



Incorporating any amendments approved at subsequent Council meetings

XX = Board relevance

The University of Dublin

Trinity College

A meeting of the University Council was held on Wednesday 10 February 2016 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, Vice-President for Global Relations, Dean of Students, Dean of Arts, Humanities and Social Sciences, Professor D Faas, Professor C Morash, Professor A Holohan, Professor J Walsh, Dean of Engineering, Mathematics and Science, Professor J Jones, Professor R Dahyot, Professor J P Spiers, Professor P Cronin, Professor M Clarke, Ms M Kenny, Ms P O'Beirne, Mr J Bryant, Dr G Hegarty.
<i>Apologies</i>	Senior Tutor, Dean of Research, Professor G Watson, Professor I Donohue, Dean of Health Sciences, Professor C Comiskey, Dr S Bloomfield, Ms S Cameron-Coen, Professor D Kelleher, Mr D Whelehan, Mr M McInerney, Secretary to the Scholars (Ms A P Worrall), Chief Operating Officer.
<i>In attendance</i>	Academic Secretary, Librarian and College Archivist, Secretary to the College, Ms S De Brunner.
<i>Observers</i>	Mr A McDermott.

SECTION A

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

CL/15-16/107 Minutes

- (i) The minutes of the meeting of 13 January 2016 were approved and signed.
- (ii) The Secretary to the College informed Council that an updated version of the minutes of the joint meeting of Board and Council, which took place on 20 January 2016, had been circulated electronically just prior to the meeting. He noted that the minutes were amended with the insertion of a paragraph concerning the inclusion of the College Archives and the St Mary's Abbey manuscript within the treasures listed in the schedule on Treasures and Heritage in the updated College Statutes. The revised minutes of the joint meeting of Board and Council, dated 20 January 2016, were noted and approved.

CL/15-16/108 Matters Arising

- (i) **CL/15-16/078 (ii):** The Dean of Undergraduate Studies/Senior Lecturer provided the meeting with an update in relation to student cases backlog and confirmed that this was cleared before the end of January 2016. Referring to information sought during the previous meeting of Council, she outlined the main categories of cases and the

number falling under each as mark changes (99), 'off-books' with assessment (99), 'off-books', (115), and withdrawal (130). Responding to a question related to these categories of student cases and the findings of the Appeals Working Group, the Dean of Undergraduate Studies/Senior Lecturer clarified that the Group's recommendations should help to reduce the volume of cases submitted for decision but did not include the general devolution of student cases to schools.

- (ii) **CL/15-16/085:** The Secretary to the College referred to the revised Student Complaints Policy, which had been amended to include changes requested at the last meeting of Council, as circulated. Council noted and approved the amended Student Complaints Policy.

CL/15-16/109 Provost's Report

- (i) The Provost updated Council members on the preparations for the largescale fundraising campaign and confirmed that the Campaign Cabinet and the Provost's Advisory Council are in place. A feasibility study being conducted currently to establish the core aims of the campaign and funding targets. He noted that a small academic leadership group has also been convened and that it had met. He spoke about two significant programmes that will benefit from the campaign; the E3 (The Engineering, Energy and Environment Institute) and Trinity's strategic research themes. In relation to the latter, he noted that the review of Trinity's 23 research themes had concluded and the panel of external experts had submitted their report. He emphasised that the review did not concern the work of researchers and their research outputs but rather examined the overall strength and coherency of each of the themes. The themes have each been scored on a scale of A - C and this information will help to establish which research areas are the most appropriate for inclusion in the fundraising campaign.
- (ii) The Provost reported on a meeting called by the Higher Education Authority (HEA) at which the potential merger of the higher education regional clusters in the greater Dublin region was discussed. The outcome from the meeting was that the majority of the institutions in the clusters wanted to retain the existing cluster structure. He noted that Trinity is in within the Dublin/Leinster Pillar One cluster and will continue to work within Government policy. He commented that much of the collaboration under Pillar One cluster would have occurred naturally given the strong and existing links with UCD and Marino Institute of Education.
- (iii) The Provost outlined a number of activities occurring in Trinity in 2016 as part of the Decade of Commemoration and referred to the booklet 'Trinity and the Rising' available on the College website. He noted that on 15 March 2016, Proclamation Day, there will be a reading of the 1916 Proclamation by students which will be live-streamed and recorded, and made available through Trinity's website. There will also be a 'virtual' reading of the Proclamation across the world by Trinity students who are currently abroad and this too will be recorded and provided online. The Centre for Literary Translation has translated the Proclamation into the 14 different languages taught in Trinity, including Irish Sign Language, and will be presented at an event in March to which a number of ambassadors to Ireland would be invited. He also mentioned the Proclamation Day Symposium, organised by the Long Room Hub and chaired by Professor Jane Ohlmeyer, which will feature panel discussions and lectures along with talks by separate historians on each of the six uprisings referred to in the 1916 Proclamation and the 1916 Rebellion. In addition there will be a session in which several proclamations of independence from around the world will be compared and contrasted. This symposium will also be hosted in London, on 31 March 2016, by the Irish Ambassador to Great Britain, Dan Mulhall, and it is hoped that it will subsequently travel to other countries.

