



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 April 2015 at 11.15 am 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, Professor M Junker-Kenny, Professor D Faas, Professor J Walsh, Professor R Dahyot, Professor I Donohue, Professor JP Spiers, Professor C Comiskey, Professor M Clarke, Professor P Cronin, Ms D Alexander, Vice-President for Global Relations, Dean of Students, Ms K Byrne, Ms S Baker, Mr A Hanna, Ms S Kearney.
<i>Apologies</i>	Dean of Research, Dean of Arts, Humanities and Social Sciences, Professor E O'Dell, Dean of Engineering, Mathematics and Science, Professor G Watson, Dean of Health Sciences, Dr S Bloomfield, Professor D Kelleher, Ms M Kenny, Mr A Miller, Chief Operating Officer, Secretary to the Scholars (Ms A P Worrall).
<i>In attendance</i>	Secretary to the College, Librarian, Academic Secretary, Ms S De Brunner.
<i>Observers</i>	Mr S Hatton (GSU).

SECTION A

The Provost requested that Council members declare any potential conflicts of interest in relation to the agenda items. None was declared.

CL/14-15/143 Minutes

The Dean of Graduate Studies highlighted a clarification to the minute CL/14-15/128. The minutes of the meeting of 11 March 2015 were approved and signed subject to the amendment of a sentence on p. 8 to read, 'She noted the importance of adherence to College regulations and compliance with the Quality and Qualifications Ireland (QQI) policy and review of quality assurance processes for research degree programmes.'

CL/14-15/144 Matters Arising:

- (i) **CL/14-15/123 (i):** In light of the Universities Amendment Bill, The Vice-Provost/Chief Academic Officer highlighted that the Fellows of Trinity College were hosting a forum on legislative and policy developments related to Irish higher education, 'Are Irish universities committed to enlightenment ideals?', taking place on the evening of 17 April 2015.
- (ii) **CL/14-15/123 (iii):** The Vice-Provost/Chief Academic Officer informed Council that Trinity's response to the consultation paper for the successor to the Strategy for Science Technology and Innovation had been submitted.

- (iii) **CL/14-15/124:** The Dean of Undergraduate Studies/Senior Lecturer confirmed that she had reported the feedback from the last meeting of Council to the Task Group on the Reform of University Selection (TGRUSE). Not all of the university councils had met by the time of the last TGRUSE meeting and, consequently, no firm position has been established on the retention of mathematics and another language within matriculation requirements. She noted that, so far, only one other university has taken issue with the delegation of the role of academic councils to one of noting matriculation requirements changes rather than approving them. The Provost noted that Trinity's position in relation to mathematics and another language seems to be gaining support from the Department of Education and Skills (DES) and is having an influence on TGRUSE. The incongruity of the universities lobbying, through the Irish Universities Association (IUA), for the retention of autonomy in the context of the Universities Amendment Bill and the proposal put forward by TGRUSE in relation to institutions merely noting changes to matriculation requirements was highlighted. The Vice-Provost/Chief Academic Officer clarified that whilst the membership of TGRUSE is drawn from the IUA and its constituent institutions, it was formally established by the DES.
- (iv) **CL/14-15/125:** The Vice-Provost/Chief Academic Officer noted that the academic strategy for the Marino Institute of Education (MIE) had been considered and approved by the MIE-TCD Oversight Board and would proceed for formal adoption by MIE's Governing Board. She further noted that Professor Tangney is representing Trinity on the strategy's implementation group.
- (v) **CL/14-15/126:** The Vice-Provost/Chief Academic Officer advised that the Dean of Arts, Humanities and Social Sciences was in the process of setting up the taskforce to implement recommendations arising from the quality review of the School of Languages, Literatures and Cultural Studies.

CL/14-15/145 Provost's Report

- (i) The Provost informed Council that the first meeting of the Trinity Education Project Steering Committee, which he chairs, had taken place. The initial focus of the group is on Trinity's graduate attributes and it is likely that this discussion will continue for a number of meetings. Once the ideal attributes are established, work will take place to determine the educational processes which should be embedded within the curriculum to lead to these outcomes.
- (ii) The Provost reported that work is being carried out to align the fundraising priorities of the Trinity Foundation with those of the College and these should emerge from the objectives of the Strategic Plan 2014-2019. The process to establish these funding priorities is being driven by the Associate Vice-President for Global Relations, Professor Gerard McHugh.

