



Incorporating any amendments approved at subsequent Council meetings

**The University of Dublin**

**Trinity College**

**A meeting of the University Council was held on Wednesday 11 February 2015 at 11.15 a.m. in the Board Room.**

<i>Present</i>	Provost, Vice-Provost/Chief Academic Officer, Registrar, Dean of Undergraduate Studies/Senior Lecturer, Dean of Graduate Studies, Senior Tutor, Dean of Research, Professor E O'Dell, Professor M Junker-Kenny, Professor D Faas, Professor J Walsh, Dean of Engineering, Mathematics and Science, Professor G Watson, Professor R Dahyot, Professor JP Spiers, Professor C Comiskey, Professor M Clarke, Professor P Cronin, Dr S Bloomfield, Professor D Kelleher, Ms D Alexander, Dean of Students, Ms K Byrne, Ms S Baker, Ms M Kenny, Mr A Miller, Mr A Hanna.
<i>Apologies</i>	Dean of Arts, Humanities and Social Sciences, Professor I Donohue, Dean of Health Sciences, Vice-President for Global Relations, Ms S Kearney, Interim Chief Operating Officer, Librarian.
<i>In attendance</i>	Secretary to the College, Academic Secretary, Ms S De Brunner.
<i>Observers</i>	Secretary to the Scholars (Ms A P Worrall), Mr S Hatton (GSU).

**SECTION A**

The Provost requested that Council members declare any potential conflicts of interest in relation to the agenda items. The Dean of Undergraduate Studies/Senior Lecturer declared an interest in CL/14-15/120 and it was noted that she would excuse herself from the meeting for consideration of the item.

**CL/14-15/095 Minutes**

The minutes of the meeting of 14 January 2015 were approved and signed.

**CL/14-15/096 Matters Arising:**

- (i) **CL/14-15/073:** The Secretary to the College noted that he would bring forward proposals concerning the declaration of members' interests to the next meeting of Council.

**CL/14-15/097 Provost's Report**

- (i) The Provost informed Council that the Universities (Amendment) Bill has been pushed forward on the Government's legislative programme and is likely to be published imminently. It is likely that the Bill will contain new provisions which, if enacted, would give the Minister for Education and Skills direct powers in relation to university governance. He noted that opposition to the legislation has been made through the Irish Universities Association and by the Provost, himself, directly to relevant authorities.

A member noted that the new Bill is likely to extend beyond the draft heads of bill published previously and further than the recommendations in the National Strategy for Higher Education to 2030. He referred to a private members' bill introduced in Seanad Éireann, by Senators Seán Barrett, David Norris and Feargal Quinn, which also proposed amendments to the Universities Act 1997. This draft legislation was rejected by the Minister for Education and Skills and, in doing so, she noted that the legislation being drafted by the Government is at an advanced stage and would cover funding, performance and accountability, along with the strengthening and reform of governance structures.

- (ii) The Provost provided an update on the Engineering, Energy and Environment Institute (E3) project and the planned Cancer Institute. In relation to the E3 project he reported that a discussion had taken place with figures from German industry to gather their thoughts and advice in relation to plans. He also reported that a workshop had taken place, attended by 50 academics from across College, and facilitated by the Interim Director of the Science Gallery, to enable the pooling of ideas to feed into a proposal which will be used for public and philanthropic funding purposes. Commenting on the planned Cancer Institute, the Provost advised that College will need to develop plans to increase capacity in cancer research before it commits fully to a building project.
- (iii) The Provost noted that the Vice-Provost/Chief Academic Officer and he had visited a number of schools across College to discuss the Strategic Plan 2014-2019. To date, visits to 21 schools have been completed.
- (iv) Speaking to actions under the Strategic Plan 2014-2019, and, in particular, those related to Global Relations and Online Education, the Provost emphasised the importance of the Strategic Plan in achieving financial sustainability for College. As with funding patterns across Europe, Government funding is likely to reduce further but, if successful, the Strategic Plan should lead to increased income. In relation to the Online Education Project, he urged schools to consider the contribution they can make in the area of online course delivery. He reminded members that by 2019, Trinity aims to have launched 20 online courses with approximately 1,000 enrolled learners. Concerns from a member were noted in relation to the capacity, appropriate infrastructure and supports for additional online courses. In response, the Vice-Provost/Chief Academic Officer confirmed that this matter had been discussed at the Planning Group and models for support were being considered. Embedding supports within the faculties is being considered along with how best to resource these.

