

Incorporating any amendments approved at subsequent Council meetings

The University of Dublin

Trinity College

A meeting of the University Council was held on Wednesday 15 June 2011 at 9.30 am in the Board Room.

<i>Present</i>	Provost, Vice-Provost/Chief Academic Officer, Registrar, Senior Lecturer, Senior Tutor, Dean of Graduate Studies, Acting-Dean of Arts, Humanities and Social Sciences (Professor H Biehler), Dr M Ó Siochrú, Dr Z Rodgers, Professor J Wickham, Professor G Watson, Dr D O'Donovan, Dr J P Labrador, Dr A McNabola, Dean of Health Sciences, Dr D Brennan, Professor M McCarron, Professor M Radomski, Dr H Mannan, Mr S Gannon, Dr A O'Gara, Professor G Whyte, Ms J Fox, Ms Cameron-Coen.
<i>Apologies</i>	Dean of Research, Dr E O'Dell, Dean of Engineering, Mathematics and Science, Ms M Collins, Mr R Bartlett, Ms C Keating, Ms E Hennessy.
<i>In attendance</i>	Librarian, Secretary to the College, Academic Secretary, Chief Operating Officer, Head of Central Academic Administration Services.
<i>Observers</i>	Ms L Quigley (GSU), Secretary to the Scholars (Mr B Roantree).
<i>By invitation</i>	Staff Secretary (for CL/10-11/187).

SECTION A

CL/10-11/180 Minutes of the meeting of the 18th May 2011 were approved.

CL/10-11/181 Matters arising: there were no matters arising.

CL/10-11/182 Provost's Report: the Provost commented that all matters of importance were on the agenda.

CL/10-11/183 Internationalisation of Academic Titles

A memorandum from the Vice-Provost dated 7th June 2011 was circulated. The Vice-Provost introduced this item, noting that following a recommendation from Council (Actum CL/10-11/120), the working party completed a consultation process with the College Academic community in relation to the earlier proposed nomenclature. The consultation took the form of an Internet-based survey of academic staff, to which 456 responded. He noted that 76.3% were in favour of the nomenclature changing, with majorities in favour of each of the suggested changes with the exception of title

of 'Senior Professor'. Many comments supporting the change highlighted that this brings the College in-line with International standards and will assist applications for research funding and inclusion in international initiatives. Equally there is a wish to break away from the perception that a lecturer does not engage in quality research, highlighting that the term 'Professor' correctly defines the role of an academic working in Trinity College.

The feedback from those who opposed the changes related to poor public perception of the initiative, and that the proposed nomenclature is an Americanisation as opposed to an Internationalisation of titles. Many comments reflect the original goal of the working party to reclassify those above the merit bar / senior lecturer grade into a single professorial title (associate professor here) and the difficulties with the 'compromise' position. It was also felt that the new classification should be adopted at a sectoral level. There were also, however, a large number of comments in favour of the change which encourage progressing without any delay from outside bodies. Finally, the view was expressed that the change was merely cosmetic and would obscure the reality that if nothing is done to address the absence of promotion based on merit, the University will 'lose competitiveness and quality'.

This working party considered other issues raised and the following recommendations were made:

- (i) On the basis of the support of the academic community, the following proposed nomenclature be adopted.

Current title	Proposed New Title
Lecturer below the merit bar	Assistant Professor
Lecturer above the merit bar	Assistant Professor
Senior Lecturer	Associate Professor
Associate Professor	Professor
Professor	Professor

The outcome of current discussions with the Higher Education Authority (HEA) in relation to Government Pay Policy may affect the pay scales used in College, particularly within the current Lecturer grade. Any implications for the system of academic titles which arise from the adoption of new pay scales for new incoming academic staff should be carefully monitored.

- (ii) If and when there is an opportunity for the pay scales to be revisited, and as soon as possible after this, the title of those academic staff above the merit bar should be differentiated.
- (iii) The term Senior Professor should not be used, and those currently holding the title of Associate Professor and Professor will now all be called Professor. Those holding established or Personal Chairs may use their specific title.
- (iv) The amendments to the nomenclature will have a consequence for all academic types of staff which will need to be addressed. The working party did not have this mandate and recommends that a further working party be established now to address any changes that may arise. The working party recommends that retired staff amend their title to reflect the proposed nomenclature.

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- (v) If these changes are approved, the working party recommends that the Communications Office be consulted with a view to minimising possible adverse publicity.

There was a long discussion on the recommendations of the Working Party on the Internationalisation of Academic Titles. The Dean of the Faculty of Health Science informed Council that his Faculty Executive rejected the proposed nomenclature changes on the grounds that they demeaned the title of Professor, and they are not widely used internationally. Concern was expressed about the conferring of the title Professor on staff on a one-year contract and on staff without a PhD. The title of Professor in the American system is linked to tenure. The view was expressed that Lecturers above the bar at the top of the scale should carry the title of Associate Professor rather than Assistant Professor as the latter may be more unstable for such staff. In response to a comment on the response rate, it was confirmed that the number of responses in favour of the change was statistically significant.

Subject to matters in respect of other academic staff, such as researchers, clinical, adjunct, and staff on contracts of less than one year being addressed separately, Council approved the recommendations (i) to (v) inclusive of the Working Party on the Internationalisation of Academic Titles, listed above.

The Dean of the Faculty of Health Sciences dissented from this endorsement.

CL/10-11/184 Graduate Studies Course Proposals

- (i) **Postgraduate Certificate in Innovation and Entrepreneurship** A course proposal dated 7th June 2011 leading to the award of a Postgraduate Certificate in Innovation and Entrepreneurship from the TCD/UCD Innovation Academy was circulated. The Dean of Graduate Studies spoke to this proposal noting that it was proposed to introduce specialised modules, which when coupled with existing modules, would lead to 30 ECTS. The course will be available to PhD students of TCD and UCD both as an integral part of the doctoral degree and as a stand-alone course. There were no further admission requirements other than being on the PhD register, and the curriculum would cater for students across the Faculties of both Colleges. A key course objective was to enable students apply key insights from the course to their PhD thesis research with a view to converting the resulting knowledge, ideas and/or inventions into products, services, and/or policies for commercial, economic and/or social benefit.