- (iv) The Provost provided an update on the progress made in the development of the Trinity Graduate Attributes by way of a presentation, dated 10 February 2016. He referred to the draft curriculum principles, the means by which students are to attain the graduate attributes, and noted that these could not be easily linked to the initial set of attributes presented to Council in June 2015. He outlined several development stages and consultations to-date, which included an event held in the Science Gallery to elicit feedback from employers. The opinions received thus far have led to a shortening of the text of the headline attributes to more broad and encompassing concepts. These currently stand as:
- to think independently
 - to communicate effectively
 - to act resiliently
 - to grow continuously

Each of these is expanded by a set of statements detailing the knowledge, skills and outlooks encompassed by the overarching term. The achievement of these through the curriculum or the co-curriculum or both, is indicated. He stated that the attributes and their format had not been finalised and he welcomed further feedback. Different suggestions were put forward by members in relation to the most appropriate verbs and adverbs to use and preferences were stated in relation to whether or not any adverbs were necessary. It was commented that care should be taken in the classification of attributes to avoid giving the impression that the thinking attribute can only be achieved through the curriculum and that all other attributes should fall to the co-curriculum.

The Provost commented that the Learnovate Centre in Trinity is helping to devise a method of tracking the development of graduate attributes in students as they progress through their undergraduate education.

Council noted and endorsed the direction being taken in the development of the Trinity Graduate Attributes. The Provost advised that an update would be provided to Council in due course.

Professor J Walsh and the Vice-President of the Graduate Students' Union retired from the meeting.

CL/15-16/110 Undergraduate Admissions

- (i) **IUA's Task Group on the Reform of University Selection and Entry (TGRUSE): Update**
A memorandum from the Dean of Undergraduate Studies/Senior Lecturer, dated 2 February 2016, was circulated. The Dean of Undergraduate Studies/Senior Lecturer speaking to the item reminded members of principles proposed by TGRUSE, which were previously endorsed by Council (CL/12-13/078) and by the other universities in Ireland, related to the reduction of course entry routes to the minimum number required to efficiently, and in an academically appropriate way, allocate places to applicants. The principles were developed to address concerns that multiple denominated entry routes with low quotas were fuelling the 'points race' and that they are also leading to premature specialisation amongst school leavers.

In December 2015, the chair of TGRUSE, Professor Philip Nolan, flagged a number of issues that had been discussed in 2013 and put forward a number of questions which might need to be addressed ahead of the implementation of the approved principles. These are:

- (a) Should a lower limit be set on the size of a denominated entry, say at 30 or 40 entrants?
- (b) Should a denominated entry have a high proportion of the course (two-thirds or greater) unique to that course (i.e. not shared with other entries)?
- (c) The quota (minimum number of students that will be admitted to the course) should be published in the CAO handbook, and the actual number of students admitted should be published by the CAO once the admissions season is complete;
- (d) The need for some arbitration mechanism if there is a dispute in regard to the application of these principles;
- (e) The value of asserting that, as a consequence of this reform, the great majority of students will be admitted through common entry routes and each institution will report the proportion of its students entering through common entry routes.