#### **CL/14-15/098 Quality Review of the Science Programme (TR071)**

A memorandum from the Vice-Provost/Chief Academic Officer, dated 4 February 2015, was circulated along with the External Reviewers' Report of Trinity's Science (TR071) Programme, dated January 2015, and responses from the former Science Course Director and Dean of the Faculty of Engineering, Mathematics and Science.

Introducing the item the Vice-Provost/Chief Academic noted that this was the first programme review conducted in Trinity. The reviewers were asked to focus on the following elements: programme structure; programme administration; curriculum quality – teaching and learning methods; programme resources; student experience; and other specific issues. In reading their recommendations the reviewers have suggested that the following principles be kept in mind:

- Begin reflection by working back from the desired product: what does the College want the TR071 Science programme to achieve in terms of graduate attributes?
- Be realistic and unafraid to adapt to budgetary constraints: sometimes less is more.
- Identify and implement effective and efficient processes for decision-making and curriculum development at both the operational and strategic levels.

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- Coordinate teaching activities of all years and all disciplines with empowered leadership.
- Seek genuine inter-disciplinarity and resist perpetuating options driven largely by Schools' sectional interests.

She invited Council's attention to their six main recommendations:

- (i) Re-structure the course management of TR071 to increase coordination and communication.
- (ii) Streamline teaching across the whole programme.
- (iii) Change the course structure of the TR071 programme by introducing streaming.
- (iv) Improve programme resource management.
- (v) Improve student facilities by providing flexible learning spaces and more common space and informal meeting areas.
- (vi) Manage changes positively and transparently by giving staff a say in the process, incentivising staff to undertake necessary changes, and placing executive responsibility in the hands of the best possible leaders.

The Vice-Provost/Chief Academic Officer noted that the reviewers were positive about the programme on many fronts including student feedback, quality of graduates and reputation but highlighted significant issues which need to be addressed to ensure that it remains a quality flagship programme into the future.

The former Science Course Director commented that he agreed with all of the reviewers' main recommendations, though not necessarily with some of the more detailed ones. In implementing the recommendations, he cautioned that College should take care to ensure the participating schools remain engaged and interested in the programme; the right balance must be struck between the authority of the Science Course Director, the Course Executive Committee and the schools. Speaking to the review process itself, and noting that the Science (TR071) review was the first of its kind in Trinity, he noted that clearer guidance, similar in format to that available for school reviews, should be drawn up for any such future reviews. Course areas would also need to be given sufficient time to plan and consider aspects of the review before embarking on the actual review process. He acknowledged the great efforts of staff members in Science, and the level of additional hours worked in preparation for the review. He commended the preparation and knowledge displayed by the review team and, in particular, by the academic members. He noted that their expertise would benefit implementation efforts greatly, if they could be secured as advisors.

The Dean of Engineering, Mathematics and Science also welcomed the reviewers' findings, with which he concurred. Whilst he agreed that consideration should be given to introducing streams in the Science programme, he cautioned that Council should not make a definitive decision in this regard without safeguarding the denominated courses. He also noted that some thought should be given to the course in Human Health and Disease which is shared between the Schools of Medicine and Biochemistry and Immunology. Commenting on the cost of running the Science Course, the Dean of Engineering, Mathematics and Science noted that the schools and disciplines involved tend to subsidise teaching costs from research and other budgets and he cautioned that the recommendations would have to be thought through carefully and implemented in such a way that would not risk the withdrawal of that support.

Both the Provost and the Dean of Engineering, Mathematics and Science acknowledged the amount of work carried out in relation to the programme review in the Science Course Office and the Quality Office, and thanked all those who had been involved.

The Vice-Provost/Chief Academic Officer noted the importance of the relationship between research and teaching in schools, and the fact that the Science Course is the main undergraduate offering of these schools.

