Incorporating any amendments approved at subsequent Council meetings.

XX = Board relevance

Trinity College Dublin
The University of Dublin

A meeting of the University Council was held on 13 March 2024 at 11.15am in the Trinity Board Room, Trinity Business School.

Present	Provost, Vice-Provost/Chief Academic Officer, Dean of Graduate Studies, Dean of Students, Senior Tutor, Dean of Arts, Humanities and Social Sciences, Dean of Science, Technology, Engineering and Mathematics, Professor L. O'Driscoll, Professor B. Fitzgerald, Ms. D. Alexander, Ms. C. Arnold, Mr. R. Saulnier, Professor L. Carson, Professor G. Watson, Mr. E. Gilroy, Professor K. Neenan, Professor J. Wyse, Ms. R. Emakpor, Mr. A. Burgess, VP for Global Engagement, Senior Lecturer/Dean of Undergraduate Studies, Registrar, Chief Innovation and Enterprise Officer, Mr C. Reddy, Mr M. McAndrew, Mr S. Sardina, Professor B. Daly.
Apologies	Dean of Health Sciences, Professor A. Gibson, Professor D. Romelli, Professor J. Coleman, Dean of Research, Professor P. O'Grady, Professor A.M. Malone, Chief Operating Officer.
In attendance	Secretary to the College/Director of Governance, Librarian and College Archivist, Academic Secretary, Professor Gregory O' Hare, Academic Affairs Education Policy Developer.

SECTION A.1: Policy Matters

The Provost welcomed everyone to Council. The Secretary to the College/Director of Governance noted that Professor Breiffni Fitzgerald, a member of the School of Engineering, had declared an interest in item A8 Postgraduate Course Proposal for M.Sc. in Climate Adaptation Engineering as module coordinator for a number of modules on the proposed programme. She reported that following discussion with him, it had been agreed that he would remain in the meeting.

CL/23-24/129   Membership of the University Council

A member of Council made the required statutory declaration in Irish.

CL/23-24/130   Minutes

The minutes of the Council meeting of the 14 February 2024 were approved.

CL/23-24/131   Matters Arising from the Minutes
In relation to item CL/23-24/103, a member from the School of Dental Science requested that the Provost seek official confirmation from the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) that funding for extra capacity in the Dental Science undergraduate programme was not going to be made available. The Provost agreed to seek that confirmation.

In response to a request for an update on the piloting in 2023 of a performance management and development system (under item CL/23-24/099 Institutional Review Implementation Plan – Progress Report for 2022/23), the Academic Secretary reported that there was no progress on this as Human Resources did not currently have the resources to dedicate to the project.

The Librarian and College Archivist provided a further update on the cyber-attack on the British Library (CL/23-24/077). She reported that on Friday 8th March, the Chief Executive of the British Library had published a blog and a paper on lessons learned from the cyber-attack. She recommended that members read the blog (available at *https://blogs.bl.uk/living-knowledge/2024/03/learning-lessons-from-the-cyber-attack.html*) and the paper (available at *https://www.bl.uk/home/british-library-cyber-incident-review-8-march-2024.pdf*), which she said provided very useful insights from which institutions could learn.

Professor Jane Stout, Vice-President for Biodiversity and Climate Action, Professors Sarah-Jane Cullinane and John Gallagher, Education Sustainability Fellows, Dr Pauline Rooney, Head of Academic Practice and Ms. Nicola Byrne, Project Manager joined the meeting for the item.

CL/23-24/132   Education for Sustainable Development (ESD) Strategy: Progress to-date
The Provost welcomed the attendees for the item. She noted that a considerable amount of work had been undertaken on the Education for Sustainable Development (ESD) Strategy to-date and that feedback was now being sought from Council members on how the Strategy could be implemented across College. She invited the Vice-President for Biodiversity and Climate Action and the Academic Secretary to speak to a PowerPoint presentation on the item.