CL/14-15/146 Trinity College Library Dublin Strategy 2014-19

A document from the Librarian, Trinity College Library Dublin Strategy 2014-2019, dated 15th April 2015 was circulated. Introducing the document, the Librarian noted that it outlined the strategic direction over the next 15 years rather than strictly focussing on the next five years but that the latter would need an implementation plan. She outlined the strategic priorities under five main headings:

- (i) Integrated space plan
- (ii) Integrated digital plan
- (iii) Integration into teaching, learning and research
- (iv) Prioritised funding strategy
- (v) Develop a suite of inter-related policies and programmes

Within these she provided some examples of how the priorities could be implemented and what the outcomes might look like. She advised that the document presented is a product of extensive consultation and welcomed comments from members.

The Librarian was congratulated on the strategy and support was given to the envisioning of the Library as being spread across a number of physical and virtual spaces, which recognises the shift in the way students study and learn now.

Responding to a query regarding the proposed removal of the temporary research-based exhibitions from the Long Room, the Librarian assured members that they would be located elsewhere. Explaining the rationale behind such a move, she noted that the Old Library attracts approximately 650,000 visitors each year and the sense is that they are generally underwhelmed by the main Book of Kells exhibition. Leaving this exhibition and on entering the Long Room, many visitors are struck by the beauty of the room itself and do not actually pay much attention to the displays. There is a need to simplify the use of the Long Room and to find better and more engaging ways to share it with visitors and the community. On a more practical level the lighting is poor and, mindful of the need to steward the Library resources for future generations, there is an imperative to minimise wear and tear.

Commenting on the role of the Library in relation to 'big data', data mining and the retention of data sets underpinning research outputs, the Librarian noted that this is an issue for all universities. It often migrates towards libraries given expertise in areas of archiving and cataloguing, however, whilst the Library can contribute, it is College-level matter. She commented that she was not aware of other universities dealing with this issue in a systematic way yet. During a discussion on the retention of research data it was noted that the European Commission has moved towards open access to research outputs and that, currently, it is trialling open access to raw data on which research is based; this will apply not only to 'big data' but to all data sets. It was noted that College must be mindful of confidentiality obligations, especially in relation to medical data and other legal obligations to destroy certain data after specified periods. The Vice-Provost/Chief Academic Officer suggested that the Working Group on Data Retention and Bio-banking could be expanded to incorporate the consideration of these issues. The Provost requested that this aspect of the strategy be discussed by the Research Committee and invited the Librarian and Dean of Research to progress this matter.

The Provost noted that he looked forward to the further development of the strategy and its formal launch.

CL/14-15/147 Thapar University – 2+2 Articulation Arrangement

The Vice-President for Global Relations, speaking to a memorandum, dated 6 April 2015, advised that it concerned a '2 + 2' articulation arrangement between Trinity College and Thapar University; a private third-level institution in northern India. She noted that the two institutions signed a memorandum of understanding in November 2014 and that this was followed by an extensive academic review, conducted by representatives of Trinity College, of Thapar's four engineering departments; Civil, Mechanical, Electronic and Computer Engineering. This review identified areas for development in the curriculum, research, pedagogy and governance.

A document, produced by Thapar University in January 2015, outlined how they would address these recommendations. This was followed by a month long visit, to Trinity, by their academics in March 2015 to conduct a curriculum mapping exercise between the two institutions' engineering programmes with a view to aligning the curricula. The exercise showed that three of the four curricula were already quite well aligned, with a fourth requiring some change. The alignment process, to be conducted by Thapar University, will be overseen by the Heads of the Schools of Engineering and Computer Science and Statistics and will be quality assured by Trinity College. Once completed, this will facilitate an articulation route for students into the third year of the Trinity Engineering course into one of Civil, Structural and Environmental Engineering, Mechanical and Manufacturing Engineering, Electronic Engineering or Computer

Engineering. The agreement covers the admittance of 40 students annually from 2017/18 onwards for an initial seven-year period. Such students will have completed two years successfully at Thapar University. Whilst some interest has been expressed in relation to the M.A.I. award, the current agreement covers the completion of two years here and the conferral of the B.A.I. degree.