Council noted and approved the course proposal, leading to an award of Postgraduate Certificate at Level 9 on the National Framework of Qualifications (NFQ). It was further noted that it was intended to bring forward a proposal to offer the course as a joint postgraduate certificate in due course.

- (ii) **Master in Medicine** A course proposal dated 7th June 2011 leading to a new award of a Master in Medicine from the School of Medicine was circulated. The Dean of Graduate Studies spoke to this proposal noting that the course was aimed at medical graduates in training who wished to develop their research skills, broaden their research interests, and develop advanced

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knowledge in selected areas of clinical and scientific practice. The proposal had been developed in response to an invitation from the Medical Education Training and Research (METR) committee of the HSE to develop such a programme, and was designed to contribute to the ethos of the clinical scientist within the Irish healthcare system and consolidate research-led teaching as the foundation upon which the continuum of training from undergraduate study to postgraduate medical training is built. It would be delivered part-time over a two-year period; the first year of the course would consist of core modules common to all students, and from year 2 onwards the course divides into two strands - molecular and translational medicine, and population health and health implementation. The proposal had been approved by the Graduate Studies Committee and Library Committee, and had also received a positive external review assessment.

Council welcomed the proposal and following discussion approved the course proposal leading to an award of Master in Medicine, with a postgraduate diploma exit option.

- (iii) **M.Sc. in Psychoanalytic Psychotherapy** A course proposal dated 3rd June 2011 leading to the award of a Master in Science (M.Sc.) from the School of Medicine was circulated. The Dean of Graduate Studies spoke to this proposal noting that it was proposed to discontinue the current M.Sc. in Child and Adolescent Psychoanalytic Psychotherapy, and the M.Sc. in Psychoanalytic Psychotherapy for new entrants from 2011/12, and to amalgamate the contents of these courses into a single new Master of Science programme in Psychoanalytic Psychotherapy to be delivered on a part-time basis over two years. Similar to the current courses, the new course would equip students with the theoretical and experiential components to allow the pursuit of careers in either child and adolescent psychotherapy or adult psychoanalytic psychotherapy. The proposal had been approved by the Graduate Studies Committee and Library Committee, and had also received a positive external review assessment.

Following discussion and clarification on a number of points, Council approved the course proposal leading to an award of Master in Science, with a postgraduate diploma exit option.

- (iv) **M.Sc. in Alcohol and Drug Interventions** A course proposal dated 3rd June 2011 leading to the award of a Master in Science (M.Sc.) from the School of Social Work and Social Policy was circulated. The Dean of Graduate Studies spoke to this proposal noting that it represented the first course of this type in Ireland at Level 9. The two year part-time course offers students from a range of professional backgrounds the opportunity to acquire skills, a knowledge-base and continuing professional development in alcohol and drug intervention at an advanced level. The proposal had been approved by the Graduate Studies Committee and Library Committee, and had also received a positive external review assessment. It meets the accreditation requirements of the Irish Association of Alcohol and Addiction Counsellors (IAAAC), a non-statutory body that offers accreditation to individuals involved in addiction counselling and alcohol and drug work.

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In noting and approving the course proposal leading to an award of Master in Science, with a postgraduate diploma exit option, Council recommended that consideration be given to developing alliances with staff in the School of Medicine who have expertise in the field of alcoholism.

CL/10-11/185 Concurrent award of the Ordinary Degree A memorandum from the Registrar, Senior Lecturer, and Dean of Graduate Studies dated 8th June, 2011 had been circulated proposing a Working Party be established to review policy in relation to the award of the Ordinary B.A. across College. The Registrar spoke to the item noting that the Ordinary B.A. (Level 7, 180 ECTS) is normally an exit degree awarded to candidates who have completed three years study and who are either ineligible or choose not to progress to a 4th year Level 8 qualification. Exceptions occur in relation to some professional courses where, as an indication of the history and traditional breadth of the course, the Ordinary B.A. and the professional degree are awarded concurrently. In the context of the Bologna process the practice of awarding concurrent degrees in this way has raised concerns of 'double counting' as the 180 ECTS of the B.A. contribute to the number of ECTS required for the final degree.

Council approved the recommendation to establish a Working Party, to be chaired by the incoming Registrar, to review policy in relation to the award of the Ordinary B.A. across College and to report to Council during the 2011-12 academic year.

CL/10-11/186 Integrated degree course proposals

- (i) **Proposal for two five-year integrated courses in Engineering and Engineering with Management, leading to a new degree award of M.A.I. (Studia).**

Two course proposals dated 8th June 2011 leading to a new award of M.A.I. (Studia) from the School of Engineering were circulated. The Senior Lecturer spoke to the proposals noting that the proposed M.A.I. courses were necessary to ensure that Trinity College continued to offer engineering degree programmes that were accredited for Chartered Engineer status by Engineers Ireland. The existing four-year Engineering, and Engineering with Management programmes were accredited until 2012. Thereafter, engineers who graduate after 2012 will require a Masters degree to qualify for Chartered Engineer status resulting in new entrants to Trinity Engineering from 2009 onwards needing to complete five years of study to satisfy the requirements of the accreditation body. The proposed undergraduate programme would lead to the award of a 300 credits M.A.I. at Level 9 on the NFQ framework. Students neither wishing nor eligible to proceed to the final year would be eligible for the existing B.A.I. or B.Sc. (Ing.) degrees (240 credits, NFQ Level 8) after four years, or an Ordinary B.A. (180 credits, NFQ Level 7) after three years. The structure design is compatible with the existing Bachelor degree courses in College, and secure students' interests in respect to fees. It is expected that students eligible for fee remission under the Free Fees Initiative will be funded for the first four years of the course, and become liable for the fifth year tuition fees only. Students who complete the fourth year of the Bachelors courses will be admitted to the Masters courses, and continue to study in the specialised strand of engineering adopted in their Bachelor courses. The integrated courses support the further

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development of professional engineering programmes in College by allowing greater project work, research study, independent learning, international exchanges, semester based internships and university-industry collaboration. With the exception of the intention to award three concurrent degrees (B.A., B.A.I., M.A.I.) to students who successfully completed the integrated 5-year Engineering course, the Graduate Studies Committee and the Undergraduate Studies Committee have endorsed both proposals.