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A student member from the Faculty of Engineering, Mathematics and Science provided some contextual information from students on the course. She noted that Sophister students tended to agree with the streaming recommendation whilst Freshmen did not; it is not always possible to get a response to queries from certain disciplines; there are few computer room facilities which can be accessed by Science students; it would be useful if some of the rooms in the Hamilton Building could be opened up to students; Goldsmith Hall needs to be upgraded, the lighting in particular, if replaced, would go a long way to improve the experience there; and whilst the staff in the Science Course Office are very helpful and appreciated, it takes a long time to produce transcripts since these must be manually generated.

The Dean of Students commenting on student space in College noted that this is raised continually as an issue in reviews. Since it is difficult to retrospectively assign space for students' use in existing buildings, this requirement should be formalised in plans for new buildings and ring-fenced for students' use, otherwise it tends to be sacrificed for other uses. He commented that this must be remembered in the completion of the new Business School and the E3 project. The Provost noted that this opportunity was missed in the completion of the Trinity Biomedical Sciences Institute and he asked the Dean of Students to take responsibility for ensuring the delivery of student space in new capital projects.

The Provost noted that a number of the problems in the Science Course were not related to resources but to organisational and governance structures in College. These issues have resulted as the unforeseen consequences of academic restructuring, whereby schools were designated as the primary academic unit and were given control over their own teaching; this has led to the duplication of content delivered by some schools in College.

The location of Human Health and Disease was discussed and different opinions were expressed about whether or not it should be considered for incorporation into Science, along with the other denominated courses. It was noted that whilst it was administered by the School of Medicine, it is delivered jointly with the School of Biochemistry and Immunology. If deemed beneficial to incorporate the course, there should be no difficulties related to the School of Medicine continuing to provide teaching and final year projects, since this is done for the Physiology moderatorship.

Following the discussion of the reviewers' report, Council approved the following:

- (a) The introduction of three entry streams to Science (Physical, Life and Earth) that incorporate the existing TR071 programme and the five denominated courses (Chemistry with Molecular Modelling; Earth Sciences; Human Genetics; Medicinal Chemistry; Nanoscience, Physics and Chemistry of Advanced Materials). Consideration should also be given to the incorporation of Human Health and Disease.
- (b) Under the 'Trinity Education Project', as part of the Strategic Plan 2014-19, a Taskforce will be set-up to identify the best course structure within the three stream model for the delivery of science at Trinity, and to scope the changes necessary for the implementation.
- (c) The Taskforce, chaired by the Senior Lecturer, should comprise senior academics representing the Physical, Earth and Life Sciences and two student representatives. Two of the three external reviewers, Professor Busby, University of Birmingham; Professor Robinson, University of Aberdeen; Professor Williams, University of Bath, should be invited to advise the Taskforce on structure and curriculum.
- (d) The Taskforce, as a first step, should present recommendations to the meeting of Council in June 2015 in respect of the course structure for the three streams into Science taking into account the reviewers' report and the discussion at Council.
- (e) A position of 'Dean of Undergraduate Science Education' should be created with the remit and authority to oversee the implementation of the changes and the authority to lead Science education at national and international levels.

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*Ms K Byrne joined the meeting.*

**CL/14-15/099 The Trinity Education Project**

A document from the Vice-Provost/Chief Academic Officer, dated 9 February 2015, concerning the Trinity Education Project, was circulated. The Vice-Provost/Chief Academic Officer speaking to the document noted that a number of actions in the Strategic Plan 2014-2019 converge in the major objective to renew the Trinity Education. The Education Project will run in parallel to a number of strategic initiatives which have already been activated, such as, the Global Relations Strategy and the Online Education Project, both of which are in their second phases.

It is planned that the Education Project will commence over the coming weeks and will include:

- (i) promoting a research inspired curriculum (including undergraduate research);
- (ii) examining degree structures, assessment and progression (incorporating the two major reform projects associated with TR071 and TSM);
- (iii) developing technology-enhanced learning, online education, and the virtual learning environment;
- (iv) providing opportunities for global exchange, through internships, study abroad and research lab placements;
- (v) finding new ways to promote innovation, entrepreneurship and civic engagement;
- (vi) providing opportunities for student engagement with industry, business, cultural, inter-cultural and social institutions through internships, placements and service-learning (for credit and not for credit, as appropriate);
- (vii) further enhancing opportunities for co-curricular and extra-curricular activities;
- (viii) developing Trinity's buildings and associated infrastructure, including library collections, to facilitate multidisciplinary, collaborative and other forms of teaching and learning;
- (ix) promoting access and participation, including new admissions routes;
- (x) marketing the Trinity Education, nationally and globally.