In answer to a question related to articulation arrangements generally, the Vice-President for Global Relations explained that they are similar to the abridged entry mechanism but the alignment of curricula, to corresponding courses in Trinity, ensures that students are well prepared to undertake studies here. She confirmed that student numbers under this arrangement will be counted under the Global Relations Strategy targets.

A discussion ensued in relation to supports for non-EU students who find themselves in financial difficulties once they are registered in Trinity College. It was confirmed that under this agreement course fees are paid directly by Thapar University which would mitigate a student's financial difficulties to some extent, however, it was confirmed that this would not assist with living expenses.

Council noted and approved the '2 + 2' articulation agreement with Thapar University. The Provost thanked all those involved in realising this agreement.

CL/14-15/148 Academic Quality Assurance: Faculties Report

A report, Academic Quality Assurance: Faculties Report for 2013/14, dated 3 March 2015, had been deferred from the previous meeting of Council. The Vice-Provost/Chief Academic Officer noted that the Institutional Quality Review of Trinity College in 2012 highlighted that Faculty Deans had oversight of staffing, resources and strategic planning but had no oversight in respect of the quality of teaching and learning, research or the student experience within their faculties. Following the recommendations of the 2012 institutional review report, a number of College-wide changes were instituted in relation to the quality agenda which included assigning to the Faculty Deans responsibility for quality assurance and enhancement within their respective faculties. Each Faculty Dean presented their Faculty's Annual Quality Report covering 2013/14, and where relevant 2012/13, to the Quality Committee in December 2014 and February 2015, and it was reported to have been a useful exercise.

The Vice-Provost/ Chief Academic Officer spoke to the findings via a presentation. The core areas covered by the reports were:

- Undergraduate module evaluations
- Postgraduate taught surveys
- External examiner reports
- Professional accreditation cycles
- Quality review cycle
- Progression and retention figures

She noted the high rate of undergraduate module evaluations conducted in each of the faculties ranging from 93%-98%. In relation to surveys of modules in postgraduate taught courses, the Faculty of Arts, Humanities and Social Sciences and the Faculty of Engineering, Mathematics and Science each reported that 94% of modules had been surveyed, however, Health Sciences reported a survey rate of only 23%. She noted that the low rate in Health Sciences resulted from a different approach taken in the School of Medicine in 2013/14; a review of the postgraduate evaluation process is being carried out in the School during this academic year. She noted a current deficit in relation to evaluating the experience of research students which is being addressed.

She commented on the improvement in return rates of external examiners' reports compared to a number of years ago and advised that the external examining system in College has been

reviewed, resulting in the streamlining of a number of processes. She noted the need for the introduction of a College-wide marking scale and for a solution to be found to the tight turnaround time between examinations, courts of examiners and courts of appeal which is reaching crisis point. Speaking to progression rates into the second year of courses, she noted that these were strong in each of the faculties, ranging from 89.6% to 93%, however, it is hoped that some improvements will be made on these. She highlighted concerns raised in relation to the quality and availability of teaching space and facilities, and with College information systems, and provided some information in relation to how these were being addressed. Finally, she commented on the issue of English language competency amongst international students and provided information about the Trinity Support Pathway for international students, which is being developed by the Director of the Centre for English Language Teaching in the School of Linguistics, Speech and Communication Sciences.

Turning to examples of good practice across the faculties, she highlighted the tracking form developed in the Faculty of Arts, Humanities and Social Sciences for the module evaluation process and the introduction of entry surveys for students on Masters courses. In the Faculty of Engineering, Mathematics and Science she commented on the Dean's Awards for Teaching and Innovation and the introduction of clickers in Junior Freshman Science and Engineering classes. In the Faculty of Health Sciences the way class representatives were included in the gathering and disseminating of information was highlighted. Looking at the year ahead, she noted that work will concentrate on monitoring the timelines for the return of feedback on coursework and capturing the experience of research students.