Professor Stout began by reporting that the ESD Strategy, which was approved by Board in November 2023 and officially launched in January 2024, has three key targets – Tackling Climate Change; Restoring Biodiversity; Creating Healthy Futures – and four key focus areas for implementation – Education; Research; Operations and Research. Referring to the Education pillar, she reported that a strategic objective for Education has been agreed – *All Trinity students and teaching staff will be empowered to develop the knowledge, skills and attributes necessary to act as agents of change, individually and collectively, in working for sustainable development within planetary boundaries.* She concluded by stating that implementation of the Strategy would require both a disciplinary and an interdisciplinary approach, and that consideration would be given to the resources required to deliver it.

Providing some background to the Strategy, the Academic Secretary reported that a working group of the Undergraduate Studies Committee had been established in December 2022, co-chaired by the Senior Lecturer and the Vice-President for Biodiversity and Climate Action, to develop an ESD strategy and to look at how sustainability could be incorporated into the graduate attributes. In May 2023, five ESD fellows were appointed with funding from the *Strategic Alignment of Teaching and Learning Enhancement* (SATLE) initiative to work in collaboration with the Centre for Academic Practice and Sustainability Trinity. In December 2023, the first Citizen's Assembly on ESD was held in Trinity with over 100 staff and students in attendance, and the output from this and wider consultation informed the development of a roadmap and the design for a common module.

Ten objectives were agreed under the Strategy, and the Academic Secretary reported that progress is on target for all ten objectives. The first objective, to develop an implementation plan for the Strategy to 2026, has been completed. Piloting of the strategy will be undertaken in 2024/25 with roll-out in 2025/26. Funding is available to the end of this year after which further funding of the core areas will need to be considered. The second objective (1.2) is to define and articulate the competencies that students should develop through ESD in Trinity, and the Academic Secretary reported that these have been developed as outlined by UNESCO and the European Commission. Objective 1.3 is to define a common interdisciplinary module which addresses key ESD themes and to develop competencies for sustainability that can be adapted for integration within all UG and PG curriculums, and within staff development programmes. The Academic Secretary reported that an ESD common module, co-created by an inter-disciplinary team of staff and students from all three Faculties, will be piloted in the School of Business in the academic year 2024-2025 to over 500 first year students on the undergraduate business course.

Objectives 1.4 and 1.5 look at how ESD can be integrated into the undergraduate degree curriculum and involves supporting staff to consider how ESD can be embedded into their own teaching and assessment practice, and how the interdisciplinary module can be integrated into the common architecture. In relation to objective 1.6, which looks at enabling all postgraduate taught (PGT) and research students (PGR) to complete modules that address ESD themes and develop key competencies for sustainability, the Academic Secretary reported that the common UG interdisciplinary module may be tailored for level 9/10. She also advised that the new postgraduate programme proposal template encourages programme learning outcomes to reflect some of the UNESCO ESD competencies, not all of which are related to climate. In relation to objective 1.7 – enable all teaching staff to complete development programmes on ESD – the Centre for Academic Practice is offering professional development opportunities for staff on embedding ESD into curricula and is developing digital resources to support this. Objective 1.8 concerns the promotion of efforts around sustainability to make them more visible to prospective students. Noting that UCD runs a course in sustainability which is over-subscribed, the Academic Secretary reported that work is underway to highlight the ESD initiatives during orientation week and in presentations to secondary schools. Objective 1.9 is to design an implementation plan for a 'living lab' in Trinity and funding for a six-month post of Student Experience Officer to support this has been approved. Work will also be undertaken to support sustainability capstone projects in the Business School. The final objective (10.1) focusses on ways in which students can be exposed to more career opportunities in sustainable development, and to establish an internship programme for sustainable development. The Academic Secretary reported that work is underway to develop placements based on ESD themes and that a filter on the MyCareer portal will signpost students to ESD-related job opportunities.

In concluding, the Academic Secretary noted that while some areas are quite advanced in ESD, others require more support. Work is still needed to develop a shared understanding of what ESD means; to achieve greater buy-in from the College community; for mechanisms to award staff for their efforts in this area; to develop more professional development opportunities to raise greater awareness of ESD; and to review how the current undergraduate architecture can support the implementation of ESD in the UG curriculum. She invited Council to discuss and provide guidance on possible pathways to embedding ESD in the curriculum. In this regard, she asked for Council's view on three potential pathways for embedding ESD in the undergraduate curriculum (i) integrating ESD-focused interdisciplinary modules into existing programmes e.g. via the Trinity Electives, of which there are already five in the sustainability space, (ii) embedding ESD into the existing curriculum with a focus on how rather than what is being taught and (iii) developing a common interdisciplinary module for integration into all UG curricula.

