €1bn project to create the Grand Canal Innovation District, a project of national strategic significance aligned to the infrastructural vision of *Project Ireland 2040*. The **Trinity @ Grand Canal Quay campus will be one of the cornerstones of this remapping of Dublin.** To the west of the main campus, in partnership with St James's Hospital, we will be developing a Comprehensive Cancer Centre as a flagship for excellence in clinical care, research and education in oncology. Dublin is already a vibrant city with a global presence, and these major developments continue our engagement with our neighbours, with Dublin city, and with the Irish government, to make Dublin one of the world's major centres of innovation and creativity in the 21st century.

Underlying all of this activity is a deeply-felt sense that, as members of a university community, we have a unique privilege in being able to shape the future for the better. In order to give this ethical core a point of focus over the next five years, **we have set ourselves a grand challenge: we will align ourselves to the UN Sustainable Development Goals, significantly increasing the extent to which our research and teaching aligns with the aim of achieving a healthy and sustainable planet.** The E3 initiative, in both its teaching and research phases, addresses these challenges directly; tackling the UN Sustainable Development Goals will, however, require sustained collaborative research across all disciplines that involves the Sciences, Health Sciences, Social Sciences, and Arts and Humanities together. Beyond research and teaching, however, we are deeply committed to sustainability in terms of how we live as a community, and we will continue to find new and creative ways to make our world fairer, healthier and more sustainable, whether it is in our adoption of sustainable commuting and working practices, or how we invest.

Priority 3: Community and effective organisation

In recognising that the profile of the students will considerably change over the next five years, becoming more diverse and learning in new ways, **we must ensure that our staffing, infrastructure and processes are matched to a changing student population.** Trinity has always been distinguished by the strong sense of belonging it fosters among its students. Trinity students are citizens of a community, participating in its governance and contributing their own strategic plan - published by the TCD Students' Union for 2019-2024 it promises to hold the university to account for commitments made to enhance the student experience. This is to be welcomed by all. The special relationship between students and the institution of which they are a part is kept alive by features of student life such as the Tutor system (with its roots in the 18th century), the vibrant life of student societies, and the active involvement of students in the governance of the university at all levels. However, further developing the student experience will require investment. To ensure that the residential



nature of the College is maintained, we will be building at least 600 more student rooms over the next five years and work continuously to enhance the campus as a place that is open to the students for formal and informal learning.

The relationships between academic staff and students only constitute one axis in the network of interdependencies that make up a university. We will adopt the principle of 'one Trinity community' in which all feel ownership and in which all are heard and valued, and put in place practices and policies to make it a reality, fostering values of mutual respect and collaborative working for everyone in the College. Central to this initiative will be **finding new ways to create a more transparent, flexible and effective organisation**. This will entail increasing interoperability between our support systems and enhancing effectiveness overall, so that academic staff will be able to focus more on their core mission in education and research.



Our commitment as an organisation to responsible self-governance means accountability to our diverse stakeholders, including students, staff, alumni, donors, funders, government and the local community. We will review our governance structures to ensure they enhance our capacity to deliver on our strategy and ambition and to support the effective and successful management of the university.

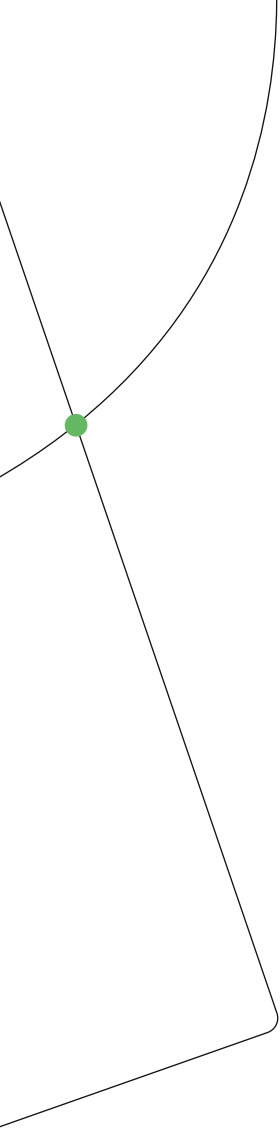
Our strong commitment to values of inclusivity and equality also means that we will unrelentingly pursue our ambitious targets towards full gender equality under the Athena SWAN programme and the *HEA National Review of Gender Equality in Higher Education Institutions (2016)*. We will develop a robust Equality, Diversity and Inclusion strategy which will drive these principles. **Our strong sense of ethics and societal responsibility also manifests itself in a widely-shared commitment to embed, enable and articulate civic action in research, in teaching, and in our institutional culture.**

This may only be one aspect of our mission that informs the multifaceted life of a complex organisation, but it also crystallises our vision of who we are: *"We are a globally connected community of research, scholarship and learning, inspiring generations to meet the challenges of the future."*

Our Cross-cutting Goals:

The three priorities articulated previously are realised by the following nine cross-cutting goals:

1. We will foster an ever more diverse and inclusive student community.
2. We will support a transformative student experience.
3. We will practice next-generation teaching and learning.
4. We will stand up for research, its quality and impact.
5. We will shape our organisation and focus research around the challenge of achieving a sustainable and healthy planet.
6. We will enrich and expand our global network.
7. We will develop and inhabit our space responsibly.
8. We will be one Trinity community.
9. We will secure the financial basis for our future development.