The Vice-Provost/Chief Academic Officer noted that the project will follow approved governance procedures; a steering group will be established which will oversee a number of sub-projects and a project manager and sponsor will be identified. Responding to queries, she confirmed that end of semester examinations would be considered under the theme of examining degree structures, assessment and progression; and, that whilst not explicitly mentioned, curricular flexibility is integral to achieving a number of the stated outcomes.

Members made the following comments:

- instituting a standard examination period at the end of the first term would require the 2010 Consolidated Statutes of Trinity College Dublin and the University of Dublin to be amended;
- assessment practices and marking schemes should be considered;
- wide scale changes, such as those proposed, would require a complete overhaul of Trinity's regulations.

Council noted the areas of activity planned under the Trinity Education Project.

**CL/14-15/100 Foundation Scholarship**

A memorandum from the Dean of Undergraduate Studies/Senior Lecturer, dated 3 February 2015, was circulated. The Dean of Undergraduate Studies/Senior Lecturer, speaking to the memorandum, noted that Council and Board, at the end of the last academic year approved the requirement for all courses to set a general paper, from 2014/15 onwards, as one of three or four papers available to students through the Scholarship Examination. She outlined the

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process of consultation which had taken place during the current academic year and the levels of complexity encountered, which posed a number of academic and logistical challenges. Despite these difficulties, a solution was developed, for implementation in 2015/16, as follows:

All programmes may set a full general paper or they may set a compulsory general section or sections on at least one paper. Some programmes may have a combination of a full general paper and general section/s on papers. In all programmes, there will be a minimum of 25% general, in line with the requirement that one of three or four papers should be based on material that is discipline related, but goes beyond the set curriculum

She confirmed that information had been gathered in relation to how all course owners intend to implement this solution and was approved recently by the Undergraduate Studies Committee and the Central Scholarship Committee.

In addition, she proposed a further change to the Scholarship regulations, which was discussed at the Central Scholarship Committee meeting of 10 October 2014. That Committee unanimously agreed that eligible candidates should be required, alongside the requirement of an overall first, to obtain a majority of first class marks with remaining papers achieving a mark of 65% or above. Under this proposal, eligible candidates could not score below 65% in any paper. Grade profiling, as recommended by the Scholarship Review Working Group (2012), would continue to apply.

Concerns were raised in relation to the use of 'may set' in the first proposal since this wording could provide a loophole for course-owners to opt out of the stated requirement in the future.

Council approved the two proposals for implementation in 2015/16 and observed that, in relation to the first, clearer and more definite wording would be presented to a future Council meeting for noting.

#### **CL/14-15/101 Postgraduate Course Proposal – M.Sc. in Managing Risk and System Change**

A proposal for a new postgraduate programme in Managing Risk and System Change, leading to a Master in Science degree, dated 11 February 2015, was circulated. Introducing the document, the Dean of Graduate Studies commented that the School of Psychology had been interested in introducing this course for a number of years, however, it waited until College had put in place the necessary online course infrastructure. The course proposal builds on years of industrial research and meets a key industry demand to better understand and manage risk and system change in increasingly complex organisations.

She summarised the main features of the course and advised that it is a two-year part-time course, with taught modules delivered in the first year and the completion of the dissertation in the second. The course has been developed for online delivery which is explained in detail in the proposal. A very comprehensive descriptor for the module, Leading Change, has been provided to give readers a better understanding of how modules would be delivered online. The dissertation module will also be delivered online and meetings between students and their supervisors will be facilitated through Blackboard Collaborate; in preparation for the dissertation, students will have taken a module on research methods in their first year. She noted that multiple forms of assessment would be utilised in the course.