In considering the proposal, Council noted that the Careers Advisory Service had expertise in managing internship programs, and was available to advise the School of Engineering if required. It was also noted that in the quality review documentation circulated in respect of the School of Business, the reviewers had expressed concern about the quality of provision of management teaching on courses which was not delivered by the School of Business.

As Council had earlier approved the establishment of a Working Group to review policy in relation to the award of the Ordinary B.A. across College, it approved the integrated course in Engineering leading to an award of the degrees B.A.I. / M.A.I. only. Council would consider the proposal to award the Ordinary B.A. concurrently with the B.A.I./M.A.I. following consideration of a recommendation from the Working Party.

Council noted and approved the integrated course in Engineering with Management leading to an award of B.Sc. (Ing.) / M.A.I..

- (ii) **Proposal for five-year integrated course in Computer Science, leading to a new degree award of Master in Computer Science.**
A course proposal dated 2nd June 2011 leading to a new award of Master in Computer Science (M.C.S.) from the School of Computer Science & Statistics was circulated. The Senior Lecturer spoke to this proposal noting that the current B.A. (Mod.) in Computer Science was accredited by Engineers Ireland. The proposed M.C.S. course was necessary to ensure that graduates of the undergraduate course continued to receive full professional accreditation after 2012. In addition, Engineers Ireland had identified research and innovation training as additional criteria required for accreditation. The redesigned degree course aimed to deepen the research ability of students along with the fostering of skills in multidisciplinary teamwork and in life-long learning. While the motivation for the introduction of the five-year programme at this time was primarily predicated by changes in accreditation requirements, it also presented an opportunity for programme improvement by incorporating deeper training in research and professional development through an industry/research internship. The proposed programme leads to the award of a 300 credits M.C.S. at Level 9 on the NFQ framework. Students neither wishing nor eligible to proceed to the final year are eligible for the existing B.A. (Mod.) degree (240 credits, NFQ Level 8) after four years, or an Ordinary B.A. (180 credits, NFQ Level 7) after three years. It was expected that students eligible for fee remission under the Free Fees Initiative will be funded for the first four years of the course, and become liable for the fifth year tuition fees only. It was noted that the proposal had been endorsed by the Graduate Studies Committee and the Undergraduate Studies Committee.

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Following discussion, Council noted and approved the integrated course in Computer Science leading to an award of B.A. (Mod.) / Master in Computer Science.

CL/10-11/187 Staffing

The Staff Secretary was in attendance for this item.

(i) **Employment Control Framework**

A report on the Employment Control Framework (ECF) dated June 2011 was circulated. The Staff Secretary introduced this item noting the report was discussed at the Board meeting of the 1st June 2011 and the recommendations were approved. He informed Council that the 2010 Employment Control Framework (ECF) expired at the end of 2010, and a revised ECF was issued in March 2011, which differed significantly from the 2010 framework. This revised ECF was rejected by the Universities as its implementation would have had adverse implications for the management and autonomy of Universities. He drew Council's attention to the developments in respect of pay, noting the communication from the Department of Finance, through the HEA, that 'all new staff, irrespective of grade, recruited to positions in the institution should be placed on the first point of the relevant scale.' The consequences of the 2011 ECF together with this directive on pay would, among other things, seriously disadvantage the University in its efforts to leverage public and private funds, disincentivise staff from seeking non-exchequer sources of income, make it difficult for the University to compete for staff in the national and international market, and to retain academic staff because of the restrictions on normal career progression.

The Universities proposed an alternative framework to the Government, which addressed employment numbers, pensions, promotions, and remuneration. Interim arrangements, pending a satisfactory conclusion to discussions on the 2011 ECF, were also proposed. The Staff Secretary outlined these noting the relative advantages and risks.

Council noted the document on the Employment Framework, June 2011.

(ii) **Academic Staff Contract of Employment**

A memorandum dated 8th June 2011 from the Staff Secretary and the Vice-Provost was circulated. The Staff Secretary introduced the item noting the context, objectives, and perceived benefits of the new contract. The initiative to develop and implement a new contract of employment for academic staff arose in the context of the Public Service Agreement (PSA), wherein it was identified as one of the four sector specific modernisation issues for higher education. The College's objective, as stated in its PSA Implementation Plan, is to complete the review in time for implementation in the 2010/11 academic year. The draft document, with proposed contractual revisions, was considered by the Human Resources Committee, the Heads of School Committee, and other stakeholders in College, and suggested amendments were incorporated in the revised text. The objectives of the contract review is to bring clarity to the main contractual entitlements and obligations of academic staff, through comprehensive statement in a single

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document; to clearly set out the minimum standards and obligations; to provide transparency and confidence to stakeholders which existing arrangements do not provide; to support the case for institutional autonomy on the basis of such transparency and confidence. The Staff Secretary highlighted the changes made following consultation with various stakeholders, and brought to Council's attention the differences between the current and proposed principal provisions of the contract.

Council in discussing the provisions of the proposed new academic contract of employment raised a number of concerns, which were considered. It was argued by several members of Council that it was premature to invite Council's endorsement of the document as there has not been sufficient consultation with academic staff and their representative bodies. It was felt that a process of engagement with academic staff was necessary. The Staff Secretary, in response, noted that while changes were made following consultation with the Fellows, IFUT (Irish Federation of University Teachers), and the Heads of School Committee, the document was a national document and not up for renegotiation. The Provost commented that further consultation is planned, and any major change would be brought back to Council for discussion and endorsement. He invited Council, as the academic committee of College, to consider the content of the document.