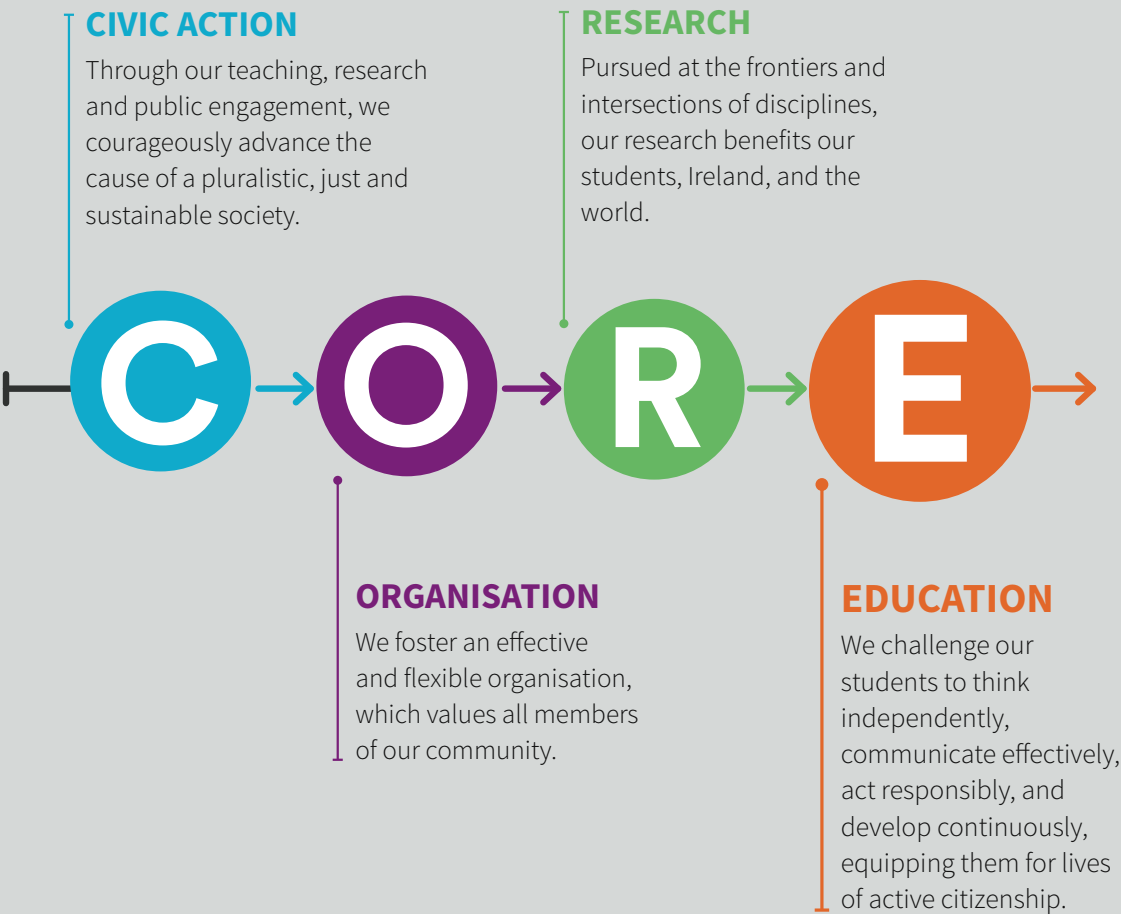
These goals are referred to as ‘cross-cutting’ because no one goal relates purely to a single aspect of our mission. Instead, the plan recognises that, in a complex organisation made up of people that are both internally and externally interconnected in a myriad of ways, each goal will develop multiple aspects of the mission. Each goal is supported by a number of actions and targets, which are each only mentioned once under the goals, though most of them address more than one aspect of our mission and therefore also relate to other goals. To make this interdependence visible, this Strategic Plan links each target to our CORE mission.

One of our actions, for instance, is our commitment to undertake important conservation work on the Old Library. With the creation of a Research Collections Study Centre being part of this, it will develop our research goals and also contribute to research-led teaching, while at the same time, it will require infrastructural work, financial planning, and policy initiatives, and the new Exhibition Centre will form part of our engagement with wider society. Therefore, this project relates to all four aspects of our mission: Civic action **C**, Organisation **O**, Research **R** and Education **E**. To make this interconnection visible in the plan, the action is therefore represented by **CORE**.

These nine interconnected and cross-cutting goals are the result of a process of consultation and strategic planning across the entire institution. Strategic planning is very much an ongoing process and, as such, an intrinsic part of life in Trinity, driving our decisions and actions at every level. In the period leading up to this new plan, we have approved no fewer than nineteen individual strategic initiatives that will take shape in the five-year period from 2020 to 2025. These range, for example, from our commitment to revitalise our administration and professional services under START, to the Trinity Business School Development Plan which enabled the opening of our new €80m Business School in 2019, to the €400m ‘Inspiring Generations’ Philanthropic Campaign also launched in 2019. These individual initiatives, with their actions, targets and underlying business cases, have all combined to help inform and shape this Strategic Plan. They are referenced using acronyms at the end of each action or target, linking into the appendix which provides fuller details of these initiatives and those involved in their implementation.



Our CORE Mission



9 Goals





Goal 1:

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

Trinity is committed to a policy of managed and resourced growth, prioritising quality of education, access, internationalisation and student experience. By 2025, our student body will be approximately 21,500 students. We are an inclusive community that values diversity and is committed to providing adequate supports mapping on to that diversity. We recognise that diversity takes many forms. We are committed to widening access to university across the social spectrum in Ireland and will intensify the pursuit for greater equity of access by strengthening our Trinity Access Programmes. At the same time, we will continue to attract the best students from around the globe in a manner that is commensurate with our identity as a European university making a global impact in research and scholarship. By the same measure, we take seriously our responsibilities as an Irish university, with a duty to educate the next generations from the whole island of Ireland, north and south. We will also significantly increase our modular offerings and short-term programmes, thus catering for the growing needs of continuous professional development, equipping life-long learners for a rapidly changing world of work. We do all this because we recognise, as educators, that learning is made richer when the voices heard around the campus speak in many idioms.



To achieve this goal, we will:

-  1.1 Pursue strategies to ensure that by 2025, 30-35% of our students will come from outside of Ireland, up from our 2016/17 baseline of 24%. [GRS3]
-  1.2 Approve a new undergraduate admissions strategy by 2021 to spur on excellence by increasing the socio-economic and geographical diversity of the Irish students in the university. [SL]
-  1.3 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. [TAP]
-  1.4 Have had, by 2023, 100 school engagements under Trinity Access 21, with 20 of these being in-depth partnership (Leader schools) over 6 years and 80 of these being 1 to 3-year engagements in the Schools of Distinction award scheme (Network schools). [TAP; TA21]
-  1.5 Increase access and ensure inclusivity. 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 population. [AP]
-  1.6 Ensure our diverse student community has access to state-of-the-art support with broader and more diverse catering offerings, including venues for preparing their own food. [GRS3; D&I; TCDSU]
-  1.7 Embed a culture of equality, inclusion, respect and dignity across all aspects of our operations to provide a foundation for the flourishing of all our students regardless of their background through instituting a robust Equality, Diversity and Inclusion strategy. [D&I]
-  1.8 Expand the range of scholarships for the student body enabled by philanthropy. [TDA]
-  1.9 Engage the wider university community in empowering students with disabilities. [D&I]
-  1.10 Develop and enact strategies, policies and procedures to enable more diverse and more flexible learning and programme delivery in the areas of continuous professional development and micro-credentialing, including a policy on prior accredited learning. [SL; AR]

Goal 2:

We will support a transformative student experience.