In response to a query concerning student services costs, the Vice-Provost/Chief Academic Officer confirmed that these had been included in the overall contribution to College figures. The proposal is being delivered under the second phase of the Online Education Project and the contribution will be allocated to areas based on need and use of services, as such, it is not possible to formally state proportions at this juncture; a working group is being set-up to consider the allocation of these funds. In the meantime she confirmed that subsequent

proposals should include a statement from the Associate Dean for Online Education in relation to the allocation of the contribution to College funds.

The Dean of Graduate Studies, responding to separate queries noted that the 40% pass mark is permissible within the postgraduate harmonised assessment and progression regulations and that the workload associated with 60 ECTS within a year appears to be manageable for students enrolled on the one-year Postgraduate Diploma course in Applied Social Studies.

Council approved the proposal for a new online postgraduate course in Managing Risk and System Change leading to a Master in Science degree, with an exit award of Postgraduate Diploma, and noted that the course is due to commence in September 2015.

#### **CL/14-15/102 IUA Taskforce on Reform of University Selection and Entry – Progress Report**

A memorandum from the Dean of Undergraduate Studies/Senior Lecturer, providing an update on the work of the Irish Universities Association's Task Group on Reform of University Selection and Entry (TGRUSE), dated 4 February 2015, was circulated along with an interim report from TGRUSE, dated January 2015.

The Dean of Undergraduate Studies/Senior Lecturer summarised the items being prioritised by TGRUSE: the design of a new common points scale for entry to third-level, necessitated by the planned introduction of new grade bands for the Leaving Certificate in 2017; the need for fewer and broader entry routes to third level; and the simplification of matriculation and minimum entry requirements across the universities. She noted that Council, and its equivalent committees in the other universities, would be consulted regularly over the coming months, with a view to making a number of decisions by the end of the academic year.

Speaking about the deliberations related to the common points scale, she noted that the National Council for Curriculum and Assessment (NCCA), in conjunction with the State Examination Commission (SEC), is revising the grading bands used in the Leaving Certificate, at both higher and ordinary levels, by reducing these to eight. The discussions on this topic have focussed on whether or not the revised points scales should be linear or non-linear, incrementing or decrementing, the alignment between higher and ordinary level (the current intersection between the higher and ordinary grade bands is HC3 – OA1, with both attracting 60 points), and whether or not points should be assigned to the H7 grade (30-39%). She noted that the SEC is seeking to adjust practices in assessment and grading so as to achieve more formal alignment between ordinary and higher level achievement. Turning to the matter of broader entry routes, she advised that the universities have been asked to complete a template setting out the envisaged course entry situation in 2017, to be completed by the end of February 2015. She noted that TSM may be left out of this exercise in recognition of the work being undertaken to review the programme and its entry mechanisms. In relation to the simplification and harmonisation of matriculation requirements she highlighted the proposals coming from TGRUSE, which include consideration of whether a minimum points threshold should be established and whether this minimum points level should have the added layer of requiring that a minimum number of higher level subjects be passed. The universities will need to decide on matriculation and minimum course entry requirements in advance of students entering the senior cycle in September 2015.

During the course of the Council discussion, it was noted that Irish would be retained for matriculation to constituent universities in the National University of Ireland. Concerns were raised in relation to dispensing with the mathematics and other language requirements currently in place in Trinity. Differing views were offered in relation to awarding points to students receiving marks in the H7 band (30-39%); one member thought it would encourage students to persevere with the subject at a higher level by removing some of the fear of failure, however, another thought that it might pressurise students to continue with a subject at the higher level when he/she would be better off transferring to the ordinary level.

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Council confirmed that Trinity's matriculation requirements should continue to include mathematics and a language other than English; the Provost requested that the Dean of Undergraduate Studies/Senior Lecturer relay this message to the Task Group. It noted that a document from TGRUSE, specifically covering matriculation and minimum entry requirements, would issue in March 2015 for consideration by Council.

**CL/14-15/103 Any Other Urgent Business**

See Actum CL/14-15/118 (ii) below in relation to the nomination for a professorial appointment in Zoology.

**SECTION B**

**CL/14-15/104 Undergraduate Studies Committee**

The draft minutes of the meeting of 13 January 2015 were noted and approved.