She emphasised that questions, (a), (b), (d) and (e) are of particular concern to Trinity in the contexts of maintaining institutional autonomy and parity of esteem, and the ongoing work of the Trinity Education Project which is already looking at entry mechanisms to undergraduate course. She noted that she will continue to uphold Trinity's position at future TGRUSE meetings, namely that setting a minimum quota for course would be problematic for Trinity and that the establishment of an arbitration mechanism across the universities would erode institutional autonomy and prove unworkable.

The following comments were made during the discussion of the questions posed by the chair of TGRUSE:

- space should be provided in the higher-education to deliver denominated courses on entry to students who know the subject(s) in which they wish to specialise, this is especially needed since broad entry courses are adequately provided for in other third-level institutions;
- subject specialisation post-entry does not eradicate the competition for places, it simply postpones it, which can cause difficulties between students during their undergraduate studies.

The Vice-Provost/Chief Academic Officer confirmed that Trinity has committed to reviewing and reducing its denominated entry routes as part of the Trinity Education Project but only in the context of there being a strong academic rationale to do so. Trinity, with 178 TSM entry routes and a further 62 denominated courses, has made it clear that it is starting from a very different basis when compared to the other universities whose courses for entry number approximately from 30 – 60.

Council noted the issues under consideration by TGRUSE. It re-iterated its views on these matters and gave its support to the Dean of Undergraduate Studies/Senior Lecturer to uphold Trinity's position in future discussions.

(ii) Northern Ireland Engagement Programme

A memorandum from the Dean of Undergraduate Studies/Senior Lecturer, dated 2 February 2016, concerning an update on the Northern Ireland Engagement Programme (NIEP) was circulated. The Dean of Undergraduate Studies/Senior Lecturer noted that the report concerns the progress to-date on the NIPE and the Feasibility Study in A-Level Admission, and their effects on recruitment figures in 2015/16.

She noted that there have been small but promising increases in the numbers of applicants and registered students from Northern Ireland. Applications for entry in 2015/16 stood at 754 compared to 601 for 2014/15 and ultimately converted to 90 and 74 enrolments, respectively. Whilst there have been small absolute gains, the

number of registered students as a percentage of overall new entrant enrolments has remained static at approximately 3% over the last number of years. Looking at the 754 applications for 2015/16, in the context of the admissions process, she explained that 244 (32%) applicants were offered places and of these 107 (44%) accepted. Overall, this resulted in 90 applicants registering on courses in Trinity. She drew the particular attention of Council to the conversion rate of offers to acceptances over the last five years, on average 41%, and noted that the rate of acceptances among Leaving Certificate applicants is almost double this figure. She commented that this is an issue which requires greater examination.

She outlined a number of recruitment activities planned for 2015/16 including a specific information session for guidance counsellors and teachers in Northern Ireland on the CAO process and undergraduate study in the Republic of Ireland. In addition there will be greater engagement with alumni and academics from the region. She also noted that 2016/17 will see the first entrants enrolling under the re-calibrated A-Level admissions mechanism.

Council noted the update on the NIEP, the activities planned for 2015/16 and the need to concentrate on improving the conversion rate of offers to acceptances.

CL/15-16/111 Postgraduate Course Proposals

(i) M.Sc./P.Grad.Dip. in Applied Behaviour Analysis

A memorandum from the Dean of Graduate Studies, dated 1 February 2016, was circulated with a course proposal from the School of Psychology in Applied Behaviour Analysis, leading to the award of M.Sc. with an exit P.Grad.Dip.

The Dean of Graduate Studies noted that the proposal concerns the cessation of three existing courses in this area, the P.Grad.Dip. in Applied Behaviour Analysis, M.Sc. in Psychology (Applied Behaviour Analysis) and M.Sc. in Applied Behaviour Analysis, and their replacement with a single course entity. The streamlining of course provision is seen to enhance marketing capabilities and to remove the duplication of effort across three different programmes.