The Provost thanked the Academic Secretary and the ESD team and invited comments from Council members. A student member suggested that in addition to more general training on sustainability, consideration should be given to addressing discipline-specific issues that pose a threat to the environment, and he cited the safe disposal of laboratory acids as one such example. The Provost asked members to discuss how the common module could be embedded in the curriculum. The Vice-Provost/Chief Academic Officer suggested that the module should not just be 'added on' to the curriculum, and called out in particular the difficulty that this would pose for professional programmes. She also cautioned against mandating integration of the module and said she was more in favour of its optional adoption, particularly for professional programmes where there are few options for flexibility in the curriculum.

The Vice-President for Global Engagement reported on the difficulties encountered in introducing additional content into the Physiotherapy curriculum and she recommended working with the regulatory bodies in this regard. She suggested that promoting ESD at orientation, if it is for prospective students as stated in the Powerpoint slides, is too late and that ESD should be promoted in the prospectus or to secondary school guidance counsellors. She referred to the recent presentation on Generative AI facilitated by the Senior Lecturer to secondary school principals and suggested that secondary schools should be asked if they require support and if they do, be invited to co-create the ESD supports that they require.

A student member queried how Academic Practice is engaging with Schools to ensure that the implementation of the ESD strategy will not impact courses with modules from accredited programmes and he reported that the particular pathway on which he was registered did not provide an opportunity to undertake electives. He also queried how the Trinity Business School is implementing the ESD module and what it will look like in practice in terms of ECTS, contact hours etc. In relation to embedding ESD into the existing curriculum, the Head of Academic Practice reported that staff are encouraged to look at programme learning outcomes that speak to ESD concepts and competencies, and to consider pedagogical approaches that support their development.

The Provost asked what individual academics can do to embed ESD in their own discipline. Professor Cullinane reported that there are several ways of embedding the ESD module, either into the existing structure or using a broad curriculum approach that involves piggy-backing on an existing module or mainstreaming the module outline and identifying where can it can be embedded. The aim is to move away from content and rather to look at what skills we want students to develop and to use different teaching and learning approaches to develop these within the existing structure. She noted that with mainstreaming, there is a systemic and cultural piece that needs to be addressed and that very often a plateau is encountered in terms of people who want to engage with ESD. Noting that the issue of academic freedom has been raised, Professor Cullinane acknowledged that staff can't be mandated to change their curriculum and suggested that other approaches need to be found that facilitate students on programmes without access to electives to develop the skills that allow them to approach their curriculum with an ESD lens. Part of the work of the ESD Fellows is to consult with regulatory bodies, some of whom are already building-in ESD. In relation to the development of a common module, Professor Cullinane reported that the aim is to design it flexibly so that it can be taken as a five ECTS module in the early years of a study or can be taken as five separate smaller units of learning, each with its own learning outcomes and assessments. The common module has an inter-disciplinary focus and was designed with input from students in Medicine, Politics & Geography, Law, and Environmental Science. She concluded by stressing that the module will never be a static product and that whoever takes it on can teach it through a disciplinary lens and can adapt the subject matter while still maintaining the core competencies.

The Provost asked if a practical example from TBS could be provided. Professor Cullinane cited a junior fresh module for 530 students which was replaced with the ESD module. The ESD fellows had worked with module leaders to restructure the module logistics and find time and space in the curriculum for the ESD module. Seminar leaders will be trained over the summer to prepare to facilitate the workshop from September to Christmas 2024 and a mixture of live and pre-recorded lectures will also be provided. In response to a query from the Provost, Professor Cullinane reported that one member of staff from the school was currently involved but that with training, the School could roll out the module without input from the ESD Fellows in 2025. A ratio of 15-20 students per staff member would be maintained in the ESD module, and Academic Practice staff will facilitate ESD workshops for academic staff.