In the discussion that followed, support was given to the wider use of entrance surveys for students and it was suggested that peer observation of teaching could be introduced. It was noted that information returned by the Faculty of Health Sciences in relation to the evaluation rate of undergraduate modules in the School of Dental Science would need further investigation and clarification. On the matter of retention it was commented by a member that withdrawing from an unsuitable course should not be seen as failure and that more flexibility could be introduced to transfer mechanisms for students into other courses in College. In relation to the quality of space, previous reviews of the Arts Building were flagged and it was suggested that the resulting recommendations should be revisited. Finally, it was observed that College has improved its quality assurance processes and that greater attention should be given to quality improvements.

Responding to a question about the timeline for feedback on coursework, the Vice-Provost/Chief Academic Officer explained that the requirement is for the return of feedback within 21 working days unless an alternative timeline has been provided to students. If non-compliance is an issue, class representatives should raise this with their Head of Discipline, Head of School or Course Director, as appropriate. If it remains an issue within an area, the Head of School should raise the matter with the Dean of Undergraduate Studies/Senior Lecturer or Dean of Graduate Studies, as relevant.

The Provost thanked all those who had contributed to the review process and the collation of data for the reports. He noted the improvements outlined in the reports and remarked that there are areas which still require further work.

CL/14-15/149 Undergraduate Course Proposal – B.Sc. in Early Childhood Education

A memorandum from the Dean of Undergraduate Studies/Senior Lecturer, dated 8 April 2015, was circulated along with a proposal to validate a new course in Early Childhood Education developed by, and to be delivered in, MIE. Speaking to the proposal the Dean of Undergraduate Studies/Senior Lecturer noted that the proposal had been considered and approved at the Associated Colleges Degree Committee (ACDC) and the Undergraduate Studies Committee (USC), and had been externally reviewed.

She commented that the course proposal had been developed against a backdrop of a number of national policy developments related to early childhood including the provision of a free pre-school year to children, which may be extended by the Government to two years when funds allow, and the introduction of measures to enhance the qualifications of those working in the sector. Also of note are data from the 2011 national census which shows that one in seven children under the age of 14 is from an ethnic minority background and this too has implications for professional development within the early childhood sector.

Providing details about the course structure, she noted that it is a four-year full-time course. In the first three years, modules are delivered around key themes and students are required to undertake informal field work. The final year comprises a professional development module, a formal placement and a dissertation and research methods module. It is expected that the course will attract school leavers and those already working in the sector.

The Dean of Undergraduate Studies/Senior Lecturer informed the meeting that the external reviewer, Dr Elizabeth Wood, Professor of Education at the University of Sheffield, had provided a comprehensive report on the proposal in which she made suggestions for some amendments and clarifications; these were subsequently addressed by MIE. Overall, Dr Wood stated that the introduction of the course is timely, both in terms of the establishment of early childhood education as a field of study in its own right and in light of the policy developments in Ireland. She stated further that it 'has the potential to create the next generation of professionals who will take forward those developments.' She commended the approach taken in the course, that of a deep focus on the national context but with the inclusion of international comparisons and perspectives.

Responding to a query about the early start date of the course in September 2015, the Dean of Undergraduate Studies/Senior Lecturer explained that MIE had provided course details to the Central Applications Office (CAO) for inclusion in the CAO Handbook prior to engaging with Trinity's quality assurance procedures for course validation and accreditation. The matter was raised at both the ACDC and USC and it was emphasised that this could not happen again.

Council approved the proposal to validate the course leading to the award of B.Sc. (Early Childhood Education) and noted that the course would commence in September 2015.

CL/14-15/150 Any Other Urgent Business

- (i) The Senior Tutor noted that four of the seven successful candidates in the non-professorial promotion round are College Tutors. She highlighted that it is possible to be research active and also engage in tutorial activities.
- (ii) See CL/14-15/163 (ii) below in relation to the withdrawal of a nomination for appointment.
- (iii) See CL/14-15/164 (ii) below in relation to a revision to the selection committee for the post of Professor of Molecular Rheumatology.