The new curriculum carries 120 ECTS and for delivery over two years, with 60 ECTS taken in each year. Whilst the course differs from the Trinity norm in terms of course duration and credit volume, the longer duration and heavier ECTS load are not uncommon in professionally accredited taught Master's courses. All modules, bar one, are already running in the three existing courses.

Students may opt to exit after completing the first year and receive the P.Grad.Dip. Such students would be permitted to return to the course within a three year timescale to complete the second year and receive the M.Sc. qualification. They would be required to rescind their P.Grad.Dip. in order to receive the higher award. P.Grad.Dip. holders in Applied Behaviour Analysis from other institutions may seek entry directly to the second year of the programme within three years of receiving their diploma. In such cases Trinity could not seek the rescission of the lower award. The M.Sc. award is calculated entirely on the second year alone. Whilst most entrants are expected to be psychology graduates, graduates from other cognate disciplines may be accepted for entry and would be required to take a specific module in their second year.

The first year comprises taught modules and the second year contains a 30-credit dissertation module and three taught modules. The learning outcomes meet both academic and professional standards. Those holding the P.Grad.Dip. are eligible to apply for certification as a Board Certified Assistant Behaviour Analyst® and those with

the M.Sc. qualification are eligible to seek certification as a Board Certified Behaviour Analyst®.

The proposal was externally reviewed by Professor J. Carl Hughes, BCBA-D, Deputy Head, Teaching and Learning, College of Health and Behavioural Science and Director of Wales Centre for Behaviour Change, School of Psychology, Bangor University in Wales, who was extremely complimentary of the course and commended the efforts of the School of Psychology.

Council approved the proposal to offer a new course in Applied Behaviour Analysis leading to the award of M.Sc. on the successful completion of 120 ECTS over two years, with an exit award of P.Grad.Dip. following the successful completion of one year (60 ECTS), commencing in the academic year 2016/17. It also approved the cessation of the three existing courses in Applied Behaviour Analysis and noting that they would receive no new entrants in 2016/17.

(ii) M.Sc./P.Grad.Dip. in Digital Marketing Strategy

A memorandum from the Dean of Graduate Studies, dated 2 February 2016, was circulated with a proposal from the School of Business for a new course in Digital Marketing Strategy leading to the award of M.Sc. with an exit P.Grad.Dip. The Dean of Graduate Studies noted that this was the last of the large suite of postgraduate proposals put forward by the School of Business. She explained that the course is differentiated from the recently approved M.Sc. in Marketing, and market analysis has shown that it is likely to be a very popular offering as a separate entity.

The proposed course comprises modules shared with the Marketing course along with three specifically developed new modules, Digital Design and User Experience, Digital Marketing Implementation and Digital Business Models. The structure follows that of the other recently approved courses from the School of Business with students having to take core and elective taught modules carrying 60 ECTS and a 30 ECTS dissertation module over one calendar year. Students successfully completing the 60 ECTS taught component of the course would be permitted to exit the course with the P.Grad.Dip.

The proposal document was externally reviewed by Dr. Cleopatra Veloutsou, Senior Lecturer in Marketing at the Adam Smith Business School, University of Glasgow, who provided a very positive report. She also made some suggested amendments which have been addressed by the School of Business.

Responding to a query, the Dean of Graduate Studies confirmed that this is the last of the large tranche of proposals to come from the School of Business, though there may be one or two separate courses under development.

Council approved the proposal for a new course in Digital Marketing Strategy leading to the award of M.Sc., with an exit P.Grad.Dip, and noted that it is due to commence in the academic year 2016/17.

CL/15-16/112 Report of the Irish Survey of Student Engagement (ISSE)

A memorandum from the Dean of Students, dated 3 February 2016, was circulated with a report on the Irish Survey of Student Engagement (ISSE) 2014/15, prepared by the Quality Office. The Dean of Students, introducing the item, noted that this was the third year of Trinity's participation in ISSE. The level of responses from Trinity students had increased to 23.2% in 2014/15, from 16.5% in 2013/14, meaning that the data should be more meaningful statistically. He cautioned, however, that since respondents self-select and are not randomly

selected, the data must be read with care due to potential bias. Notwithstanding this, the responses align well with those concerning other third-level institutions in Ireland.