Students are formally recognised in Trinity as partners in the governance of the university through membership of Board and Council, and through the Student Partnership Agreement. We work together as active partners to further develop the Trinity student experience and to ensure that it supports the development of the full potential of our students. The unique atmosphere and compact footprint of our main campus is central to the creation of a vibrant student community. All throughout Trinity's history, it has been a community in which formative student experiences take place as much outside as inside the seminar room, lecture hall or laboratory. 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, or through the various student publications supported by the university. To ensure that the learning experience of Trinity's students continues to be based on close interaction with their lecturers and their research, we are committed to improving student-staff ratios by combining a policy of regulated growth in student numbers across the different categories of students with a major investment in staffing.

We will also support formal and informal learning in its various forms with improved student services. As the campus population grows, there is increasing pressure on space, and so we will take steps to enhance both the learning spaces and the informal spaces in which so much student life takes place. More pressingly, Trinity's location in one of the most vibrant parts of a dynamic capital city means that affordable student accommodation will continue to be a challenge in the years ahead. We will meet that challenge by not only building more student rooms, but also by diversifying our residential options with an eye to affordability. All of these actions are enablers for the over-riding objective: being a Trinity student must be a transformative experience that enables our students to embark on successful careers and lead fulfilled lives as engaged citizens of the world, equipped with the graduate attributes to think independently, to communicate effectively, to act responsibly and to develop continuously.



To achieve this goal, we will:

-   2.1 Reduce the student:staff ratio to 16:1 by 2025, from a 2017/18 baseline of 18:1. [VPO; FSD; DR]
-    2.2 Bring the undergraduate experience closer to the research postgraduate experience through the mainstreaming of Capstone Projects across all programmes by 2020. [TEP]
-    2.3 Fundamentally re-evaluate the student experience for both postgraduate taught and postgraduate research students and ensure that their bespoke needs are met. [DGS]
-   2.4 Grow the quality and capacity of student services in line with the growth of the student body and increase health and well-being services for students. [CSD]
-   2.5 Enhance the student experience through increased engagement with career and personal development activities. [TEP]
-   2.6 Develop the Tutorial system for undergraduate students, increasing the number of College Tutors and reducing the size of their student chambers. [ST]
-   2.7 Mainstream seamless online module registration, enrolment and subsequent integrated information for all students. [TEP; CSD]
-   2.8 Open more casual student spaces and informal learning spaces to support increased student time on campus by, for example, renovating the 1937 Reading Room as a dedicated full access postgraduate student space. [ES; LS]
-  2.9 Open Printing House Square early 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. [ES; TCDSU]
-  2.10 Work with the Students' Union to augment the Accommodation Advisory Service. [DS; TCDSU]
-   2.11 Introduce robust procedures for addressing issues that arise from student surveys, including the Irish Survey of Student Engagement and International Student Barometer. [DS]

Goal 3:

We will practice next-generation teaching and learning.

In Trinity, our teaching is research-led in the fullest sense; our curriculum at all levels is continuously being reshaped by the new knowledge we create. At the undergraduate level, renewal of the Trinity education developed over the 2014-19 Strategic Plan will complete its project phase in 2020, after which the work of continuous pedagogical renewal will continue as an ongoing part of the life of the university. Over the course of this Strategic Plan, we will focus on enhancing the experience of our postgraduate students and will fundamentally re-evaluate and renew our approach to structures, programmes and the pedagogy of our postgraduate taught courses and to our models of supervision for postgraduate research students. Conservative projections show that our student population will consist of more than 30% postgraduate students by 2025, and in the medium term, we are heading for a student mix of approximately two-thirds undergraduate to one-third postgraduate. As Ireland's leading research university, we believe this to be an appropriate goal, and that we should also copperfasten this by becoming Ireland's leading graduate school.

For all our students, the emerging challenges of new disruptive technologies to the future of work and learning give an even greater relevance and urgency to the continuous development of our teaching and learning strategies. Globally, it is becoming increasingly clear that as new technologies impact on ever-widening fields of work, it is more essential than ever before that we become adept not only at mastering those technologies, but also at those things machines will never do as well as humans such as thinking creatively, developing genuine and empathetic relationships with fellow human beings, and entrepreneurship in its widest sense. In such a time of rapid and radical technological innovation, teaching and learning itself must continue to embrace emerging technologies, and we will do this by developing a comprehensive new digital learning strategy that will provide a framework for using a full spectrum of digital learning tools, making them part of the mainstream pedagogical practice of the university.



To achieve this goal, we will:

-  3.1 Embed and mainstream the innovations of the Trinity Education Project (including Electives, Pathways, Capstone Projects, and the supporting structures of a fixed timetable). [TEP]
-  3.2 Strengthen our Partners in Learning approach with our students and develop a new Curriculum Hub to provide a centre for continuous pedagogical renewal. [TEP; TT&L]
-  3.3 Increase the number of postgraduate students and pursue strategies that will see Trinity's student profile shift to more than 30% postgraduate by 2025. [LSDP; GRS3]
-  3.4 Meet this changing student profile, within the lifetime of this Strategic Plan, by instituting a major and systemic renewal of all facets of postgraduate education. [DGS]
-  3.5 Develop a suite of new postgraduate taught modules and courses across schools and faculties. [DGS]
-  3.6 Fundamentally renew our structured Ph.D. programme. [DGS]
-  3.7 Develop substantial new capacity for postgraduate research space in our ambitious Trinity @ Grand Canal Quay development on the TTEC site. [T@GCQ]
-  3.8 Implement a full-spectrum digital learning strategy by 2022. [DTS]
-  3.9 Offer, through Tangent, our student entrepreneurship centre, new specialised entrepreneurship modules for postgraduate students. [TG]
-  3.10 Mentor, through Tangent, 3,500 students in new venture ideas by 2022. [TG]
-  3.11 Develop new support technologies and an enhanced Learning Management System by 2023 supporting our learners whether on or off-campus. [DTS]
-  3.12 Increase, as part of the Continuous Professional Development Framework for academic staff, the number of graduates from the Special Purpose Certificate in Academic Practice by 30%. [TT&L]
-  3.13 Deepen Trinity's strategic alliance with Marino Institute of Education. [RG]
-  3.14 Develop Trinity's strategic relationship with the Royal Irish Academy of Music. [RG]
-  3.15 Implement procedures to recognise civically-engaged teaching. [RG]
-  3.16 Welcome students to at least ten new Trinity Joint Honors programmes by 2022. [TJH]

Goal 4:

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

As one of Europe's leading research universities, we place research at the heart of what we do. We are driven by a passion for research and scholarship; it shapes our teaching and is the engine of our engagement with society. This means understanding our teaching mission as research-led at all levels, ensuring that the quality of supervision offered to all students is cutting edge and reflects best practice, and implementing the values of our Research Charter and the actions of our Living Research Excellence Strategy, thereby consolidating our place as Ireland's leading university.