The Head of School representative stressed the importance of each School considering the impact of ESD and of minimising the cognitive distance between an activity and the resulting impact on the environment. Professor O' Hare reported that the School of Computer Science and Statistics was running the M.Sc. in Statistics and Sustainability, which was looking at these issues on a programme level. The School is aware of the environmental impact of data storage, generative AI and data thought networks, and is looking at the compute-ask, data storage and network routing aspect of all its activities.

The Registrar joined the meeting at this point.

A member from the School of Dental Science stressed the importance of health schools driving this forward with their regulators and she cautioned against imposing the module on schools as curricula were already very packed. She stressed the importance of embedding sustainability in

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everything that a School does and she reported that the Dental School has a joint Sustainability Strategy with the Dublin Dental University Hospital, under which the School provides staff training options and embeds sustainability in all its activities from patient travel to procurement. She suggested that all Schools should consider their activities from a sustainability point of view and enable staff and students make the sustainable choice the easy choice.

The Dean of Graduate Studies thanked the ESD team for their work and she recommended that all three options referred to in the presentation remain on the table, remarking that embedding sustainable thinking is bigger than introducing the ESD module. She welcomed the opportunity afforded to students to leave College with an accredited module in ESD and said that a five-credit badge that speaks to sustainability would be really valued by employers and will position students well for the next stage of their careers. In concluding she suggested that consideration could be given to dividing the module between the UG and PG space.

The Senior Lecturer/Dean of Undergraduate Studies reported that the complexity of the structure of undergraduate education in Trinity had become clear to the ESD Fellows and that USC will need to consider a variety of approaches in order to realize the vision of all undergraduates engaging with sustainability in their studies at Trinity. He reassured Council that USC is well equipped to work towards this vision because the DUTLs are at the coal face of undergraduate education within the University's 24 Schools and are best positioned to work out how this can be done in the various UG courses throughout the university. The Vice-Provost/Chief Academic Officer supported the flexibility that would be afforded to students if they could take the module at a time that suited them outside their course of study, and she suggested that listing the module on degree transcripts would ensure that it was visible to employers.

There was no appetite for making an ESD module mandatory for all programmes, but it was felt that supporting Schools to review existing curriculum with a view to integrating ESD should be considered.

With regard to introducing the module into the PGT space, a member stressed the importance of maintaining flexibility but questioned what the module would be replacing in a 1-year degree. He also noted that taught postgraduate students have made a significant financial investment to follow a particular course of study and that while the programme architecture is less complex at postgraduate level, the broad curricular flexibility available at undergraduate level is not present at postgraduate level. He concluded by suggesting that the dissertation component might be an area that could be looked at, for example asking students to design a research question along ESG themes.

Noting that the Library has a sustainability strategy and framework, the Librarian and College Archivist reported that colleagues from the Library have met with the ESD Fellows to work on resources to support everyone. In that regard, she asked whether the Library was doing enough to support the ESD strategy, and noting that the ESD Fellows had met with the subject librarians, she queried how well that had worked. Professor Cullinane reported that the Library has been very engaged in the Strategy and has been acting as a test-bed for the living lab work, helping to decide what resources are going to be required for students and staff. She noted that students are requesting resources to be provided in multiple, accessible modes e.g., podcasts, and that the student-as-partner approach to developing them has generated very useful ideas. Professor Gallagher stated that the strategy represented best practice for the vision of what ESD could be and he suggested that all three options presented should be kept on the table.

A member stressed the importance of engaging with the principles of ESD in an inclusive way, noting that the transition to a sustainable economy can impact negatively on the less well off. The Provost agreed, noting that the adoption by the EU commission of the European Green Deal included a Just Transition Mechanism to facilitate the green transition of countries in the EU that are most adversely affected financially by the transition.

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The Provost thanked everyone for their contribution to the discussion and summarised the key points.

- The Strategy will ultimately be played out at School level and therefore conversations about its implementation need to happen in Schools.
- A flexible approach is crucial, particularly in relation to accredited programmes.
- Simplicity is key - provision of examples that are easy to replicate and pathways for implementation are vital to the successful adoption of the ESD strategy. The Undergraduate Studies and the Graduate Studies Committees need to guide the conversations and provide direction on the implementation of the strategy.
- Consideration should be given to how ESD competencies can be included in the structured PhD.
- Whatever implementation mechanisms are agreed, they need to be re-usable and sustainable.