In discussing the content, it was felt that the proposed wording under some of the Sections in the document could restrict the University's ability to attract high calibre international staff. The proposed wording under 'Flexibility and Cooperation' implies that the University could change fundamentally the nature of one's contract through redeployment. Following discussion on this provision, Council agreed that the following sentence, *'The University reserves the right to assign other appropriate duties to you, it being understood that you will not be assigned duties which you cannot reasonably perform'* should be removed and the sentence *'During the course of your employment it may be necessary to change your duties and responsibilities, within the scope of your position'* be placed at the end of the Section.

Referring to proposed changes to provisions in respect of 'Attendance and Hours of Work', it was suggested that the reference to the provisions of the Organisation of Working Time Act 1997 was rather restrictive and could be counterproductive as academic staff normally work longer hours per week than the maximum prescribed for under the Act. While the sentiment was acknowledged, it was felt that the reference to the Act served to protect academic staff from the negative public perception that universities shut down for three months in the summer and that academic staff are not subject to a 'normal' working week. The reference to 'place of work' in this Section was also discussed, and it was agreed that all staff, subject to the nature of their contract, must be available to the University during normal working hours.

Discussing the proposed provision on 'Annual Leave', some Council members felt that conferring the Head of School with the 'right to allocate and schedule' an academic staff member's annual leave was too prescriptive. Suggestions to improve the wording were considered, but it was argued that clarifying the provision with operational explanations could be

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counterproductive. The Provost suggested that internal procedures should be developed that clarified the operations of the academic contract of employment, which will be national policy.

The Staff Secretary, in response to a query, confirmed that the proposed changes to provisions in respect of 'Salary Progression' meant that automatic right to progression to the next point on the salary scale would be removed and in the future progression will depend upon satisfactory performance. Referring to a comment on the placing of 'postgraduate supervision' under the section on Research, the Staff Secretary advised that 'postgraduate supervision' is placed here for consistency purposes as it is under the Research heading in the FEC (full economic costing) and College's policy on promotion. He also commented, in response to a query, that there is no specific requirement under the Croke Park Agreement to review the contract of employment for research staff, and undertook to clarify this further.

In drawing the discussion to a close, the Provost reminded the Council of the reference to 'academic freedom', and commented that the proposed changes together with the modifications suggested by Council, codified existing procedures for academic staff employed by Trinity College.

Subject to the modifications agreed, Council endorsed the proposed 'Academic Contract of Employment'. Dr O'Donovan and Dr O'Siochru abstained from this endorsement.

(iii) **Administrative Support for Multi-disciplinary Schools**

A memorandum dated 1st June 2011 was circulated. The Staff Secretary introduced this item noting that following discussion on the quality review report on the School of Natural Sciences in May 2010, Council requested that College 'develop and implement a strategy to support multi-disciplinary schools achieve academic and administrative cohesion and development' (CL/09-10/171). The College Board had also stated as a matter of policy in respect of Academic Restructuring, that reporting lines of administrative staff in Schools and Course Offices should be streamlined to provide adequate support for Schools and cross-School course administration. Following consultation with Heads of multi-disciplinary Schools and the Heads of School Committee, the following policy and procedures were agreed.

College policy in relation to support staff deployment within Schools, in the context of the Head of School's ultimate responsibility for the effective general management of the School¹, is set out in the following paragraphs. This document does not attempt to prescribe the organisation of work or the design of roles within each School.

- (a) School Administrators, reporting to the Head of School, have responsibility for administrative support within Schools, including management of Executive and Administrative staff. School Administrators will also work closely with the Academic Secretary to ensure administrative cohesion across all Schools in College.

¹ Board approved role of Head of School (<http://www.tcd.ie/vpcao/academic-governance/head-of-school.php>).
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- (b) Administrative staff, in common with all College staff, are appointed to College, and are then assigned to specific roles, in this case, within Schools. Where an Administrative Officer (AO) is assigned to an AO role within a School, the AO will report administratively to the School Administrator and will be assigned duties and responsibilities appropriate to the grade within the School at the discretion of the School Administrator. The exercise of this discretion by the School Administrator is subject to the direction of the Head of School.
- (c) Executive Officers (EOs)², in common with all College staff, are appointed to College, and are then assigned to specific roles³, in this case, within Schools. Where an EO is assigned to an EO role within a School, the EO will report administratively to the School Administrator and will be assigned duties and responsibilities appropriate to the grade within the School at the discretion of the School Administrator. The exercise of this discretion by the School Administrator is subject to the direction of the Head of School.
- (d) Technical Staff are appointed to College, and are assigned to specific roles relative to their area of professional competence.
- (e) Chief Technical Officers⁴ have responsibility for technical support within Schools, including the management of technical staff. Chief Technical Officers will report to the Head of School, on an operational and administrative basis. Chief Technical Officers will take responsibility for cognate issues and initiatives across the School, as required by the Head of School.
- (f) Technical Officers and Senior Technical Officers are assigned to roles within Schools relevant to their professional competence, and report to the relevant Chief Technical Officer. Technical Officers and Senior Technical Officers may be required to undertake duties, initiatives or projects School- wide by the Chief Technical Officer, in consultation with the Head of School, as required.

Council noted and approved the above policy in respect of support staff.

CL/10-11/188 Staff Office Annual Report

Council noted the Staff Office Annual Report, 2009-10 which was circulated.

CL/10-11/189 Quality Reviews

- (i) **School of Psychology:** A quality review report dated 8th June 2011 of the School of Psychology together with a response from the Head of School and the Pro-Dean of the Faculty of Arts, Humanities and Social Sciences was circulated. The Provost speaking to this item, commended the School on its achievements and developments since the last review of the School in October 2003. He noted that the School of Psychology had a complex range of activities and that it was recently ranked 48th in the World and 10th in Europe

² References to EO include Senior Executive Officer (SEO)

³ A role may be Discipline/Department or cross Discipline/Department task focussed, as appropriate.