We take pride in the excellence and reputation of the research and scholarship of academic staff, postdoctoral researchers and research students across all three faculties (Arts, Humanities and Social Sciences; Engineering, Mathematics and Science; and Health Sciences) and value the diversity of research and scholarship across the disciplines and in all its forms. The ground-breaking research of all members of our research community stretches across the full gambit of research activity, disciplinary and interdisciplinary, individual and collaborative, basic and applied, covering the whole spectrum of the innovation chain.

Our five Trinity Research Institutes and nineteen collaborative Research Themes have a special role within our research eco-system, advancing interdisciplinary and collaborative research, attracting and housing externally funded large scale projects, contributing to addressing the great challenges of our time and articulating the value and reach of our research to academic and non-academic audiences. Our structured Ph.D. programme seeks to provide our students with a top-quality doctoral education in which they receive excellent supervision and generic as well as discipline-specific skills training. This will ensure their research is of the highest possible quality and that they have the tools to equip them for successful careers.

A central element of our ambition to establish Dublin as a major global centre for research and innovation are our plans to develop a new Trinity @ Grand Canal Quay campus, where this €1bn research and innovation campus will become the heart of an Innovation District that will have the potential to propel Dublin into the top 20 innovation cities in the world.

Our reputation as a university flows from research, and from our firm focus on quality and impact. Over the course of this Strategic Plan, we will deliver flagship research initiatives of scale that bring together and harness the individual expertise across the university to tackle key societal challenges of our time.

To give research and its people its central place in our strategies, we will nurture and reward ingenuity, creativity and ambition, generate the resources we need, work closely with national funding bodies such as SFI, HRB and IRC, support research staff and continue to improve the research environment to make Trinity a better place in which to do research. We will defend institutional autonomy and academic freedom as the foundations on which excellence in research rests.



To achieve this goal, we will:

-  4.1 Increase academic staff in excess of 200 to enhance research excellence across the university. [DR; FAHSS; FEMS; FHS]
-  4.2 Target strategic hires in key areas of research excellence and impact. [LRES]
-  4.3 Continuously improve our processes around hiring and retention of high calibre staff so we can ensure that we continue to attract and keep the very best researchers and research support personnel. [LRES]
-  4.4 Secure philanthropic support through the *Inspiring Generations* Campaign for key research positions. [TDA]
-  4.5 Institute a major and systemic renewal of all aspects of doctoral education in Trinity to ensure the distinctive character of that education as a holistic concept in which doctoral students receive a diversity of cutting-edge skills training to complement their research. [DGS]
-  4.6 Provide structured and sustained support to Early Career Researchers such as postdoctoral and research fellows and work to integrate them more fully into the life of the campus. [LRES]
-  4.7 Become a world leader in how we communicate research and its impact to our multiple audiences. [LRES; PAC]
-  4.8 Host public research events around the campus, including more than 1,000 in the 2020 to 2025 period in the Trinity Long Room Hub. [TLRH]
-  4.9 Systematically present policy-relevant research to decision-makers through a host of seminars and workshops. [LRES]
-  4.10 Leverage Trinity's central location in an EU capital city as a focus for social science research and outreach activities, bringing research impact and an evidence base to vital policy debates on growth, equality ethics and Ireland's position in a changing world. [DR; FAHSS]
-  4.11 Further develop and support academic consultancy across the disciplines via CONSULT Trinity. [CT]
-  4.12 Lead on Open Scholarship and promote Open Access publication. [LRES; LS]
-  4.13 Create a new Research Collections Study Centre in the Old Library, opening up the unique and distinct collections to postgraduate research and visiting researchers in new ways. [ES; LS]
-  4.14 Put in place an Industry Advisory Board by 2020. [TR&I]
-  4.15 Consolidate the position of our Trinity Research Institutes and collaborate with SFI Centres to optimise mutual opportunities through AMBER, ADAPT and CONNECT. [LRES]
-  4.16 Stand up for research and its people through systematic lobbying for increased national funding for investigator-led research across the disciplines, increased stipends for funded Ph.D. researchers, a balanced research ecosystem and a more sustainable rate of overhead return on research. [LRES]

Goal 5:

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

As a university community, we are deeply committed to furthering the cause of a just, pluralistic, inclusive and sustainable society. Our ranking at number 28 in the world in the THE Impact Rankings 2019 testifies to our successes in this regard. We bring together a powerful concentration of specialist abilities and we take seriously the very real societal responsibilities this brings. Engagement with society is a defining hallmark of our identity, and research that tackles the great challenges of our time is at the heart of our research mission. Equally, the graduate attributes which inform our approach to teaching at all levels prepare our students to lead their lives as responsible global citizens. Bringing these different perspectives together, we commit ourselves to finding ways in which as many members of the university as possible can contribute to furthering the UN Sustainable Development Goals. This will involve identifying, and bringing together, research being carried out across the university that touches on questions of sustainability and healthy living. The UN SDGs include not only climate action and addressing poverty and hunger, but also relate to education, gender equality, peace and justice, and sustainable cities. In our schools, research institutes and research themes, we will bring together and highlight teaching, research and scholarship that maps on to the seventeen UN SDGs. Strategic initiatives such as the proposed E3 research institute in Engineering, Environment and Emerging Technologies at our new Trinity @ Grand Canal Quay campus, or the development of programmes to be housed in the Martin Naughton E3 Learning Foundry, will help to equip new generations to tackle the grand challenge of sustainability. Likewise, our pivotal role in the Global Brain Health Institute places us at the forefront of research on healthy ageing. Beyond such specific projects, however, we will align ourselves with the UN SDGs in the ways in which we conduct our lives as members of the College community.