**CL/14-15/105 Quality Committee**

The draft minutes of the meeting of 2 January 2015 were noted and approved along with:

- (i) The implementation plan for the School of Mathematics;
- (ii) Progress reports for the School of Medicine and Human Resources.

**CL/14-15/106 Research Committee**

The draft minutes for the meetings of 2 December 2014 and 20 January 2015 were noted and approved.

**CL/14-15/107 Student Life Committee**

The draft minutes of the meeting of 12 November 2014 were noted and approved.

*The Dean of Undergraduate Studies/Senior Lecturer and the Academic Secretary retired from the meeting.*

**CL/14-15/108 Graduate Studies Committee**

The draft minutes of the meeting of 22 January 2015 were noted and approved.

**SECTION C**

**CL/14-15/109 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 14 January 2015 and noted by Board on 28 January 2015, as circulated.

(i) **Professional Higher Degrees by Research Alone**

**MD** Karen Anne Breen; Susanna Frost; Anna Lucy Walsh.

(ii) **Higher Degrees by Research Alone**

**PhD** Paal Antonsen; Reshma Balachandrian; James Louis Carroll; Lawrence David Cook; Amelie Marianne Dorn; Jennifer Fitzgibbon; Ian Michael Philip Kinane;

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Sean Kelly; Aideen Kerr; Susan Leavy; Weiming Liu; Martha Carol Luff; Brian Philip Massey; Muhad Rozi Mat Naw; Margaret McCann; Awadhesh Narayan; Nathan O'Donnell; Finin O Seaghdha; Cherie Peters; Niamh Rabbitt; Simona Rossi; Sathesh Kumar Sivasankaran; Ken Sooknanan; Frederique Vallieres.

**MSc** Juliana Pozdeeva.

**MLitt** Maria Isabel Blanco; James Michael Burr.

**CL/14-15/110 School of Engineering - Directors**

The Council noted and approved the following nominations:

- (i) Director of Teaching and Learning (Undergraduate) Professor C Simms (extension for one further year, 2015-2016);
- (ii) Director of Teaching and Learning (Postgraduate): Professor R West (extension for one further year, 2015-2016);
- (iii) Director of Research: Professor L Da Silva for the remainder of 2014-2015 with immediate effect and for 2015-2016, in place of Professor F Boland.

**CL/14-15/111 School of Natural Science - Directors**

The Council noted and approved the following nominations:

- (i) **The Trinity Centre for Biodiversity Research - Director**  
Professor Andrew Jackson, from 1 January 2015 for three years;
- (ii) **The Trinity Centre for the Environment – Course Directors (2015-2018)**
  - (a) B.A. (Moderatorship) in Environmental Sciences: Professor Ian Donohue;
  - (b) M.Sc. in Environmental Sciences: Professor Quentin Crowley.

**CL/14-15/112 School of Medicine**

(i) **Head of Discipline of Medical Gerontology**

The Council noted and approved the nomination of Professor Joseph Harbison as Interim Head of Discipline of Medical Gerontology from 1 February 2015 pending an election;

(ii) **Head of Centre of Health Policy and Management**

The Council noted and approved the nomination of Professor Stephen Thomas as Head of the Discipline of Health Policy and Management from 1 January 2015, in place of Professor Charles Normand.

**CL/14-15/113 Re-designation of Title – Professor of Geriatric Medicine (2004)**

The Council noted and approved the re-designation of the Professorship of Geriatric Medicine (2004), currently held by Professor Rose Anne Kenny, and formerly held by Professor David Coakley, to Professor of Medical Gerontology.

**CL/14-15/114 Senior Academic Promotions 2014-2015 – Faculty Review Shortlisting Committees**

The Council noted and approved a memorandum from the Acting Secretary, Senior Academic Promotions Committee, circulated, dated 4 February 2015.

**CL/14-15/115 Burkitt Medal Selection Committee 2015**

The Council noted and approved a memorandum from the Provost, circulated, dated 4 February 2015.

**CL/14-15/116 Dean’s Roll of Honour – Recommendations of the 2014/2015 Working Group**

The Council noted and approved the recommendations from the Student Life Committee, as circulated.

**SECTION D**

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

Signed .....

Date .....

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