The Provost concluded by noting that the next step is to bring a specific proposal back to USC and GSC for consideration.

Decision:
CL/23-24/132.1:
Council noted the update on the Education for Sustainable Development (ESD) Strategy.

Action: The Undergraduate Studies and the Graduate Studies Committees to guide the conversations and provide direction on the implementation of the ESD Strategy.

CL/23-24/133
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Trinity Week 2025

The Registrar reported that Trinity Week 2025 will fall on the week beginning the 21 April, the Monday of which is Easter Monday. The Statutes allow for Trinity Monday, normally held on the first Monday of Trinity week, to be held on another Monday if required. The last time that this happened (in 2019), Council approved that Trinity week commence a week later and therefore it is being proposed that Trinity week 2025 commence on Monday 28 April. It is also being proposed that the Semester 2 Assessment Week be brought back a week and take place from the 22nd – 25th April 2025 inclusive. While this is not ideal from a student perspective, there are limited options as the timeframe between the exam period and marking is very tight and it is not possible to push the exams out a further week. Following consultation with the timetabling office, the Registrar reported that a further three-day contingency exam period could be held during Trinity week on Tuesday 29th April, Thursday 1 May and Friday 2 May, if required.

A student member asked why Wednesday 30th April could not also be included as a continency day and it was agreed that Council would approve contingency examinations on Tuesday 29th April, Wednesday 30th April, Thursday 1 May and Friday 2 May, subject to approval by the Timetabling Office.

Decision:
CL/23-24/133.1: Council approved that Trinity week 2025 commence on Monday 28 April 2025.

CL/23-24/133.2: Subject to approval by the Timetabling Office, Council approved the scheduling of contingency examinations on Tuesday 29th April, Wednesday 30th April, Thursday 1st May and Friday 2nd May 2025.

CL/23-24/134   **Vice-Provost/Chief Academic Officer's Report**

The Vice-Provost/Chief Academic Officer reported that work was continuing with the IUA, the CAO and the Department of Education regarding the publication date for Leaving Certificate exam results 2024. She also reported that work on the development of the new Strategic Plan (2025 – 2030) is progressing and that a working group of Board had been established to progress the Plan. In relation to other strategic projects, she reported that there are currently three people-related strategic projects underway - (i) Reward, recognition and building successful

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careers for professional staff, (ii) Senior Academic Promotions (SAP) review and (iii) Employment contracts and patterns of employment in the University. Reports on the first two projects were approved by the People and Projects Committee, and considered and approved by Board on the 28th February. A report on the third project will come to Board later in the year.

The VP/CAO reported that the Senior Academic Promotions review project is complex but that a milestone has been achieved with the opening of a call for Senior Academic Promotions in May 2024. Providing some context to the review, she reported that the current Senior Academic Promotions process uses threshold scoring, introduced in 2018. Under this process, those who meet the threshold and are deemed eligible to be considered for promotion will only be promoted if sufficient funds are available. As part of the 2024 call, the Senior Academic Promotions Committee will address the backlog from the previous four calls (2021, 2020, 2019 and 2018). This will result in 65 colleagues, who were deemed eligible in these calls but not promoted due to the emergency financial measures in place at the time, now being promoted. The VP/CAO explained that the next phase of this project will involve input from Faculty Deans to define area-specific criteria to be applied in future promotion calls. This would be a step towards developing a well-articulated career framework that would clearly delineate skills and duties required of each academic grade.

CL/23-24/135 **Provost's Report**

The Provost spoke to the report from the *Reward, Recognition and Building Successful Careers for Professional Staff* project, which was approved by Board in February 2024. Acknowledging that staff motivation is an important consideration, she noted that the report recommended that the University adopt a multi-faceted reward and recognition programme including a career framework, designed to foster a culture of appreciation, motivation, excellence and opportunity. She also stressed the importance of highlighting that Trinity is investing in its professional staff as well as its academic staff. With regard to promotion in post, the Provost reminded members that prior to 2016, a promotion in post process for professional staff existed. This was ceased in 2016 and since then promotion through open merit-based competition for vacant posts has been the approach for advancement of professional services staff. The Provost reported that while there has been considerable interest in bringing back promotion in post for professional staff, Trinity must work within the limitations of the public sector pay policy and has been advised that performance-related pay will not be sanctioned. Speaking on the outcome of the Citizens' Assemblies, which involved over 400 staff in Trinity, the Provost reported that a rich vein of suggestions had resulted which have been grouped into five themes – Reward, Recognition, Promotion, Good Employer/well-being, and Career Development. She concluded by advising that a project team will be established to engage with staff, cost and prioritise suggestions and make recommendations for implementation.