⁴ The Expert Group on University Technician Grades did not differentiate between CTO and CTO(Specialist), however, it is not likely that Specialists will have a line management role.

in the QS World University rankings for its citations in research. He added, though, that the external reviewers found considerable variability in research quality, and he commented on the need to review at a College level how research output is quality assessed. He noted the role that the outgoing Head of School has played in developing the School of Psychology, and commended his commitment and contribution.

The Pro-Dean congratulated the School on a very positive review. She noted that the external reviewers describe the School as being 'remarkably committed to high quality teaching'. The Dean highlighted in particular the difficulty in recruiting members of staff to undertake directorships and questioned whether the taking on of such roles is given sufficient weight in the context of promotion applications. She suggested that this matter should be addressed and that College should give more explicit recognition of the role played by such directors both in terms of workload models and in the promotion process.

Council in discussing the review report agreed that the role of directors in schools should be reviewed and ways to award such directors be developed and recommended to Council and Board for approval. There was some discussion about the different methods of appointing a Head of School, and the Provost reminded Council that there is provision for selecting a Head of School by internal or external competition. In some cases it may be necessary to hold an external competition for a Head of School. It was noted that it is expected that persons appointed to professorial positions are expected to take on a leadership role in the School to which they are appointed.

Council noted the following recommendations by the external reviewers:

1. Short term

- 1.1 The School criteria for establishing, evaluating and sustaining Centres need review.
- 1.2 Criteria of research quality and productivity should be measured against external indicators of international and national standing.
- 1.3 A number of small initiatives would contribute to potentially transformative cultural changes within the school, e.g.:
 - Introduction of a seminar series.
 - Community building activities such as daily or weekly tea-making in the common room by one of the groups operating via rota.
 - A weekly informal, internal seminar at which students, post docs and PIs can present ongoing work/ideas should be set up.
 - Incentives for junior faculty to write grant applications. 1000 Euros could be given to their research fund for every full application submitted.
 - A weekly or monthly news 'round-up' of the publications, lectures, grants and personal news (e.g. births) of members of the School could be made more generally available.
 - A database of grants could be made available by the Director of Research, forwarded to all members of the school.

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- 1.4. A Public Engagement committee should be formed to encourage and develop the presentation of the public face of the School.
- 1.5. Encouragement of co-supervision of PhDs between CRC, TCIN and the School members in the Áras an Phiarsaigh building could be enhanced.
- 1.6. Ways of relieving post-graduate course organizers of the additional administrative loads of undergraduate teaching should be considered.
- 1.7. There was an urgent need for appraisal of junior faculty and post-doctoral research fellows focusing on career development and their roles in the School.
- 1.8. Methods of obtaining destination data of students and post-docs should be enhanced. Compiling data-bases on undergraduate academic profiles (e.g. science or non-science) and on general demographics may aid future University financial planning.

2. Long Term

- 2.1. Strategic hiring of senior academics would enhance synergy between different groups in Psychology (TCIN, Centres and other research groups). Careful attention should be given to retention, as well as searching and hiring, strategies. e.g. Appointment of a Chair with a strong reputation in developmental psychology or cognate discipline with the ability to bridge research interests in genetics, neuropsychology and other areas.
- 2.2. A process should be created that would determine the strategic direction of the School of Psychology, that is in line with the Strategic Plan, and would eventually result in the appointment of a new Head. This strategic plan should inform the direction of new hirings in the School and be linked more transparently to budget allocations.
- 2.3. The process of appointing the next Head should be reviewed. Although the traditions and regulations of the College should of course be respected, it would be appropriate for an internationally-recognised School to appoint by interview via a panel including external, possibly international members, whilst taking into careful consideration the views of the Faculty.
- 2.4. An overall comment on the form of the return by the School for this Review is that it could have been made easier for the Committee to do its work and draft this report had the Review materials provided by the School been presented more succinctly, with their main topics being related more directly (and sequentially) to the headings requested by the Central Administration of the College in their written instructions for the compilation of our report. This could perhaps be borne in mind for future Reviews.

Council noted and approved the Provost's recommendations as follows:

In light of the Review Report and the responses from the School of Psychology and the Faculty Dean, it is recommended that:

- (a) The School working closely with the Dean of the Faculty of Arts, Humanities and Social Sciences, and other relevant Academic Officers, should consider the detailed recommendations of the Review Report and draw up an implementation plan for Council approval.

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- (b) The quality review process of schools should include a more robust assessment of research output and quality. College should consider ways to address this as part of the overall review process.
 - (c) College should review the current method of appointing a Head of School to ensure that procedures allow for strong leadership across disciplines.
- (ii) **School of Business:** A quality review report dated 31st May 2011 of the School of Business together with a response from the Head of School and the Pro-Dean of the Faculty of Arts, Humanities and Social Sciences was circulated. The Provost speaking to this item noted the Reviewers' complementary observation of its strong research-driven orientation, and its ability to launch a major fundraising campaign around the well-structured project of a future building. He noted that the School of Business operated in a highly competitive global and national market, which if it was to remain in a league of international players, would need to develop a controlled growth strategy.

The Pro-Dean congratulated the School on a very positive review. She noted that the external reviewers described aspects of the School's activities and achievements as remarkable. She concurred with the Head of School in stating that the most critical of the reviewers' comments concerned the School's resources, both in terms of its physical infrastructure and the relatively small number of full time staff. The Pro-Dean recognised the significant cost, both in terms of financial resources and staff time, required in seeking Association to Advance Collegiate Schools of Business (AACSB) accreditation. She highlighted that the School was about to go through an important change in leadership and suggested it was an opportune time for College to prioritise an appointment to the vacant Chair of Business. She was of the view that there was clear need for continued strong and effective leadership, if the School is to realise its potential.

Council in discussing the review agreed with the suggestion that the filling of chairs in College should be considered in the round and not on a school by school basis.