The report circulated to Council had been prepared on data for the whole of Trinity and he advised that the Quality Office had started to prepare reports at faculty and school levels. The data focuses attention to areas which may require further investigation; the provision of reports for the faculties and schools will particularly help in this regard. The report provides data in relation to first-year undergraduate, final-year undergraduate and postgraduate taught student cohorts across eleven indices of student experience. Six of these are engagement oriented (academic challenge, active learning, student and staff interactions, enriching educational experiences, supportive learning environment and work integrated learning) and five are outcomes based (higher order thinking, general learning outcomes, general development outcomes, career readiness and overall satisfaction). Each index score is derived from the responses to a number of underlying questions which may be explored to gain richer detail.

In response to a query about the possible preparation of a Library focused report, the Dean of Students commented that the data is currently categorised by faculty and school only. He noted, however, that there are underlying applicable questions which could provide useful information to staff in the Library. In relation to a question about individual school-based data, he acknowledged that the response rates may be low in some schools, thus diminishing the weight of the data, and noted that viewing the information on a faculty-basis may be more helpful. He agreed with a member that the response rate and potential for bias are two significant concerns regarding the data and reiterated that rather than expecting the survey to provide definitive answers it should be viewed as a useful tool to highlight potential problem areas. It was noted that ISSE will run for three weeks starting from 22 February 2016 and that the Students' Union was in the process of contacting schools to request time during lectures for first year students to complete the survey this year.

Council noted and endorsed Trinity's continued participation in ISSE.

CL/15-16/113 Any Other Urgent Business

There was no other business.

The Academic Secretary retired from the meeting.

SECTION B

CL/15-16/114 Undergraduate Studies Committee

The draft minutes of the meetings of 17 November 2015 and 26 January 2016 were noted and approved.

CL/15-16/115 Quality Committee

The draft minutes of meeting of 21 January 2016 were noted and approved.

CL/15-16/116 Student Life Committee

The draft minutes of the meeting of 3 December 2015 were noted and approved.

SECTION C

CL/15-16/117 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 13 January 2016 and noted by Board on 27 January 2016.

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

D.Ch.Dent Nasser Alkhaldi; Siobhan Stapleton.

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

Ph.D. Mirza Shahzaid Baig; Olivia Bibollet-Bahena; Hannah Boyle; Andrew James Byrne; I-Shuo Chen; Deborah Cluxton; Alev Durmaz Yilmaz; Arman Farhang; Colin Stephen Fitzpatrick; Melanie Hayes; Arthur Timothy Jackson; Sarah Jankowitz; John Anthony Lee; Sinead Mary Lydon; Brian Patrick Mc Namee; Omar Mahfoud; Caroline Mehigan; Katarzyna Oficjalska; Clare O'Mahony; Sean O’Riordan; Catherine O’Sullivan; Cicely Roche; Anthony Tracy; Christian Wirtz; Shu Zhang.

M.Litt. Kalypto Faropoulou; Pdraig Hughes.

M.Sc. Neil Lawrence Grumbley.

CL/15-16/118 School of English – School Directors Hilary Term 2016

The Council noted and approved the following appointments:

- (i) Director of Teaching and Learning (Undergraduate) (Hilary Term 2016 during Professor Jarlath Killeen’s leave of absence): Professor Philip Colman;
- (ii) Director of Teaching and Learning (Postgraduate) (Hilary Term 2016 during Professor David O’Shaughnessy’s leave of absence): Professor Paul Delaney.

CL/15-16/119 Burkitt Medal Selection Committee

The Council noted and approved the memorandum from the Provost, circulated, dated 3 February 2016.

CL/15-16/120 Senior Academic Promotions Committee - Faculty Review Committees Membership

The Council noted and approved the memorandum from the Acting Secretary to the Senior Academic Promotions Committee, circulated, dated 28 January 2016.

SECTION D

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

Signed

Date

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