A student member queried the status of teaching fellows who have been employed for many years on fixed term roles and who have been required to take on considerable additional administrative responsibilities. The Provost responded by stating that the report on the *Employment Contracts and Patterns of Employment in the University* project will consider this. The Registrar agreed that the issues faced by teaching fellows and staff on contracts of indefinite duration and term-time workers would be dealt with in the report. The Provost advised that 514 contracts of indefinite duration in Trinity have been regularised and colleagues have received permanent contracts, and she stated that this sent out an important message to the College community. She stressed the need to address the tension that exists between the flexibility afforded to Schools regarding recruitment and local conditions of employment and College-level regulations. The Head of School representative commended the clearing of the backlog of promotions and applauded the continuing endeavours in relation to professional and technical staff. He queried whether the promotional call would result in a reduced fiscal envelope for 2024, and the Provost confirmed that it would not.

In relation to the Faculty SAP committee stage, a member stressed the importance of ensuring that interdisciplinary staff do not fall between two stools in this process. The VP/CAO agreed that this was an important point to consider. She also highlighted the issue of staff who are

based in areas with reduced opportunities for research, and stressed the importance of considering staff who traverse the normal boundaries.

With regard to the fact that career advancement opportunities via personal promotion are available to academic but not professional staff, the VP/CAO reported that KU Leuven has introduced four academic grades with clearly articulated criteria for each as part of a career framework for academic staff. The Provost highlighted the need for a closer relationship between academic staff grades and the responsibility and accountability that should be associated with them.

CL/23-24/136   Any Other Urgent Business

Referencing the Academia for Palestine group, a student member raised Trinity's stance on the conflict in Gaza. Citing Trinity's clear statement in February 2022 on the war in Ukraine, he queried why there hadn't been a similar statement on the conflict in Gaza. Noting that academic colleagues in Palestine have been killed by occupation forces, he suggested that it was a reasonable ask for academic ties with Israel to be ended. He reminded members that Trinity had played an important role in the protest action taken against apartheid in South Africa. He concluded by referenced the legally binding recommendations arising from the International Court of Justice (ICJ) proceedings in January 2024 on a legal case taken by South Africa alleging that Israel is breaching its obligations under the UN Genocide Convention.

The Provost responded by stating that Trinity's current stance did not represent a closed conversation. She stressed that the decision to 'hold the space' is to allow for the differing views and different responses that people will have, and she stated that she stood over the right of people to protest and didn't want people to feel that they couldn't speak out. She welcomed the discussion about what Trinity can do to help in this situation and reminded members that Trinity is a University of Sanctuary and is ready to provide support to rebuild capacity when the time comes.

A student member queried whether Trinity held investments in companies that are on the UN backlist of companies that are operating in Israeli settlements in the occupied Palestinian territories. The Provost reported that, as far as she was aware, Trinity did not hold investments in any companies on this list. The member noted that there are several lists and suggested that an audit should be carried out on the companies in which Trinity has invested, which could then be published. The Provost responded that Trinity has invested in a portfolio of companies and we have been assured that none of these companies are on the UN list. She undertook, however, to review the international lists. The member concluded by suggesting that Trinity should not be bound by any lists and that there was a need for a more general look at trade with Israel. The Provost remarked that there was a school of thought that said that in some instances, in order for progress to be made, you need to work with companies rather than moving away from them, and she cited companies in the fossil fuel industry as an example. In concluding, she stressed the need to act intentionally rather than by accident, and she re-iterated that the conversation on Israel was an open one and intended to best honour the intention of the College community to do good.