Council noted the external reviewers overall recommendation that the School of Business enter rapidly into the AACSB pre-accreditation process. In addition, it noted their other recommendations as follows:

Research

1. If the current level of quality in publication output is to remain, the School should find the resources to allow its more active research staff members (and particularly the younger members) to attend some of the major international conferences in their field, if not annually at least biennially.
2. The School should consider two complementary paths: firstly it might be necessary to move to a more institutional fundraising effort where (parts of) the fundraising drive focus on research; secondly there might be a need to turn to European sources of funding.

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3. Identify i) the resources the School and University can put into this overall, ii) 'priority experiences - those that are likely to generate more value for the amounts invested, and iii) define a scheme that will apply to all students in the same way.
4. With regard to the Postgraduate Research Program, move towards a degree of formalisation, centralisation and systematisation of the funding information and of the funding process. This would allow all students, independent of their supervisor, to have access in a parallel manner to the same information.
5. Revive a more collective / intellectual form of liaison between the academic staff and the research students.

Teaching & Learning

6. For the MBA programme, a concerted and systematic marketing / branding campaign should be urgently entertained, especially in the absence of the Financial Times (FT) ranking.
7. Explore and exploit systematically the possibilities for synergies that could exist between the different pre-experience masters (with respect to the sharing of courses) but also possibly between those programmes and programmes in other schools within the university.
8. Propose and implement more formalised processes when it comes to the management of staff. More particularly formalised processes for the distribution and assessment of teaching obligations would be useful and they would be complementary with the process of formalisation of research output that is right now undertaken at the level of the school.
9. The School should move to include a systematic capability for 'customer care' in postgraduate programmes. This is now an important part of the competitive context in higher education for these types of programmes in particular.

Resources and Others

10. The School needs to establish a reasonable growth strategy that will include:
 - (a) Reaching the fundraising goals that will make it possible for the School to move into a building that would be more adapted to its needs and constraints in a highly competitive global market for business education;
 - (b) Increasing the Faculty size to an extent sufficient to reduce the current strong dependence in some areas on one or two individuals and also in order to reach, in those research areas identified as priorities or core competencies of the School, a basic critical mass.
11. As the School needs to formalise its research outputs and teaching allocation processes, it also should move towards a better and more formalised management of the allocation of academic administrative responsibilities. It should pay attention to its staff making sure that
 - (a) they are not overburdened with administrative responsibilities;
 - and (b) when they take over such responsibilities or tasks, they

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- receive adequate training or briefing as well as access to formalised procedures, knowing all along where to go to when issues arise.
12. In a period of transition, it is important to think about the ways of ensuring that the Advisory Board will continue to play the useful role it plays for the School.
 13. That the growth plan be supported by an increase in the financial autonomy of the School thereby enabling incentive schemes for the faculty to be developed at School level.
 14. The College explore possibilities to foster synergies through closer cooperation between the different schools within the College that teach business or management but also between the School of Business and other Schools of complementary competencies (eg, Economics, Engineering, Law and Social Sciences). This would require an 'internal cost transfer model' that would support and foster rather than create obstacles to such synergies and collaborations - whether in teaching or in research

Council noted and approved the Provost's recommendations as follows:

In light of the Review Report and the responses from the School of Business and the Pro- Dean, it is recommended that:

- (a) The School working closely with the Dean of the Faculty of Arts, Humanities and Social Sciences, and other relevant Academic Officers, should consider the detailed recommendations of the Review Report and draw up an implementation plan for Council approval.
 - (b) Given the highly competitive environment in which business schools operate world-wide, the School should enter into the AACSB pre-accreditation process which should serve to increase its reputation and standing in relevant league tables.
- (iii) **School of Linguistic, Speech and Communication Sciences:** A quality review report dated 7th June 2011 of the School of Linguistic, Speech and Communication Sciences, together with a response from the Head of School and the Pro-Dean of the Faculty of Arts, Humanities and Social Sciences, was circulated. The Provost speaking to this item commended the School on the favourable review of its wide ranging activities which recognised the commitment of all staff involved. He noted the concerns expressed by the reviewers in respect of the future of the School and its ability to deliver its existing provisions following the retirement of senior staff, and suggested consideration be given to developing collaborative links with others in order to reduce this risk. The Provost commented that the provision of Deaf Studies programmes was an important national initiative, but it was extremely expensive to run and this must be recognised by the relevant government bodies. The Pro-Dean congratulated the School on a very positive review. The reviewers had commended the School for the high quality of its teaching in all departments at undergraduate and postgraduate level which they described as 'informed and invigorated by the research interests of its staff'. At the outset the reviewers acknowledged the current financial climate and that solutions which would allow the School to maintain and enhance its standards without such additional resources should be explored. She noted the

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challenges which the School will confront, in particular, the ability to recruit new and additional staff with strong track records in teaching and research. The School's physical infrastructure has improved greatly as a result of some of its departments moving to 7-9 South Leinster Street, however, the full integration of activities on that site should be a priority.

Council noted the following recommendations by the external reviewers:

General recommendations:

1. For future reviews, appoint one of the external Review Committee members to be Chairperson with the additional responsibility for guiding the process and reports on behalf of the Committee, and with responsibility for the final version of the report.
2. Avoid large group meetings with students. It would be better to have small group meetings with specific groups of students, in order that all voices are heard and that the interaction is more fruitful.

Research related:

3. There is a need to protect research time. While this is traditionally the individual's own choice, the pressure from teaching and administrative work is such that virtually no time is left to do proper research, or, as some members phrased it, 'time to sit and think'.
4. Given the time available and the need to keep up TCD's high standing, members should reduce the quantity of their publications and enhance the quality.
5. More co-operation both within the School and between Schools will enhance the volume of research needed for the application for larger funds.
6. Consideration should be given to the establishment of an effective research mentoring programme. For Deaf members of staff, this may be best achieved by a partnership with another university with a comparable department with Deaf staff.