SECTION B

CL/14-15/151 Undergraduate Studies Committee

The Dean of Undergraduate Studies/Senior Lecturer drew Council's attention to the reduction by 11 of Two Subject Moderatorship CAO entry codes for admission in September 2016. This has been achieved through the bundling of Greek and Latin together under the title of Classic Languages. The draft minutes of the meeting of 24 March 2015 were noted and approved.

CL/14-15/152 Graduate Studies Committee

The draft minutes of the meeting of 26 March 2015 were noted and approved.

Incorporating any amendments approved at subsequent Council meetings

CL/14-15/153 Human Resources Committee

The draft minutes of the meeting of 5 February 2015 and the appended revised recruitment procedures were noted and approved.

CL/14-15/154 Research Committee

The draft minutes of the meeting of 24 February 2015 were noted and approved.

SECTION C**CL/14-15/155 Meetings of Board and Council 2015-2016**

The Council noted a memorandum from the Secretary to the College, circulated, dated 16 March 2015, approved by Board at its meeting of 25 March 2015.

CL/14-15/156 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 11 March 2015 and noted by Board on 25 March 2015, as circulated.

(i) Professional Higher Degrees by Research Alone

DChDent Eamonn Mc Glynn.

(ii) Higher Degrees by Research Alone

PhD Azat Abdullaev; Stefania Bellinia; Brendan Bulfin; John Carey; Aoife Colgan; Lucy Thea Benville Corcoran; John James Haran; James Keaney; David Anthony King; William Kricka; Tengwen Long; Anna Ewa Majek; Alfredo Maldonado Guerra; David Mc Connell; Antony McGrath; Robin Patrick Mooney; Ruth Alexandra Moran; Hugo Conor Nolan; Keith O'Brien; Maria Rieder; Brian Paul Tobin; Erin Jo Tiedeken; Oral Ualibek; Mirjam Van Den Bosch; Aurora Walshe; Michael Walther; Yongjing Xie; Conor Young; Muhammad Zubair.

MSc Sarah-Louise Ball; Maria Clinice; Laura Connolly; Clodagh Fitzpatrick; Ruth Mary O'Riordan.

MLitt John O Connor.

CL/14-15/157 Abridged entry and the award of the BA Degree

The Council noted and approved a memorandum from the School Administrator, School of Engineering, circulated, dated 7 April 2015.

CL/14-15/158 Directors in Schools**(i) Linguistic, Speech and Communication Sciences – Director of Teaching and Learning (Undergraduate) (2015-2017)**

The Council noted and approved a memorandum from the Head of School of Linguistic, Speech and Communication Sciences, circulated, dated 23 March 2015 in respect of a third term for Professor Pauline Sloane.

- (ii) **Psychology – Director of Teaching and Learning (Postgraduate) 2015-2017**
The Council noted and approved the nomination of Professor David Hevey as Director of Teaching and Learning (Postgraduate) from 29 June 2015 to the end of statutory term 2017 (second term).
- (iii) **Confederal School of Religions, Peace Studies and Theology – Director of Teaching and Learning (Undergraduate) 2015-2016**
The Council noted and approved the nomination of Professor Fainche Ryan for one further year.
- (iv) **Social Work and Social Policy (2015-2018)**
 - (a) Director of Teaching and Learning (Undergraduate): Professor Robert Gilligan;
 - (b) Director of Teaching and Learning (Postgraduate): Professor Virpi Timonen

CL/14-15/159 Consolidated List of External Examiners 2015-2016
The Council noted and approved a memorandum from the Dean of Undergraduate Studies/Senior Lecturer, circulated, dated 8 April 2015.

CL/14-15/160 Academic Promotions Committee 2014-2015
The Council noted the nomination of Professor Terence Barry as the representative of the Academic Staff Association on the Committee from 1 January 2015.

CL/14-15/161 Council Meeting of 10 June 2015 – Attendance of incoming SU/GSU representatives
Council noted and approved the attendance of incoming SU/GSU representatives as observers at the last meeting of Council.

SECTION D

In compliance with the Data Protection Acts this information is restricted

Signed

Date