To achieve this goal, we will:

-  5.1 Commit to strong ethical leadership in all we do, from research to staff development and throughout the activities of our entire university community. [DR; RG]
-  5.2 Create a UN Sustainable Development Goal Hub using our research data to monitor research in all fields linked to the UN SDGs. [LRES; SST]
-  5.3 By the end of 2020, have set targets for the significant reduction of our carbon footprint. [DR; RG]
-  5.4 Provide leadership in sustainability through improvements in energy use, reduction in waste including single use plastics, promoting areas such as sustainable transport and biodiversity, and ensuring all new buildings are based on sustainability principles. [SST]
-  5.5 Support and conduct civically-engaged research thereby increasing the number of research outputs connected to UN SDGs by 20% by 2025. [LRES; SST]
-  5.6 Promote civically-engaged research across the university and host public engagement events relating to the UN SDGs in our schools and research institutes, highlighting to the wider public and policy makers the impact of our work. [LRES]
-  5.7 Introduce new funded Ph.D. scholarships in line with UN SDGs. [LRES, PC]
-  5.8 Build the teaching programmes and research projects of the CHARM-EU alliance around the grand challenge of “Reconciling Humanity with the Planet”. [LRES; GRS3]
-  5.9 Achieve an Athena SWAN Silver award by 2025. [AS]
-  5.10 Integrate the SAGE Charter for gender equality into our policies and practices by 2021. [AS]
-  5.11 Contribute, as part of the Global Brain Health Institute, to the goal of having 125 Atlantic Fellows for Equity in Brain Health working globally by 2022 to create a zealous, creative community of leaders combining to reduce inequities in the field of brain health. [GBHI]

Goal 6:

We will enrich and expand our global network.

In a world in which connectivity is the new growth, Trinity will grow as a university - not primarily by getting bigger, but by becoming ever more connected in an interdependent world. We will do this by playing our role as a proactive member of a world community of researchers, scholars and educators, strengthening our global network of research and educational links. In 2019, the university launched its third Global Relations Strategy (GRS3). Where earlier Global Relations strategies focussed on increasing the numbers of non-EU students, the new strategy takes a more holistic approach, developing our links with our European neighbours, including the UK, as well as deepening our relationships with partners in the rest of the world. In the European context, we will further develop our involvement with the League of European Research Universities (LERU) and the Coimbra Group of European Universities. As a member of CHARM-EU, one of the pioneering first-round university alliances supported by EU funding, we will develop and test an entirely novel concept of a European University, offering challenge-based, multidisciplinary and collaborative degrees, with students moving flexibly across all member institutions. We will increase the number of dual and joint degrees with top partner institutions from around the world based on our highly successful model partnership with Columbia University. At home, we will increase mobility for staff and students at all levels and embed internationalisation deeper in the curriculum and in campus life, ensuring that all our students are better prepared for lives and careers as global citizens. Our new Trinity @ Grand Canal Quay innovation campus will actively engage researchers with both domestic and international companies, and we have ambitious targets to increase the numbers of international companies with whom we collaborate. To achieve all of this, we will continue to collaborate with our network of alumni to strengthen our partnerships around the world.



To achieve this goal, we will:

- 

6.1 Nurture the lifelong relationship between the College and its alumni community through innovative programmes and engagement. [TDA]
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6.2 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. [PC; TDA]
- 

6.3 By 2025, ensure that 50% of the graduating undergraduate cohort will have had an international experience as part of their programme. [GRS3]
- 

6.4 Develop teaching and learning initiatives to embed an international perspective into the curriculum for all students and across all disciplines. [TT&L]
- 

6.5 Enter into at least one new dual, one new joint and three new articulation programmes per Faculty by 2025. [GRS3]
- 

6.6 Deliver a model for the future European University through CHARM-EU. [LRES; GRS3]
- 

6.7 Intensify our engagement with LERU and the Coimbra Group. [LRES; GRS3]
- 

6.8 Further diversify the international student body with an additional 1,000 non-EU students, bringing their overall number to 4,000 by 2025. [GRS3; E3; LS; BSDP; SOM]
- 

6.9 Increase the number of non-EU postgraduate taught students by 42%. [GRS3]
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6.10 Increase the number of students on our International Foundation Programme with our partner institution, Marino Institute of Education, to 120 by 2025. [GRS3]
- 

6.11 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. [T@GCQ]
- 

6.12 Add at least one new industry collaborating company from a new country per year. [IS2]
- 

6.13 Build a new web presence, based on a Content Management System. [DTS]

Goal 7:

We will develop
and inhabit
our space
responsibly.

Trinity has one of the world's most beautiful campuses. We inhabit an historic, residential campus, located in the heart of a vibrant and fast-changing city. This unique space is an intrinsic part of Trinity's distinctive quality that creates a unique student experience and draws more than a million visitors annually. This comes with a responsibility to look after it, maximise its potential in a sustainable manner, develop the relationship with our neighbours and integrate it more into the fabric of the city. Working and living within the bounds of a city-centre campus means understanding our space better and reshaping it so that we can use it more efficiently. As stewards of some remarkable historic buildings, we will begin work to conserve our landmark Old Library, as well as restoring the oldest building on campus, the Rubrics, which dates from the 1690s. At the same time, we are building for the future. The next five-year period will commence with the opening of substantial new student accommodation at Printing House Square. With the support of our donors, we will build an innovative new teaching space, the Martin Naughton E3 Learning Foundry, and begin work both on a new Law School and on the Trinity St. James's Cancer Institute at our partner St. James's Hospital's site. The next five years will also be the period in which we will lay the groundwork for our second campus, Trinity @ Grand Canal Quay, a transformational development project for Ireland's future.



To achieve this goal, we will:



7.1 Launch, by 2022, the masterplan for Trinity @ Grand Canal Quay, part of the Grand Canal Innovation District initiative, providing infrastructure for new research linking Engineering, Environment and Emerging Technologies. [E3; T@GCQ]



7.2 Complete work on a new generation teaching space enabled by philanthropy, the Martin Naughton E3 Learning Foundry, by 2022, providing a home for the E3 project, uniting the Schools of Computer Science and Statistics, Engineering, and Natural Sciences. This building will achieve Well Building standards and BREEAM excellence. [E3; ES]



7.3 Develop plans for a new Law School with new and enhanced learning and research facilities. [LSDP]



7.4 Complete architectural plans for and begin the conservation and redevelopment of the Old Library, including a new Research Collections Study Centre and new Exhibition Visitor Centre. [ES; LS]



7.5 Build the new collaborative off-site Collections Resource Centre, thereby improving the environment for our collections and enabling the re-imagining/re-configuration of our contemporary library spaces. [ES; LS]



7.6 Refurbish, by 2022, the campus's oldest building, the Rubrics, and Chief Stewards House, providing new student and staff accommodation and a research space for Fellows Emeriti. [ES]



7.7 Begin developing the new Trinity St. James's Cancer Institute. [TSJCI]



7.8 Redevelop our sports facilities and infrastructure at Iveagh Grounds. [ES; TCDSU]



7.9 Commit to a programme of continual improvement and uniformity of standards of our learning and teaching spaces, facilitated by improved data around the use and condition of the spaces ensuring more effective management for a better student experience. [TEP; CSD]



7.10 Encourage sustainable transport and biodiverse rich areas on campus. [SST]



7.11 Ensure that our built structures accommodate staff and students in an inclusive manner. [D&I; ES]

Goal 8:

We will be one Trinity community.