Teaching and learning related:

7. Build on existing quality assurance procedures across all departments to ensure equity of student experience.
8. Facilitate further use of the Directors of Undergraduate and Postgraduate Teaching to enable the School to develop teaching strategy.
9. Examine assessment across all programmes to ensure economic use of staff and appropriate student workload.
10. Build on Trinity College's capacity to attract international students including Study Abroad programs.
11. Consider role of broad curriculum in professional courses.
12. Develop the educational opportunities which will emerge from the eventual inclusion of all departments in one location which should be achieved by 2013.
13. Build on existing e-learning strategy.
14. Develop a funding strategy to preserve the Deaf Studies programme.

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Engagement with society and service to College:

15. For deaf staff, non-participation in service raises issues in relation to equality under the law; for the College, there is a loss of the benefit of having full representation of staff in service to the School and College. This is an issue which needs to be addressed centrally.
16. There is a potential for commercialisation of existing activities. These might include assessment tools developed in CSLS; sign language teaching materials developed in CDS, and some of the recent virtual reality work in CLCS. The departments would benefit from support in exploring possibilities for further development in IPR in commercial settings.
17. The strong existing outreach activities should be expanded: for example, the extra-mural language programmes of CLCS could be amplified with courses by CDS in Deaf Awareness and Introduction ISL (which also could be offered within the College to staff and students outside the School). It should be added that the ISL evening courses are available to the public, staff and students.

Resources:

18. A move to a more transparent funding basis would make it easier for departments to see what level of increased income from teaching and research grants would be required to support new appointments and promotions.
19. A clear policy is needed about allocation of funding to departments where research students have supervisors from different departments / schools.
20. More effort should be made to include budget lines for eg, technical support in research grant proposals.

Council noted and approved the Provost's recommendations as follows:

In light of the Review Report and the responses from the School of Linguistic, Speech and Communication Sciences the Pro- Dean, it is recommended that:

- (a) The School working closely with the Dean of the Faculty of Arts, Humanities and Social Sciences, and other relevant Academic Officers, should consider the detailed recommendations of the Review Report and draw up an implementation plan for Council approval.
 - (b) The School, in light of future retirements and contracting resources, should review its strategic direction and consider possible internal and external collaborations in cognate and emerging disciplines in the field.
- (iv) **Entry Grades and Degree Classification in the School of Genetics and Microbiology.** A memorandum dated 8th June 2011 from the Senior Lecturer had been circulated. In speaking to the item, the Senior Lecturer advised that arising from its consideration of the Review of the School of Genetics and Microbiology, Council had directed her to review student data on entry grades and degree classifications in respect of the courses offered by the School and
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report to Council (Actum CL/10-11/007). Based on data relating to the years 2006-07 to 2009-10, Council noted that the small size of some of the cohorts considered militated against strong generalisation, as the performance of a single student could have a considerable effect on the overall profile of the group. It was observed, however, that there was a general relationship between student points on entry and degree classifications.

CL/10-11/190 GeneSIS - Student Administration System

A progress report on the GeneSIS project dated 1st June 2011 was circulated. The Academic Secretary, and Project Sponsor, introduced this item, noting that a legal contract was signed with Tribal Education, Ltd., on the 25th May 2011. An Implementation Schedule over a period of 30 months has been agreed. She drew Council's attention to the technical and academic administration audit, the key actions for the coming months, and in particular the key project concerns, which are (i) the high expectations from College stakeholders that GeneSIS will solve all administration problems, (ii) achieving buy-in for the necessary academic and administrative changes in a timely manner, and (iii) securing contiguous space to house the one-stop-shop academic registry. The project is on time and the procurement stages have been delivered under budget predicted costs.

The Chief Operating Officer, commenting on space, noted her commitment to securing space for the academic registry, and to ensuring that a process is in place for the allocation of space within College. The Provost commended the progress to-date and reiterated the need for full support for GeneSIS at all levels across College and in particular at executive management levels. It is important the project retains a sense of urgency and prioritisation.

Council noted the report on the GeneSIS project and congratulated all involved on progress to-date.

CL/10-11/191 Calendar Changes

The Senior Lecturer informed Council that changes to the Calendar Part 1 for 2011/12 have been approved. Council noted changes to the Calendar Part 1 for 2011/12.

CL/10-11/192 Any Other Urgent Business - Directors of Teaching and Learning and of Research/Heads of Discipline: Council noted and approved the tabled memorandum from the Senior Lecturer proposing Directors of Teaching and Learning and Directors of Research for 2011-2013 and Heads of Discipline for 2011-2013 for the School of Chemistry. Council heard that in the School of Chemistry, and other smaller schools, it is proving very difficult to secure Directors of Teaching and Learning, and of Research: as a result these positions are being filled by staff members who are not at a Senior Lecturer or above level.

Noting reference to this problem by the reviewers of the School of Psychology (Actum CL/10-11/189 (i) above), Council recommended that this issue be reviewed as a matter of priority.

The Council approved the following nominations in the School of Chemistry
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- (i) **Directors 2011-2013**
Director of Research: Professor G Duesberg
Postgraduate Teaching & Learning: Professor I Rozas
Undergraduate Teaching & Learning: Dr W Schmitt
- (ii) **Heads of Discipline, 2011-2014**
Inorganic & Synthetic Materials Chemistry: Professor Yurii G'unko
Physical, Computational & Materials Chemistry: Professor John Boland