SECTION A.2:
Policy Matters which have already been considered by Committees

CL/23-24/137   Postgraduate Course Proposal for M.Sc. in Climate Adaptation Engineering

Decision:
CL/23-24/137.1: Council approved the course proposal for the M.Sc. in Climate Adaptation Engineering

CL/23-24/138   Programme Handbook Policy (revised)

Decision:
CL/23-24/138.1: Council approved the Quality Office Implementation Plan

Incorporating any amendments approved at subsequent Council meetings.

CL/23-24/139   **Scheduling of Reassessment Examinations Session 2023/24**

Decision:
CL/23-24/139.1: Council approved the memo from the Senior Lecturer/Dean of Undergraduate Studies on the proposed scheduling of the Reassessment Examinations Sessions 2023/24

CL/23-24/140   **Quality Review of the School of Biochemistry and Immunology – Progress Report on the Implementation Plan**

Decision:
CL/23-24/140.1: Council approved the Progress Report on the Quality review of the School of Biochemistry and Immunology

CL/23-24/141   **Royal Irish Academy of Music (RIAM) Policies**

(i)   **English Language Policy**

Decision:
CL/23-24/141.1: Council approved the RIAM English Language Policy

(ii)   **Education Recruitment Agent Policy**

Decision:
CL/23-24/141.2: Council approved the RIAM Education Recruitment Agent Policy

SECTION B – Reports
from Committees

CL/23-24/142   **Academic Appeals Committee**

Decision:
CL/23-24/142.1: Council noted and approved the minutes of the meetings of the 7 November 2023, 11 January and 8 February 2024.

CL/23-24/143   **Graduate Studies Committee**

Decision:
CL/23-24/143.1: Council noted and approved the draft minutes of the meeting of the 22 February 2024.

CL/23-24/144   **Quality Committee**

Decision:
CL/23-24/144.1: Council noted and approved the draft minutes of 29 February 2024.

CL/23-24/145   **Research Committee**

Decision:
CL/23-24/145.1: Council noted and approved the minutes of the meeting of 16 January 2024.

CL/23-24/146   **Undergraduate Studies Committee**

Decision:

Incorporating any amendments approved at subsequent Council meetings.

CL/23-24/146.1: Council noted and approved the draft minutes of the meeting of the 27 February 2024.

SECTION C

CL/23-24/147   **Higher Degrees – Reports of Examiners**

The Council noted and approved the circulated reports of examiners on candidates for higher degrees (Higher Degrees List) dated 13 March 2024.

M.D.   Maire Helena Rafferty

Ph.D.   Rasha Alhejailan; Rachel Barrett; Cathryn Denise Bennett; Lucy Catherine Blennerhassett; Tomás Byrne; Roberto Careddu; Matteo Cobelli; Michael Richard Patrick Connaughton; Orlaith Marie Darling; Janice Lynne Deitner; Alexa Ennis; Thomas William Hedley; Weihan Jia; Chetna Johar; Julia Gabriele Leesch; Síle Orlaith Lennon; Kim Lombard; Beth Milofsky; Đorđe Milosav; Michael Minotakis; Clare Marie Morrison; Bríd Julie Murphy; Eleanor Neil; Marie Nelissen; Dervilla Patricia Niall; Sorcha Maire Ní Lideadha; Jack O'Brien; Siobhan Mary Osgood; Pangbo Ren; Katrin Simone Hilke Schertenleib; Emily Smyth; Luming Yang; Junchi Ye

M.Sc.   Sebastian Harenbrock; Rishi Malpani; Kate Nevin

CL/23-24/148   **Head of School**

The Council noted that Board has approved the nomination of Professor Catherine Conlon as Head of School of Social Work and Social Policy from 3 June 2024 to the end of Trinity Term 2027.

CL/23-24/149   **School Directors**

The Council noted and approved the following nominations:

(i)   Professor Paul Conroy as Director of Teaching and Learning (Postgraduate), School of Linguistic, Speech and Communication Sciences, from 1 June 2024 to 31 May 2026.

(ii)   Professor Athanasios (Sakis) Mantalaris as Director of Research, School of Pharmacy and Pharmaceutical Sciences, from 1 March 2024 to 1 September 2024.

SECTION D

In compliance with the Data Protection Acts, this information is restricted.

Signed   ....

Date   ....

Incorporating any amendments approved at subsequent Council meetings.