The university community in Trinity is driven by shared convictions and ambitions, a strong sense of belonging and an ethos of collegiality. It functions as a complex web of relationships, not only embracing academic staff, professional staff and students, but also reaching outwards to our global network of 140,000 alumni worldwide, our partners in industry, in other universities around Ireland and the world, and our generous benefactors. Community in this sense also means recognising that the campus embraces not only the main city-centre campus, but includes colleagues working in St. James's Hospital, and in Tallaght University Hospital, as well as in offices and associated programmes stretching from Belfast to Columbia University to Singapore Institute of Technology. As with any complex set of relationships, there is the daily challenge of keeping everyone informed and involved. More fundamentally, there is the need to renew constantly the recognition that all members of the community together contribute towards achieving the work of the university. We can do this by finding new ways to make our means of working fairer for all. This includes a fundamental commitment to promote equality and inclusivity in all that we do. We will be more transparent, more agile, and more effective, and we will make our decision-making processes simpler. However, and perhaps most importantly, it means affirming that we put people – students, academic staff, professional staff, alumni, friends – at the core of what we do in a community founded on mutual respect and sharing a common purpose.



To achieve this goal, we will:

-  8.1 Develop communication channels that will enable connection and contribution by all members of our community, in recognition of the need and desire of all staff to be involved in the university community. [PAC; HR]
-  8.2 Make equality, diversity and inclusion a cornerstone of our ethos and practice across all aspects of College life by instituting a robust EDI strategy and action plan. [D&I]
-  8.3 Ensure that at least 40% of Chair Professors will be female in Trinity by 2025. [AS]
-  8.4 Create a new internal College intranet and continue to develop our internal communications. [PAC]
-  8.5 Recognise and reward staff achievement in fair and transparent processes. [HR]
-  8.6 Invest in the development of staff at all levels in the university with programmes such as Career Frameworks and Leadership Development. [HR]
-  8.7 Encourage the physical, mental and social health of the whole College community through implementation of the Healthy Trinity initiative. [HT]
-  8.8 Strengthen connections to our alumni community, building our alumni network worldwide and engaging our alumni to achieve 150,000 volunteer hours by 2025 as part of our *Inspiring Generations* Campaign. [TDA; GRS3; PC]
-  8.9 Ensure that our decision-making is transparent, flexible and effective. [PO; SO]
-  8.10 Explore ways of making Heads of School more fully integrated into the university's decision-making processes. [VPO; SO]
-  8.11 Re-evaluate our approach to postdoctoral researchers in the campus community and work to integrate them more fully into the life of the campus. [LRES]
-  8.12 Create opportunities for all categories of staff to enrol in available modules across the university for continuous professional development and micro-credentialing. [HR; DTS; VPO]
-  8.13 Continue to strengthen our data and information tools to enable collaboration and strategic decision-making, especially in the area of diversity and inclusion data. [DTS]
-  8.14 Establish a Working Group on Family Leaves and Flexible Working and monitor the take-up of maternity, paternity and parental leave. [AS]
-  8.15 Implement fully the Core Meeting Hours Policy. [AS]
-  8.16 Further improve the status of the Irish language in College life through services, training and events in the spirit of the Official Languages Act (2003). [SO]
-  8.17 Implement a new CRM (Customer Relations Management) system by 2022, allowing us to work more effectively with those from beyond the College community. [DTS]
-  8.18 Embed and foster a culture of philanthropy within Trinity and lay foundations for future philanthropic campaigns. [TDA]

Goal 9:

We will secure the financial basis for our future development.

The university's financial position has improved significantly over the last five years due mainly to successful strategies for generating non-exchequer revenue. However, 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 has reduced significantly in recent years and to meet anticipated growth in demographic and participation rates. Exchequer income has declined from 70% of the university's total income in 2008 to 40% in 2018 and the financial outlook for the university will continue to remain uncertain unless the Government commits to long-term funding or else lifts the cap on undergraduate student fees. Furthermore, a globally-competitive research university needs a national R&D funding environment where its academic staff can compete for research contracts: Ireland's public funding of research is very low by international standards and has fallen by 21% since 2008.

Notwithstanding these challenges, we remain committed to the university's mission to deliver research of international impact, and to a student experience underpinned by quality teaching and access to the best student services. We will continue to invest strategically in world class infrastructure and facilities which will underpin our growth and drive future success. We have invested over €180m over the last three years and currently have over €300m in capital projects in the pipeline. These investments, funded mainly by philanthropic support and long-term financing from our partners in the European Investment Bank, will deliver financial returns in line with carefully planned and managed business cases. In addition, we are also committed to delivering longer term strategic investments such as the new Trinity @ Grand Canal Quay campus on the TTEC site and the Old Library refurbishment. We will continue to focus on our core strategy of growing non- exchequer income across four key engines – research income, global relations, commercial revenues, and philanthropic income. We will also continue to focus strongly on improving efficiency in our operations and support functions and reducing operating costs through investment in best-in-class IT systems and processes.

As a core element of this Strategic Plan, we are committed to a step change in improving the quality of the student experience in the university. We are committed to prioritising the financial resources needed to significantly reduce the student:staff ratio and we will carefully manage growth in student numbers in the various categories of undergraduate, postgraduate taught and postgraduate research students to ensure that the quality of student experience is maintained as the core objective.

In support of the Strategic Plan, we have developed a comprehensive 5-year financial model which includes full costing of strategic initiatives and provides a fully integrated view of income, costs, investments, financing and cashflows for five years to 2025. This financial model is a key enabler in facilitating the development of scenarios for growth and investment and for the assessment of key sensitivities and risks in the plan, as our 5-year financial plan will inevitably need to be adapted for economic and other factors over time.