SECTION B

- CL/10-11/193** Human Resources Committee draft minutes of the meeting of the 19th May 2011 were approved. Council noted the Garda Vetting Policy which was circulated, and the revised policies in respect of (i) Leave of Absence for Academic Staff, and (ii) Recruitment Procedures; and the new policy in respect of (iii) Retention for Administrative, Technical and Library Staff, and the (iv) Accredited Academic Courses - Leave and Funding Arrangements, all available online at http://www.tcd.ie/Staff_Office/procedures/leave/draft.php
- CL/10-11/194** Research Committee draft minutes of the meeting of the 31st May 2011 were approved. Council noted the Review of Good Research Practice Policy (Actum RS/10-11/59), and the 'Policy Change to Contract lecturing/research staff and FP7 funding proposals application' as PI, which was circulated. In response to a query, the College Secretary undertook to enquire from the Dean of Research whether the Council decision to refer the assessment of research output in the Arts and Humanities disciplines to the Research Committee had taken place (Minute CL/10-11/161).
- CL/10-11/195** Undergraduate Studies Committee minutes of the meeting of the 24th May 2011 were approved. The Senior Lecturer drew Council's attention to Actum UGS/10-11/051, noting the Undergraduate Studies Committee's recommendation that the third revision week be retained for 2011/12, and following a review of the timeline after the end of the examination period 2010/11, a recommendation on the continuation of the third revision week beyond 2011/12 will be made to Council.
- CL/10-11/196** Graduate Studies Committee draft minutes of the 2nd June 2011 were approved. The Dean of Graduate Studies drew Council's attention on Actum GS/10-11/064, noting that the Committee expressed support for the introduction of an improved postgraduate applications facility proposed as part of the GeneSIS project.
- CL/10-11/197** Quality Committee draft minutes of the meetings of the 15th April 2011 and the 31st May 2011 were approved. Council noted the 'Revised General Procedures and Protocol for Quality Reviews of Administration and Support Services, 2011/12' which were circulated. The Academic Secretary drew Council's attention to Actum QC/10-11/06, noting that an Institutional Quality Review of Trinity College will take place in March 2012. The review will focus on procedures in place that ensure quality assurance and enhancement across academic and administrative areas.

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SECTION C

CL/10-11/198 University Council - Membership

- (i) **Faculty of Health Sciences, 2011-2014**
 The Council noted that the following have been elected:
 Senior Constituency: Professor T Connor
 Professor M McCarron
 (Head of School)
 Junior Constituency: Dr D Brennan
 Dr S Smith
- (ii) **Senate Representation**
 The Council noted that Ms D Jones has been elected to represent the Senate on the University Council for the academic years 2011-2012 and 2012-2013.

CL/10-11/199 Higher Degrees—Reports of Examiners

The Council noted and approved the reports of examiners on candidates for higher degrees, approved by the sub-committee of Board and Council on 18 May 2011 and noted by Board on 1 June 2011.

- (i) **Professional Higher Degrees by Research Alone**
- MD Paul Anthony Carroll.
- (ii) **Higher Degrees by Research Alone**
- PhD Paul Alexander Brown; Cathal Clancy; Mary Louise Corr; Jennifer Cronly; Dominik Przemyslaw Danieluk; Salah Amru Elbaruni; James Fitzpatrick; Garrett Greene; Peter Kinnevey; Francis Ludlow; Philip Lyons; Raymond Keith Scott Manley; Niall McEvoy; Michael Seosamh McGoldrick; Aoife McGrath; Eleanor O Neill; Anna Hanchar; Jamie Kevin McInerney; Jennifer Molloy; Frances Narkiewicz; Aidan O'Boyle; Micheal Seaghan O Fathartaigh; Aldo Peschiulli; Niall Redmond; Martin Schmitz; Joshua Sky Walker; Qi Yu Zhang.
- MSc Brian Morrissey; Rachel O'Connor.
- MCh Grainne Colgan.

CL/10-11/200 Business of the Graduate Studies Committee requiring approval of the University Council

The Council noted a memorandum from the Dean of Graduate Studies, circulated, dated 7 June 2011, and approved the closure of the following from September 2011-12 for academic and resource related reasons:

- (i) Postgraduate Diploma in Clinical Engineering (code 632);

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- (ii) MSc in Chemical and Biological Techniques (code 753 and 754).

CL/10-11/201 School Directors (2011-2013)

The Council noted and approved the following nominations:

- (i) **Engineering**
Director of Teaching and Learning (Postgraduate) - Professor H Rice;
- (ii) **Physics**
Director of Teaching and Learning (Undergraduate) - Dr S Hutzler (for one further year to 2012);
Director of Research - Professor M Hegner
- (iii) **Psychology**
Director of Teaching and Learning (Postgraduate) Dr K Tierney;
- (iv) **Religions, Theology and Ecumenics**
Director of Teaching and Learning (Postgraduate): Professor L Hogan.

CL/10-11/202 Head of Discipline 2011-2014 - Genetics

The Council noted and approved the nomination of Professor K Wolfe.

CL/10-11/203 Course Directors - Physics - BA Moderatorship

The Council noted and approved the following nominations:

- (i) BA Moderatorship in Science (Physics) (2011-13): Professor W Blau;
- (ii) BA Moderatorship in Science (Physics and Astrophysics) (2011-2013): Dr P Gallagher;
- (iii) BA Moderatorship in Nanoscience, Physics and Chemistry of Advanced Materials (2011-2014): Dr C McGuinness.

CL/10-11/204 Professional Diploma in Stage Management and Technical Theatre

The Council noted and approved a memorandum from the Senior Lecturer, circulated, dated 8 June 2011.

CL/10-11/205 Examinations outside the formal Annual and Supplemental examination sessions in 2011/2012

The Council noted and approved a memorandum from the Examinations and Timetables Officer, circulated, dated 8 June 2011.

CL/10-11/206 Science Course Open Day

The Council noted and approved a memorandum from the Science Course Director, circulated, dated 8 June 2011.

CL/10-11/207 Administrative Arrangements - 3 July to 28 August 2011

The Council noted that matters of routine College business will be dealt with by the Provost from 2 July to 28 August 2011.

SECTION D

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



CL/10-11/212 **Tribute to the Provost, Dr John Hegarty:** the Senior Lecturer, on behalf, of Council warmly thanked the Provost for his outstanding leadership, commitment, and dedication to the College throughout his ten-year tenure as Provost, and wished him and his family the best for the future.

The Provost in turn thanked current and past members of Council for their unstinting contribution to enhancing the academic business of College.

Signed

Date