To enable achievement of the goals of this Strategic Plan, we will:



9.1 Have funding, including philanthropy, in place for investment of €300m over the next five years in new infrastructure projects set out in the Strategic Plan, including the Martin Naughton E3 Learning Foundry, a new Law School, and student accommodation facilities in Printing House Square and at Dartry. We are also committed to investing in longer term strategic projects such as the new Trinity @ Grand Canal Quay on the TTEC site and the Old Library refurbishment and are currently evaluating funding options to support these projects. [ES; E3; FSD; LSDP; T@GCQ; TDA]



9.2 Achieve financial sustainability through annual net surplus (before unrealised gains and losses) of 1% of income from 2020 onwards with targeted EBITDA (Earnings Before Interest, Taxes, Depreciation, Amortisation) growth from 3% to 8% of income by 2025 to cover annual costs associated with our capital investment programme. [FSD]



9.3 Grow student numbers (which underpin income growth), in line with the Global Relations Strategy 3, which includes targeted growth in postgraduate student numbers from 28% to 32% of total student base over five years and growth in non-EU student numbers from 15% to 18.5% by 2025. [GRS3]



9.4 Grow the value of philanthropy to the university as a method of diversifying our income stream. [TDA]



9.5 Continue to plan for a reduction in the university's reliance on exchequer income and anticipate an increase in non-exchequer income from 60% in 2019 to 65% in 2025. [FSD]



9.6 Achieve a reduction in the student:staff ratio, from 18:1 in 2019 to 16:1 by 2025, and ensure that financial resources are prioritised towards delivering this goal. [VPO; FSD; DR]



9.7 Ensure net assets of the university are maintained at a minimum level of €800m over the period of the plan. [FSD]



9.8 Continue to ensure that financing structures are optimised over the period of the plan and that we will fully comply with our banking covenants, maintaining headroom on minimum cash levels, gearing ratios and debt servicing capability. [FSD]



9.9 Continue to be flexible and adaptable to economic conditions in managing the finances of the university, and meeting opportunities to enhance the academic mission as they arise. [FSD; VPO; CSD; DR]

Beyond 2025





Beyond 2025

When this Strategic Plan comes to a conclusion in 2025, Trinity College Dublin will be 433 years old and the five years of this plan will have guided it through just over 1% of the university's existence. Such a long-term institutional perspective is a useful vantage point from which to contextualise the significance of planning for a five-year horizon.

We might ask ourselves, what will have changed in Trinity by 2025? In some respects, it may look as if little has changed. One fine autumn morning, Front Square will suddenly be full of students; they will join societies, play sports, read, talk, learn and explore. One later morning in the spring, Front Square again will be full as the names of the new Scholars and Fellows are read from the steps of the Public Theatre. In that sense, the life of the university community in 2025 will go on much as it has done for decades – indeed, centuries – past.

But look closer, and the differences become evident. More of the students in 2025 will be from around the world, more will be from schools that would not have had historically strong records of progression to university and they will be connected to one another digitally to an ever-greater extent. Our students will inhabit a campus with a lower carbon footprint, where much more attention is paid to living sustainably, from our new buildings to more varied vegetarian offerings and much more in between.

More of those students will also be postgraduates as Trinity consolidates its position as Ireland's leading research university. The signs of our pivotal role in pioneering 21st century teaching and research will be visible in other ways as well. Only a few minutes away from Front Square to the east, a second research and innovation campus will be rising on Grand Canal Quay as part of a plan extending until at least 2030. This major development will be at the heart of a new Innovation District, itself part of an infrastructural initiative extending out to 2040. In this new Innovation District, both Irish and international companies, established and starting up, will be part of a growing information economy that will connect outwards, to the rest of Ireland, and to a world in which geography will matter less and less, as technologies reconfigure our relationship to space in ways that we cannot even fully predict at a distance of five years.



To the west, on the campus of St. James's Hospital, a new Cancer Institute will be taking shape. And, at the very heart of our historic campus, the Old Library will be undergoing a significant renovation, creating a new Research Collections Study Centre. Any one of these developments would be of significance in the long-term history of the university, as would be the Trinity Business School that opened in 2019 just before the current plan was launched, or Printing House Square which will have opened in 2020, or the Martin Naughton E3 Learning Foundry which will have been completed in 2022. In terms of the university's history, then, the period of the current plan will be of historic significance, a time in which its fabric was remade. Many of these developments will have been enabled by philanthropy. Another legacy of our *Inspiring Generations* Campaign will be a dynamic network of committed alumni and friends worldwide.

Nothing, however, is pre-ordained. Without control of the 'four engines' of revenue generation described in Goal 9, and if public funding for research maintains its low levels, and if the Horizon Europe budget does not meet expectations, a dystopian future is possible. Traditions will offer little solace to us if we drop in the rankings for lack of research funding, and if we cannot meet rising student demand because of reduced national education budgets, or if we end up living in a fractured Europe in a time when the effects of climate change have come home to roost. All this is to say we will need a fair wind behind us to implement this plan, but at least we are ready to seize the day.

Invisible changes will arguably be the most profound. These will continue to accelerate past 2025. To take one example: the Library of the past could only grow by adding more books. The Library of the 21st century grows not only by connecting to digital sources of all kinds, but by creating its own digital collections, which in turn connect outwards. This can stand as an image of fresh knowledge of all kinds, which will increasingly grow not simply by being added to, but by connecting with thought-leaders and innovators around the planet, creating a new kind of learning community. In such a world, it will become ever more important that Ireland has a globally-connected research university.





Implementation



Implementation

Strategic planning should not be something that an institution only undertakes once every five years; it should be an iterative process, and a road leading to a new shared commitment across the community is as important as the final destination. A five-year plan is a road map; however, as with following any map, one never really knows what lies ahead, and reaching the destination is as much about having the agility and the knowledge to take a detour if conditions change.

Trinity's *Strategic Plan 2020-2025 Community and Connection* is underpinned by multiple project planning documents, each with its own business case, each already approved by the relevant College bodies, or currently going through the approval process. These documents outline the individual governance and management structures for their respective projects, as well as financial, student number, staffing and other relevant projections for the duration of the strategy. So, for instance, our Global Relations Strategy, GRS3, contains strategy, analysis, student recruitment projections, detailed financial calculations and a staffing plan. These will be reviewed regularly by the relevant university bodies, and, in each case, there is scope to take corrective action should actual results turn out to differ from projections in one direction or another. And this is true for all of the various plans that feed into the *Strategic Plan 2020—2025 Community and Connection*.

In order to capture the inter-connections among these plans and the new plans that some of the goals in this plan bring into being, the Strategic Plan is accompanied by a financial planning tool. This tool brings together all of the financial data from existing plans. It will be updated regularly to make visible the financial impact of the Strategic Plan, allowing us to adjust expenditure, projections and timelines as necessary, effectively making planning an ongoing process. It is accompanied by a new five-year strategic planning template being developed with the Schools, which will allow for bottom-up iterative planning throughout the period of the plan, tracing key metrics such as student numbers, staff planning and programme development.

All of these sources will feed into the regular monitoring of the plan. In past years, a report on achievement of the Strategic Plan was brought forward twice annually to the relevant management and governance bodies of the university; and since 2018, the university's Strategic Plan has formed the basis of our Strategy and Performance Dialogue Compact with the Higher Education Authority (HEA). To this will be added a risk register for the plan as a whole. These reports will continue from 2020 onwards; however, the monitoring process will henceforth be continuous, with updates reported regularly to the entire College community via the Strategic Plan website.





Appendix



National strategies

01	<i>The Future of Education and Skills: Education 2030: The Future We Want</i> , OECD report, 2018. http://www.oecd.org/education/2030/E2030%20Position%20Paper%20%2805.04.2018%29.pdf
02	<i>National Strategy for Higher Education to 2030</i> , Report of the Strategy Group, January 2011. https://www.education.ie/en/Publications/Policy-Reports/National-Strategy-for-Higher-Education-2030.pdf
03	<i>HEA National Review of Gender Equality in Higher Education Institutions</i> , Report of the Expert Group, June 2016. https://hea.ie/assets/uploads/2017/04/hea_review_of_gender_equality_in_irish_higher_education.pdf
04	<i>Innovation 2020, Ireland's Strategy For Research And Development, Science And Technology</i> , Interdepartmental Committee on Science, Technology and Innovation, 2015. https://dbei.gov.ie/en/Publications/Publication-files/Innovation-2020.pdf
05	<i>Project Ireland 2040</i> , Department of Public Expenditure and Reform. https://www.gov.ie/en/campaigns/09022006-project-ireland-2040/

Appendix

The following is a list of links to the full text of existing plans and strategies referenced in the Strategic Plan.

AP	Access Programmes	https://www.tcd.ie/accessprogrammes/
AS	Athena SWAN	https://www.tcd.ie/tcgel/athena-swan/
BSDP	Trinity Business School Development Plan	https://www.tcd.ie/business/
D&I	Strategy for Diversity & Inclusion	https://www.tcd.ie/diversity-inclusion/diversity-inclusion-strategy/
DTS	Digital Transformation Strategy	https://www.tcd.ie/strategy/
E3	E3 - Engineering, Environment and Emerging Technologies	https://www.tcd.ie/e3/
ES	Trinity College Dublin Estates Strategy November 2018	https://www.tcd.ie/estatesandfacilities/assets/doc/Final%20TCD_Estates_Strategy_14_Nov_%20PDF%20for%20website.pdf
GBHI	Global Brain Health Initiative	http://gbhi.org/s/GBHI-Strategic-Plan.pdf
GRS3	Global Relations Strategy 3	https://www.tcd.ie/strategy/
HT	Healthy Trinity	https://www.tcd.ie/healthytrinity/assets/documents/TOR/Healthy%20Trinity-2019TORFinal.pdf
IS2	Industry Strategy 2	https://www.tcd.ie/strategy/
LRES	A Living Research Excellence Strategy	https://www.tcd.ie/research/assets/pdf/Research Excellence Strategy.pdf
LS	The Library of Trinity College Dublin - Strategy 2015-2020	https://www.tcd.ie/library/assets/pdf/strategy/library-strategy-2015-2020.pdf
LSDP	Law School Development Plan	https://www.tcd.ie/strategy/
SOM	School of Medicine Development Plan	https://www.tcd.ie/strategy/
SST	Sustainability	https://www.tcd.ie/provost/sustainability/initiatives/
T@GCQ	Trinity @ Grand Canal Quay	https://www.tcd.ie/innovation-district/
TA21	Trinity Access 21 Growth Plan	https://www.tcd.ie/strategy/
TCD-SU	Trinity College Dublin Students' Union Strategic Plan 2019-2023	https://www.tcdsu.org/aboutus
TEP	Trinity Education Project	https://www.tcd.ie/TEP/
TLRH	Trinity Long Room Hub Arts & Humanities Research Institute	https://www.tcd.ie/trinitylongroomhub/
TSJCI	Trinity St James's Cancer Institute	https://www.tcd.ie/research/themes/assets/pdf/Cancer%20Institute%20book-let.pdf

Further information can be found in the links below on those who will be involved in implementing the Strategic Plan goals as referenced throughout this document.

AR	Academic Registry	https://www.tcd.ie/academicregistry/
CSD	Corporate Services Division	https://www.tcd.ie/corporate-services/
CT	CONSULT Trinity	https://www.tcd.ie/innovation/consult/
DGS	Dean of Graduate Studies	https://www.tcd.ie/graduatestudies/
DR	Dean of Research	https://www.tcd.ie/research/
DS	Dean of Students	https://www.tcd.ie/dean_students/
FAHSS	Faculty of Arts, Humanities and Social Sciences	https://ahss.tcd.ie/
FEMS	Faculty of Engineering, Mathematics and Science	https://ems.tcd.ie/
FHS	Faculty of Health Sciences	https://www.tcd.ie/healthsciences/
FSD	Financial Services Division	https://www.tcd.ie/financial-services/
HR	Human Resources	https://www.tcd.ie/hr/
HRB	Health Research Board	https://www.hrb.ie/
IRC	Irish Research Council	http://research.ie/
PO	Provost's Office	https://www.tcd.ie/provost/
PAC	Public Affairs & Communications	https://www.tcd.ie/Communications/
RG	Registrar	https://www.tcd.ie/registrar/
SFI	Science Foundation Ireland	https://www.sfi.ie/
SL	Senior Lecturer	https://www.tcd.ie/undergraduate-studies/
SO	Secretary's Office	https://www.tcd.ie/Secretary/
ST	Senior Tutor	https://www.tcd.ie/seniortutor/
TAP	Trinity Access Programmes	https://www.tcd.ie/trinityaccess/
TG	Tangent	https://www.tcd.ie/tangent/
TJH	Trinity Joint Honors	https://www.tcd.ie/tsm-tjh/
TR&I	Trinity Research & Innovation	https://www.tcd.ie/innovation/
TT&L	Trinity Teaching & Learning	https://www.tcd.ie/teaching-learning/
VPO	Office of the Vice–Provost / Chief Academic Officer	https://www.tcd.ie/academic-services/vpcao



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